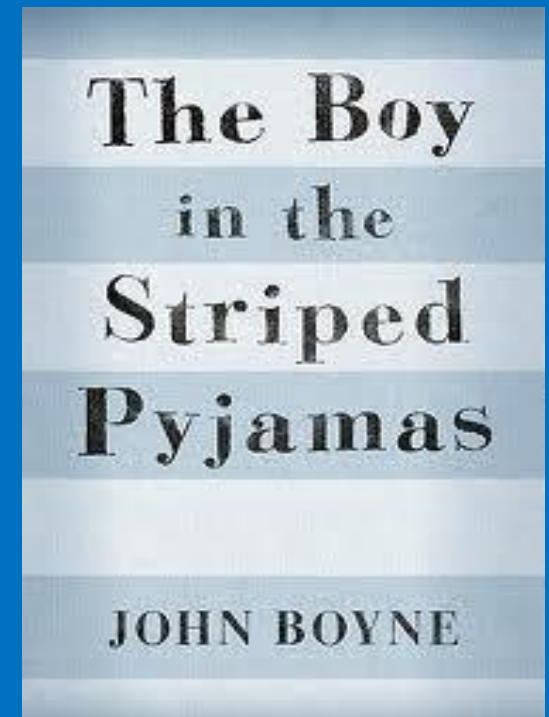
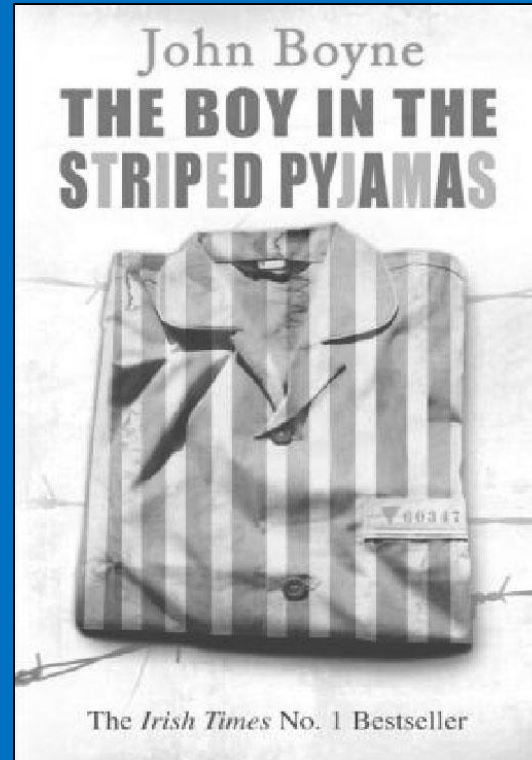
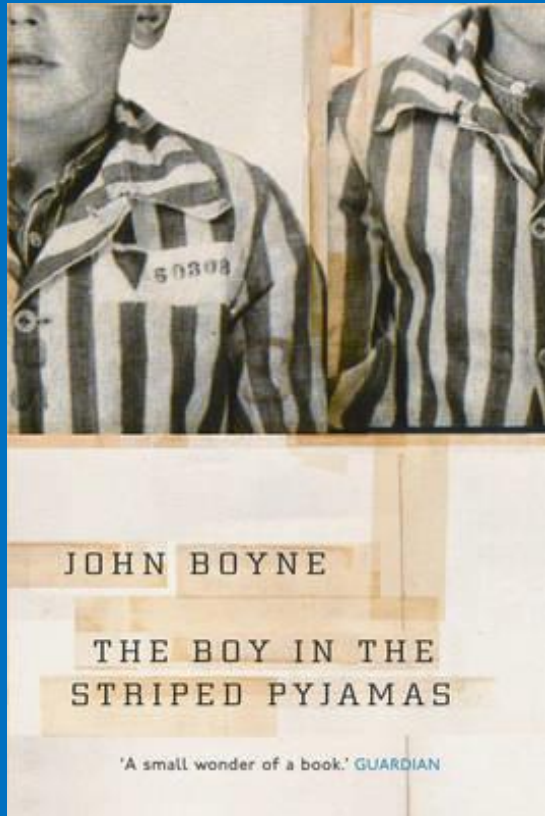


SPRING 1



THE BOY IN THE STRIPED PYJAMAS

Requirements

	Decoding	Apply phonic knowledge and skills to read unfamiliar words. Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
2a	give/ explain the meaning of words in context	Check that the book is meaningful and discuss what has been understood. Use meaning – seeking strategies to explore the meaning of unfamiliar words and idiomatic and figurative language. 
2b 	retrieve and record information / identifying key details from fiction and non-fiction	Understand books read independently. Retrieve, record and present information from non-fiction. Collate. Find relevant information and evidence from a range of texts. Record, collate and organise information or evidence appropriately. Distinguish between statements of fact and opinion. Identify and discuss the conventions of different text types.
2c	summarise main ideas from more than one paragraph	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Present an oral overview or summary of a text. Explain the main purpose of a text and summarise it.

Requirements

2d	make inferences from the text/explain and justify inferences with evidence from the text	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and develop explanations. 
2e	predict what might happen from details stated and implied	Predict what might happen from details stated and implied from across a text.
2f	identify/explain how information/narrative content is related and contributes to meaning as a whole	Identify and discuss the conventions of different text types. Identify and discuss themes and conventions in and across a wide range of writing and longer texts. Identify how language, structure and presentation contribute to the meaning of a text. Read books that are structured in different ways. 
2g	identify/explain how meaning is enhanced through choice of words and phrases	Discuss and evaluate how authors use language, including figurative language, considering the impact. Identify and comment on writer's choice of language. Identify and explain how writers use grammatical features for effect. For example, the use of short sentences to build tension. Show awareness of the writers' craft by commenting on use of language, grammatical features and structure of texts. Identify how language, structure and presentation contribute to the meaning of a text.
2h	make comparisons within the text	Make connections between other similar texts, prior knowledge and experience and explain the links. Make comparisons within and across books.

Content Domains &Wider Curriculum	Requirements	
Wider Reading Curriculum	Context, Viewpoint, Choice	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Maintain positive attitudes to reading and understanding of what they read. Read and discuss an increasingly wide range of fiction, poetry, fiction from our literary heritage and books from other cultures and traditions. Become familiar with a range of books, including modern fiction, poetry, plays. Recommend books to peers, giving reasons for their choices. Identify and explain the effect of the context on a text. For example, historical or geographical. Read for a range of purposes. Listen to others' ideas and opinions about a text. Build on others' ideas and opinions about a text in discussion. Ask questions to extend understanding. Express a personal point of view about a text, giving reasons. Raise queries about texts. Present and explain the author's viewpoint in a text. Present a personal point of view based on what has been read. Present a counter-argument in response to others' points of view. Compare different versions of texts. Present a personal point of view based on what has been read. Listen to other's personal point of view. Provide reasoned justifications for their views. Explain a personal point of view, giving reasons and evidence from text.
Wider Reading Curriculum	Oral Retelling and Performance	Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action. Learn poems by heart. For example, narrative verse, sonnet. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Requirements		
2a	give/explain the meaning of words in context 	
2b	retrieve and record information/ identifying key details from fiction and non-fiction	Read several texts on the same topic to find and compare information. Use a combination of skimming, scanning and text marking to find and collate information. Re-present collated information. Explain the key features, themes and characters across a text.
2c	summarise main ideas from more than one paragraph	Explain the structural devices used to organise a text. Comment on the structural devices used to organise the text. Read several texts on the same topic to find and compare information. Explain the main purpose of a text and summarise it succinctly. Re-present collated information. identify how characters change during the events of a longer novel.
2d	make inferences from the text/explain and justify inferences with evidence from the text	Draw inferences from subtle clues across a complete text. identify how characters change during the events of a longer novel.
2e	predict what might happen from details stated and implied	

2f	identify/ explain how information/narrative content is related and contributes to meaning as a whole	Explain the author's viewpoint in a text and present an alternative point of view. Comment on the development of themes in longer novels. Explain the key features, themes and characters across a text. Recognise the impact of the social, historical, cultural on the themes in a text. Explain the key features, themes and characters across a text. Explain the structural devices used to organise a text.
2g	identify/explain how meaning is enhanced through choice of words and phrases	Identify the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes. Evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages, attitudes. Identify how writers manipulate grammatical features for effect. Analyse why writers make specific vocabulary choices.
2h	make comparisons within the text	Compare and contrast characters, themes and structure in texts by the same and different writers. Compare and contrast the language used in two different texts. Compare and contrast the styles of different writers with evidence and explanation. Compare and contrast the styles of different writers with evidence and explanation. Read several texts on the same topic to find and compare information. identify how characters change during the events of a longer novel.
Context, Viewpoint, Choice		Recognise the impact of the social, historical, cultural on the themes in a text. Evaluate the styles of different writers with evidence and explanation. Explain an opinion, referring to the text to justify it; Point, Evidence and Explanation (PEE). Present a counter-argument in response to others' points of view using evidence from the text and explanation – PEE. Explain the author's viewpoint in a text and present an alternative point of view. Give a personal response to a range of literature and non-fiction texts, stating preferences and justifying them. Explain how and why a text has impact on a reader.
Oral retelling and Performance		Prepare poems and plays to read aloud and to perform, using body language, tone, pitch and volume to engage the audience.



JOHN BOYNE

THE BOY IN THE
STRIPED PYJAMAS

'A small wonder of a book.' GUARDIAN

The Boy
in the
Striped
Pyjamas

JOHN BOYNE

WEEK 6

John Boyne
**THE BOY IN THE
STRIPED PYJAMAS**



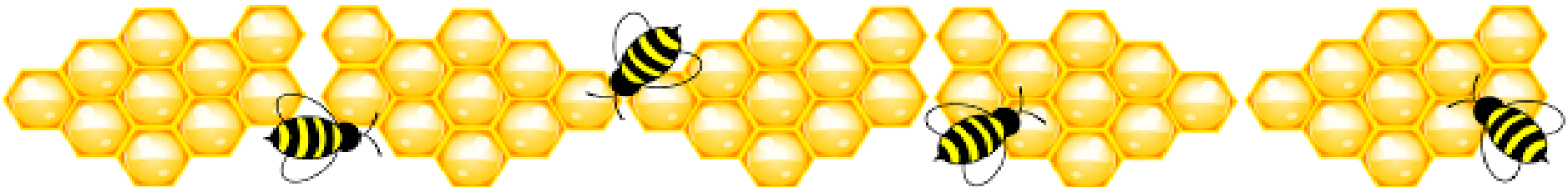
The Irish Times No. 1 Bestseller



W O R D O F T H E D A Y



maid

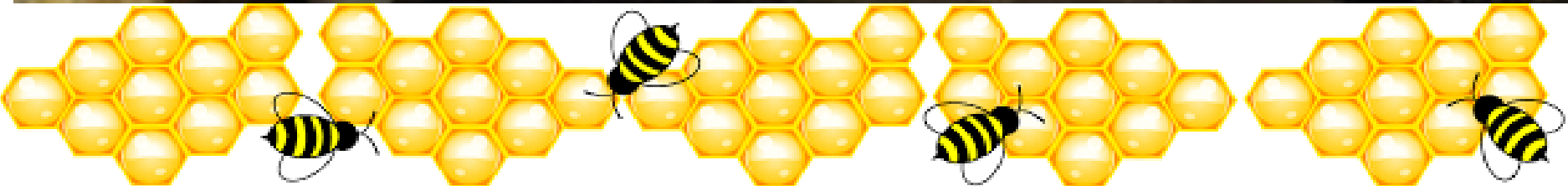


maid

What could
it mean?

Watch32.com

After all, she had
never done anything
(as far as he knew)
other than be his
family's maid.



maid

SAY IT AND FEEL THE SYLLABLES

BELT IT TO THE BIN

SPELL IT TO SOMEONE ON ANOTHER TABLE

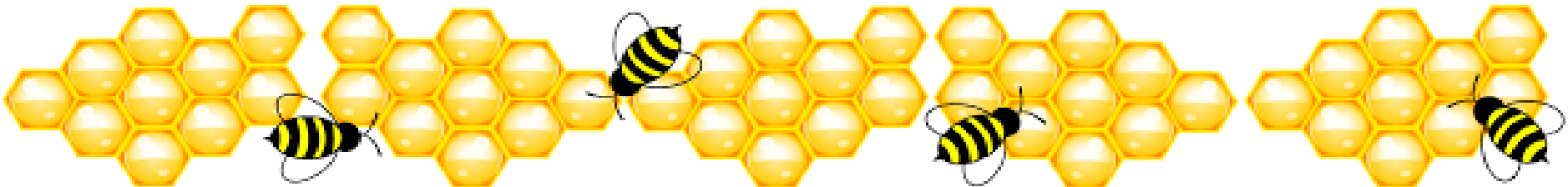
WHISPER IT TO THE WINDOW

ROBOT IT TO THE ROOF

REPEAT IT AFTER ME

SPEED SAY X7 TO YOUR SHOES

BASS IT TO YOUR BOOK



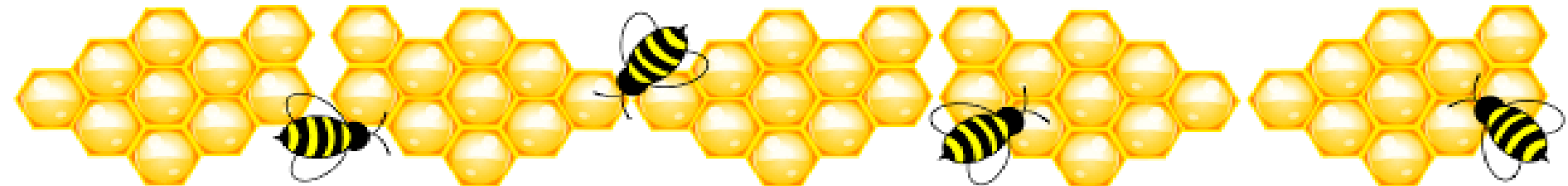
maid

DEFINITION:

noun

a female domestic servant.

"Mary eventually managed to find a job as a maid"



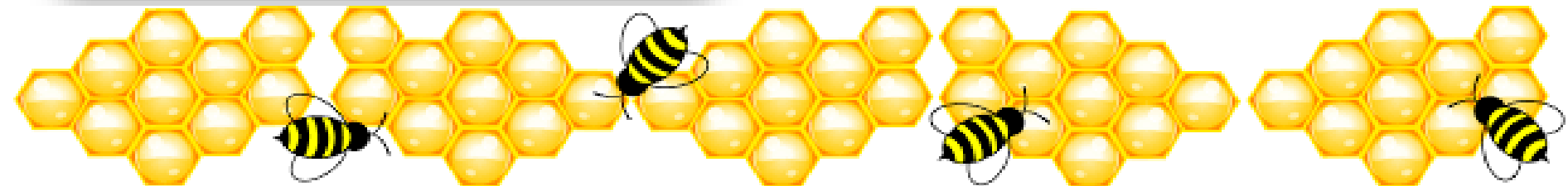
maid

Statement

Command

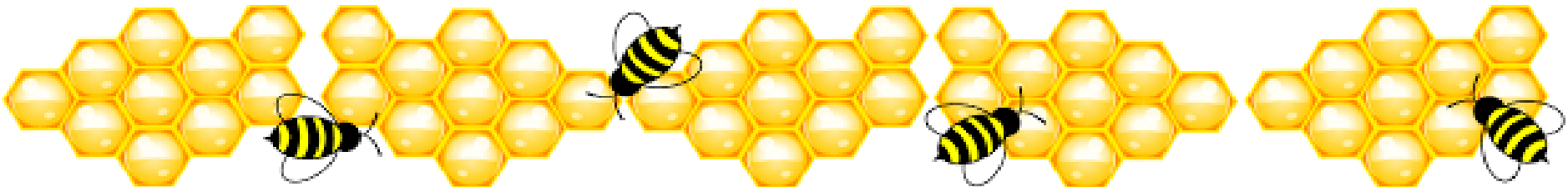
Question

Exclamation



maid

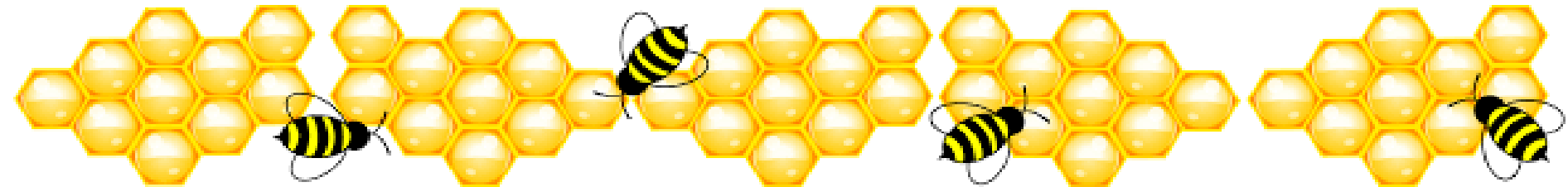
Say maid to mean servant, cleaner or helper.



maid

Draw it!

Draw a picture of Maria in your
book... surround her with describing
words...

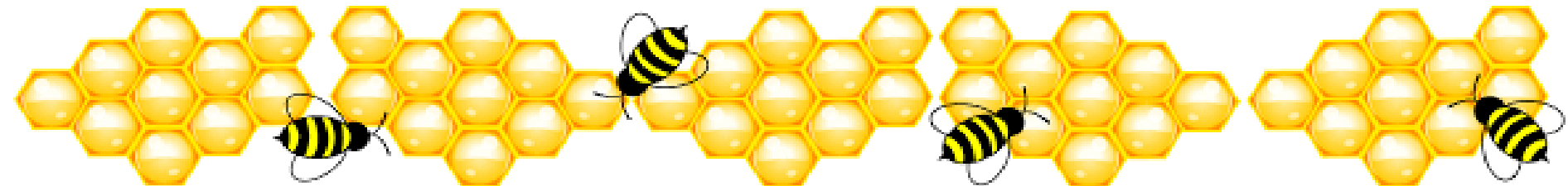


maid

Statement
Command
Question
Exclamation

In your books:-

- Write the word
- Write the definition
- Go for 4 sentence types.
- Draw a picture to remind you



Maria



Think of 3 adjectives that describe their general behaviour, e.g. happy, proud, quiet.



How do other people treat them?



What does the writer suggest about the person or people underneath the appearance? How does he do this?



...he looked across at Maria and realized for the first time that he had never fully considered her to be a person with a life and a history all of her own. After all, she had never done anything (as far as he knew) other than be his family's maid. He wasn't even sure that he had ever seen her dressed in anything other than her maid's uniform. But when he came to think of it, as he did now, he had to admit that there must be more to her life than just waiting on him and his family. She must have thoughts in her head, just like him. She must have things that she missed, friends whom she wanted to see again, just like him. And she must have cried herself to sleep every night since she got here, just like boys far less grown up and brave than him. (Pages 60–61)

'Run me a bath, Maria, will you?' she asked.
'Why can't you run your own bath?' snapped Bruno.
'Because she's the maid,' said Gretel, staring at him.
'That's what she's here for.'
'That's *not* what she's here for,' shouted Bruno...
'She's not just here to do things for us all the time, you know. Especially things that we can do ourselves.'

Gretel stared at him as if he had gone mad and then looked at Maria, who shook her head quickly. (Page 63)



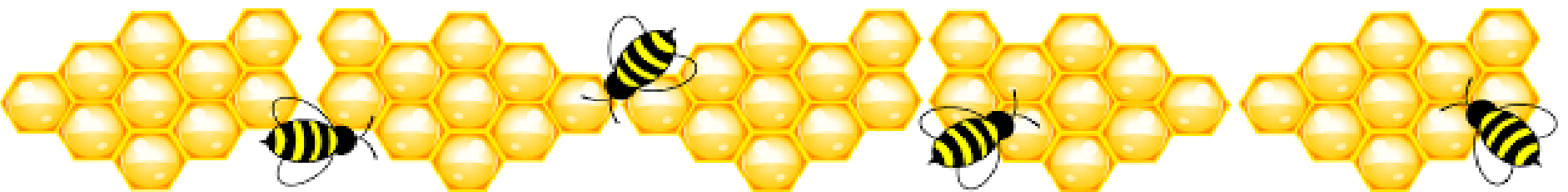
W O R

CREATE
YOUR
OWN

D A K

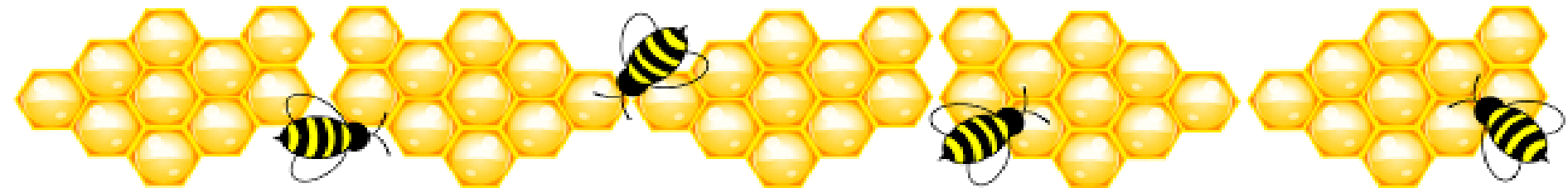


hostile



hostile

What could
it mean?



hostile

SAY IT AND FEEL THE SYLLABLES

BELT IT TO THE BIN

SPELL IT TO SOMEONE ON ANOTHER TABLE

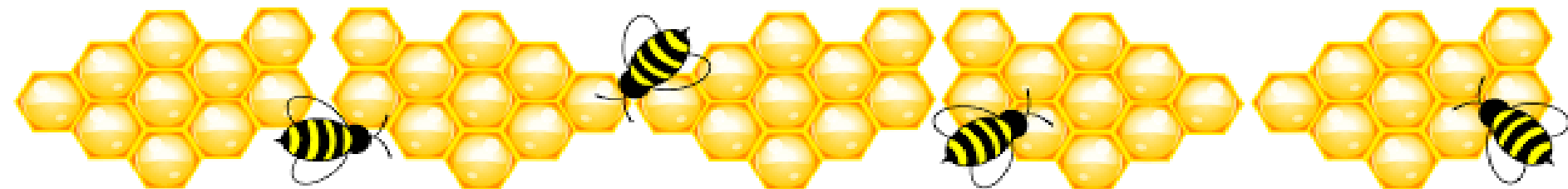
WHISPER IT TO THE WINDOW

ROBOT IT TO THE ROOF

REPEAT IT AFTER ME

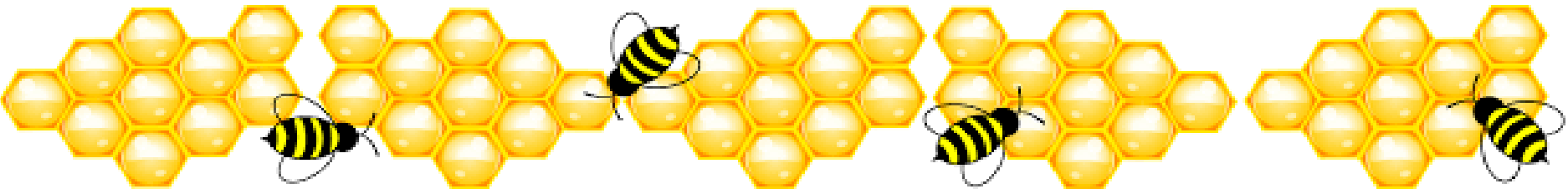
SPEED SAY X7 TO YOUR SHOES

BASS IT TO YOUR BOOK



hostile

DEFINITION:



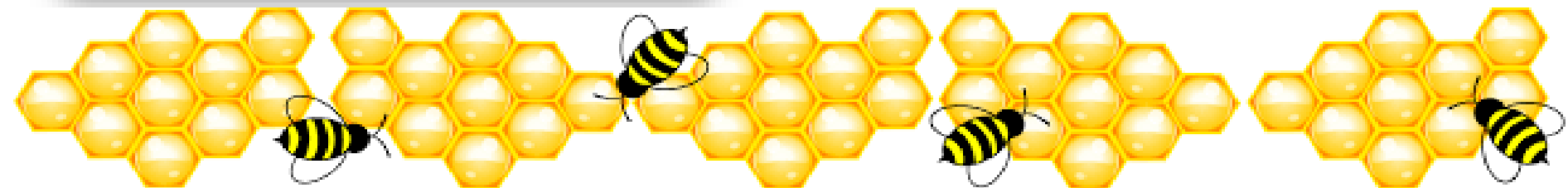
hostile

Statement

Command

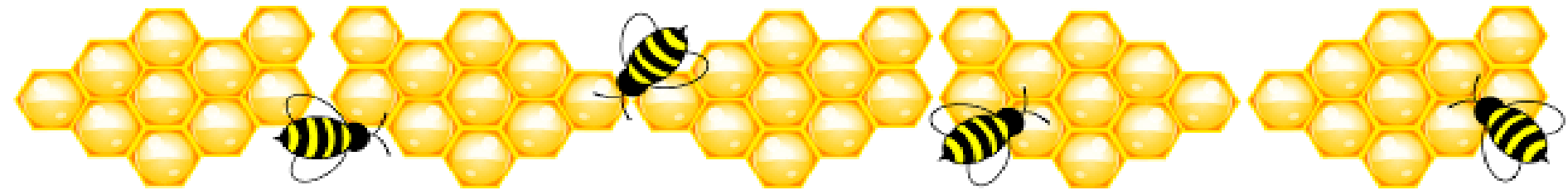
Question

Exclamation



hostile

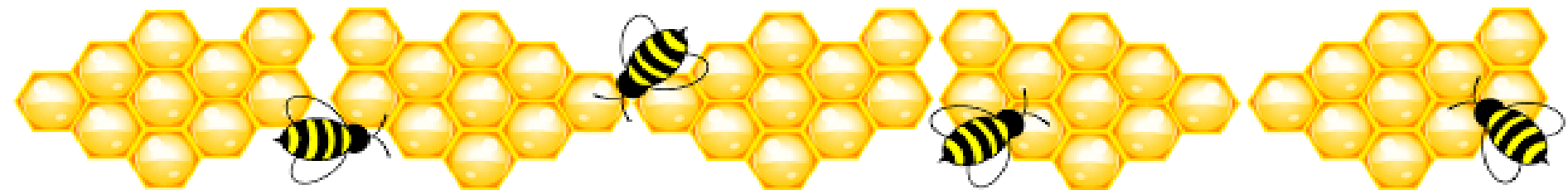
Say



hostile

Draw it!

Draw

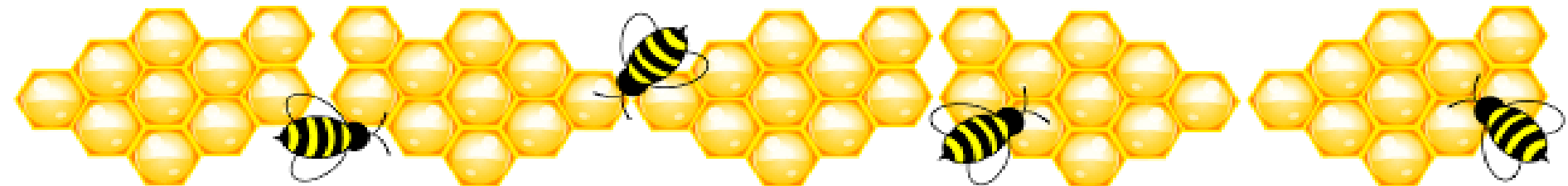


hostile

In your books:-

- Write the word
- Write the definition
- Go for 4 sentence types.
- Draw a picture to remind you

Statement
Command
Question
Exclamation



Kotler



Think of 3 adjectives that describe their general behaviour, e.g. happy, proud, quiet.



How do other people treat them?



What does the writer suggest about the person or people underneath the appearance? How does he do this?



On most days the young lieutenant looked very smart, striding around in a uniform that appeared to have been ironed while he was wearing it. His black boots always sparkled with polish and his yellow-blond hair was parted at the side and held perfectly in place with something that made all the comb marks stand out in it, like a field that had just been tilled. Also, he wore so much cologne that you could smell him coming from quite a distance. Bruno had learned not to stand downwind of him or he would risk fainting away.

... He looked so much younger today that Bruno was surprised; in fact he reminded him of the big boys at school, the ones he always steered clear of. (Pages 71–72)



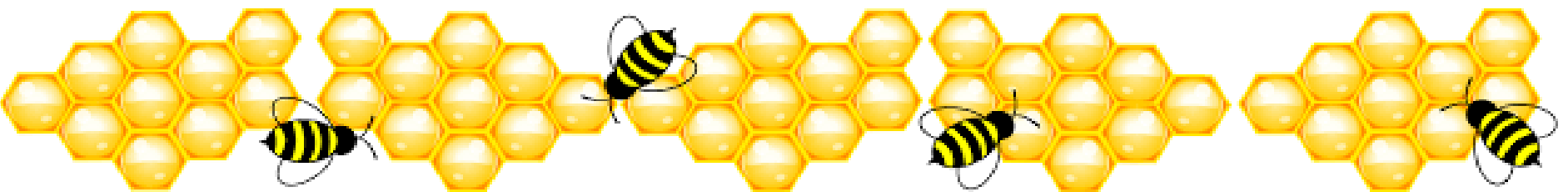
W O R

CREATE
YOUR
OWN

D A K

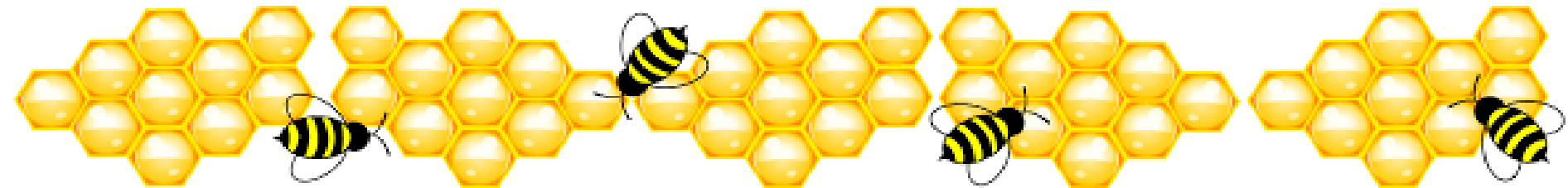


persecuted



persecuted

What could
it mean?



persecuted

SAY IT AND FEEL THE SYLLABLES

BELT IT TO THE BIN

SPELL IT TO SOMEONE ON ANOTHER TABLE

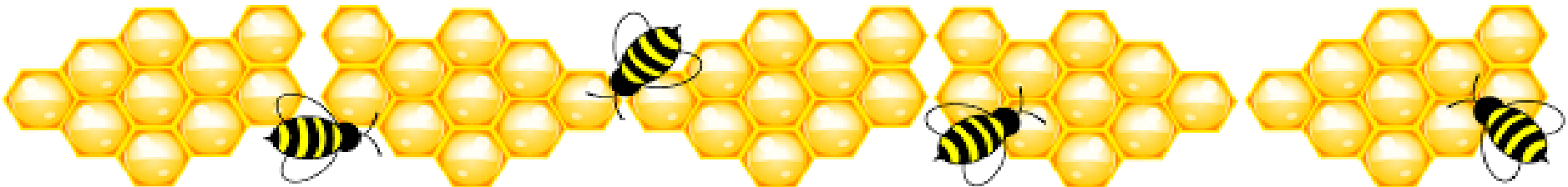
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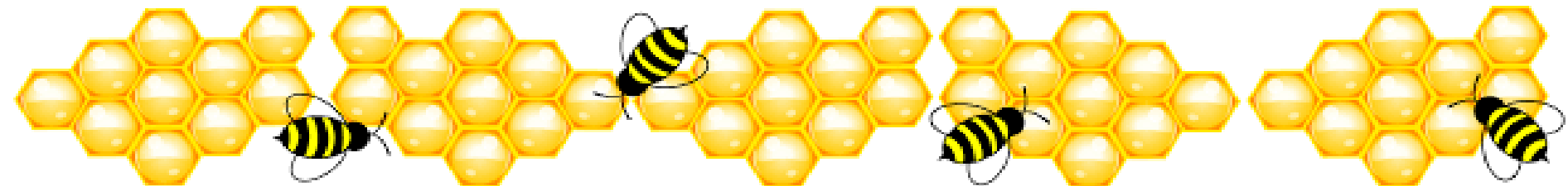
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BASS IT TO YOUR BOOK

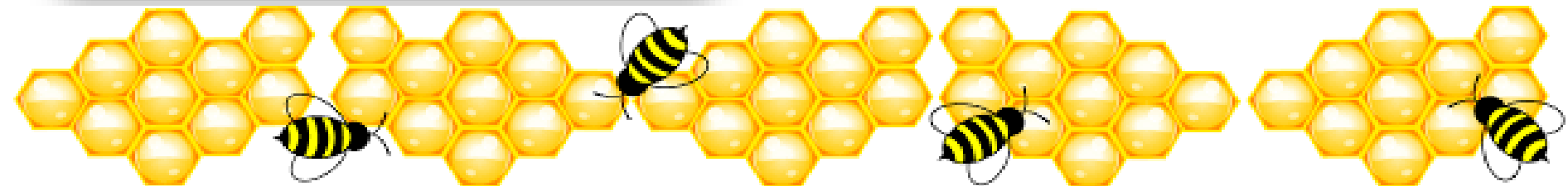
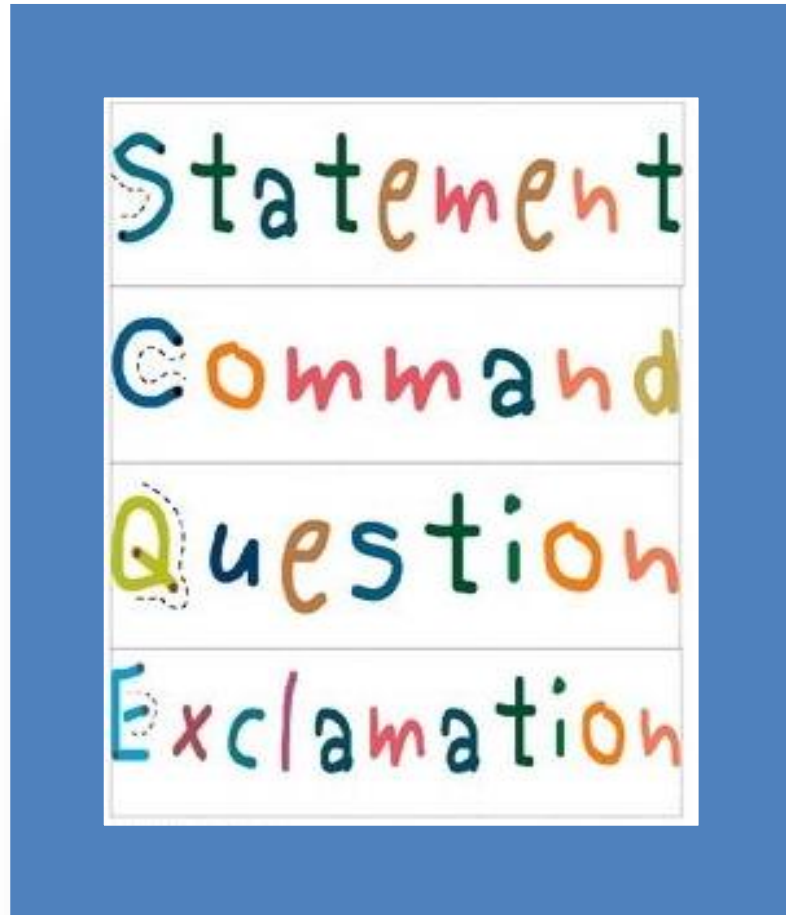


persecuted

DEFINITION:

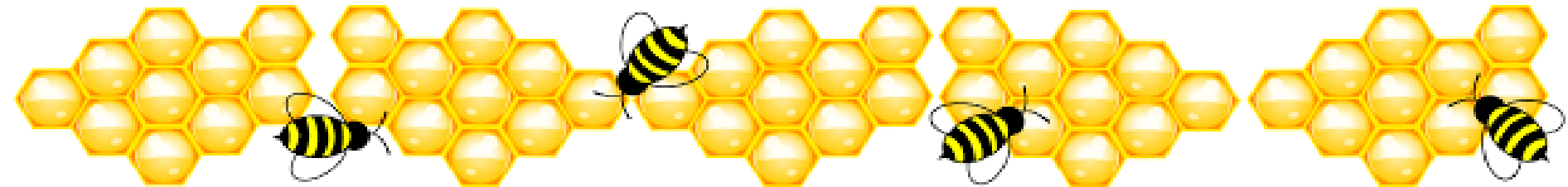


persecuted



persecuted

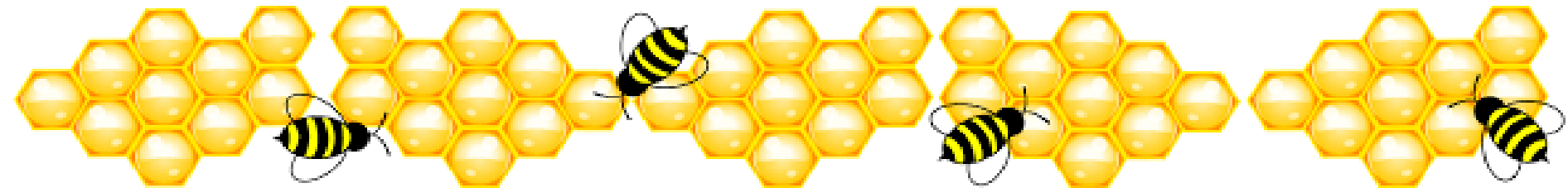
Say



persecuted

Draw it!

Draw

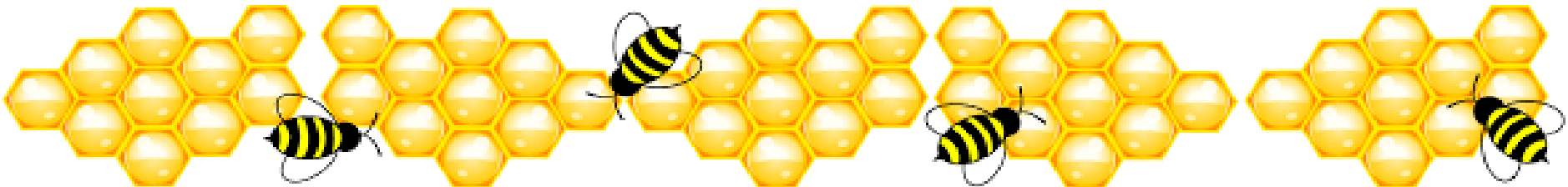


persecuted

Statement
Command
Question
Exclamation

In your books:-

- Write the word
- Write the definition
- Go for 4 sentence types.
- Draw a picture to remind you



Pavel



Think of 3 adjectives that describe their general behaviour, e.g. happy, proud, quiet.



How do other people treat them?



What does the writer suggest about the person or people underneath the appearance? How does he do this?

Then he caught sight of Pavel – the old man who came every afternoon to help peel the vegetables in the kitchen for dinner before putting his white jacket on and serving at the table... (Page 75)

Pavel came towards them and Kotler spoke to him insolently, despite the fact that he was young enough to be his grandson. 'Take this little man to the storage shed at the back of the main house. Lined up along a side wall are some old tyres. He will select one and you are to carry it wherever he asks you to, is that understood?'

Pavel held his cap before him in his hands and nodded, which made his head bow even lower than it already was. 'Yes, sir,' he said in a quiet voice, so quiet that he may not even have said it at all.

'And afterwards, when you return to the kitchen, make sure you wash your hands before touching any of the food, you filthy–' (Page 76)

Bruno had no idea what Pavel meant but something about what he had said made him look at him closely for the first time. He was quite a small man, and very skinny too, with long fingers and angular features. He was older than Father but younger than Grandfather, which still meant he was quite old, and although Bruno had never laid eyes on him before coming to Out-With, something about his face made him believe that he had worn a beard in the past. (Pages 82–83)





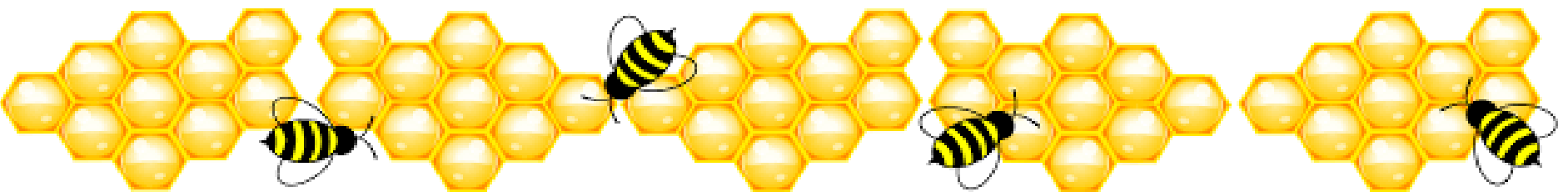
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CREATE
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D A K

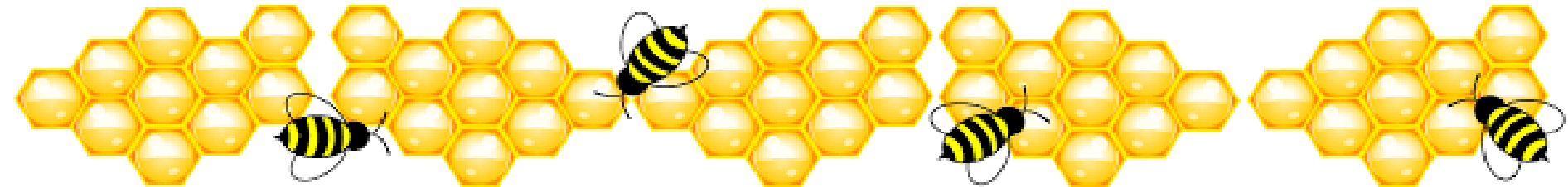


holocaust



holocaust

What could
it mean?



holocaust

SAY IT AND FEEL THE SYLLABLES

BELT IT TO THE BIN

SPELL IT TO SOMEONE ON ANOTHER TABLE

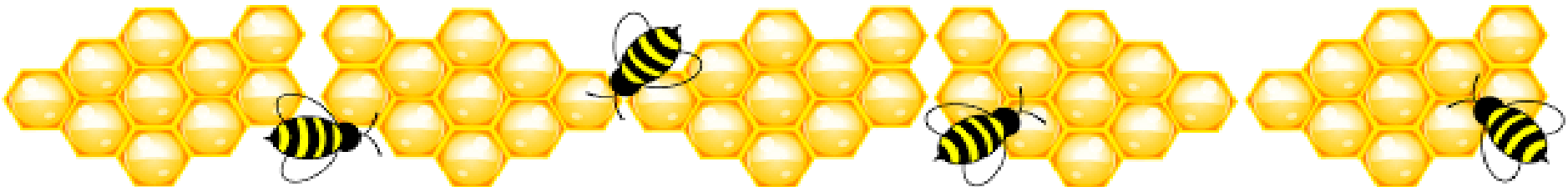
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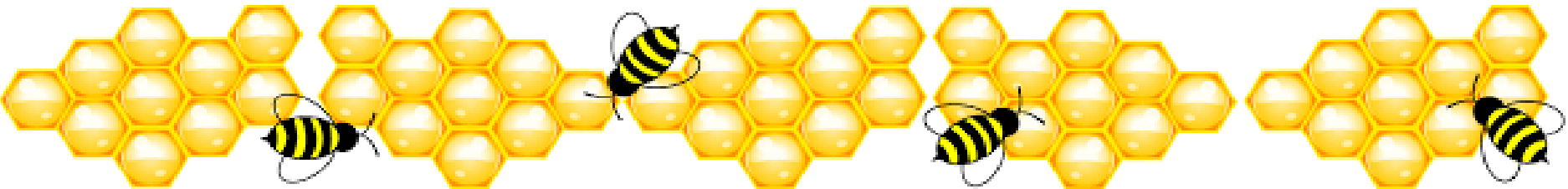
SPEED SAY X7 TO YOUR SHOES

BASS IT TO YOUR BOOK



holocaust

DEFINITION:



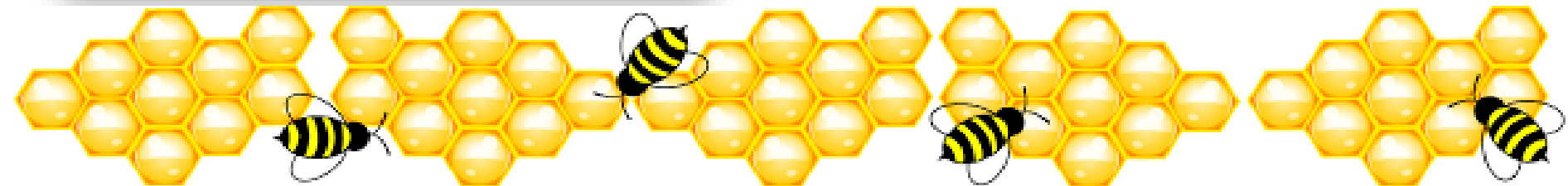
holocaust

Statement

Command

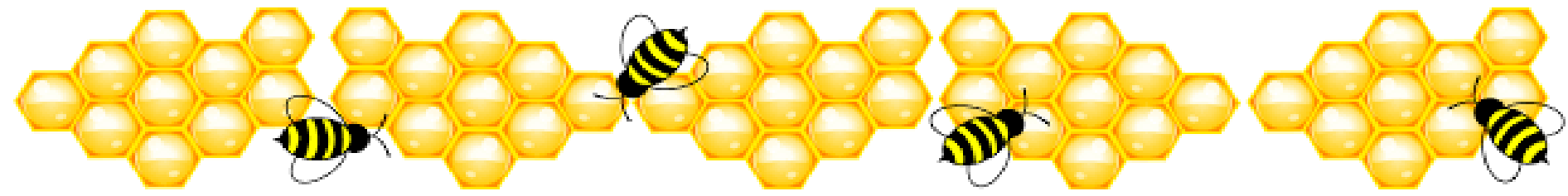
Question

Exclamation



holocaust

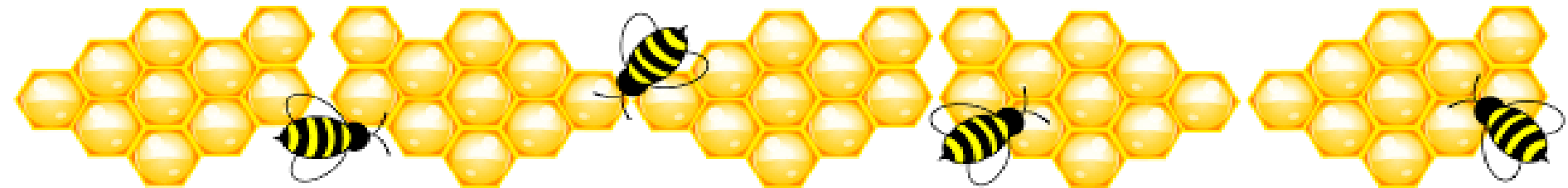
Say



holocaust

Draw it!

Draw

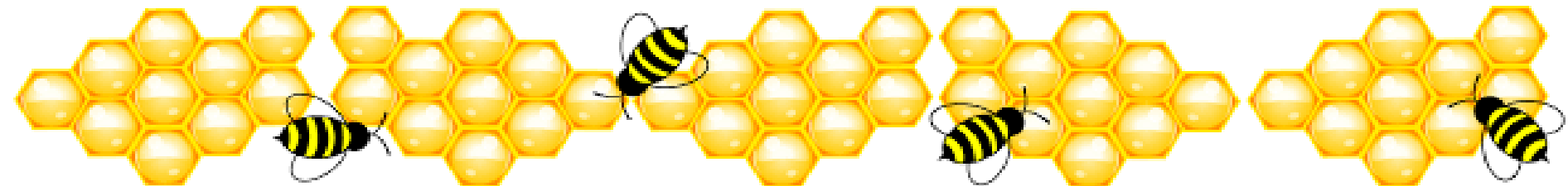


holocaust

Statement
Command
Question
Exclamation

In your books:-

- Write the word
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- Draw a picture to remind you

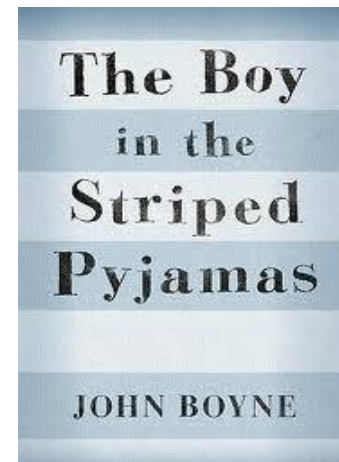
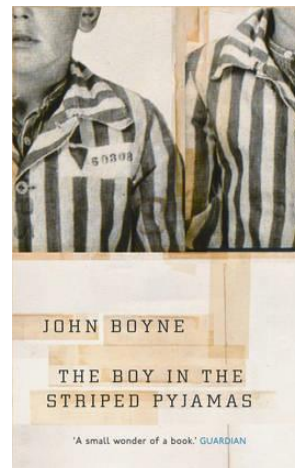
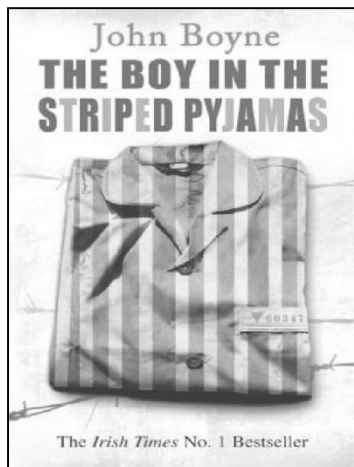


PLOT PREDICTIONS

What do you think is going to happen in the second half of the book?

What evidence can you use to back up your predictions?

Would you recommend this book so far? Why?



2e, 2g Context, Viewpoint, Choice