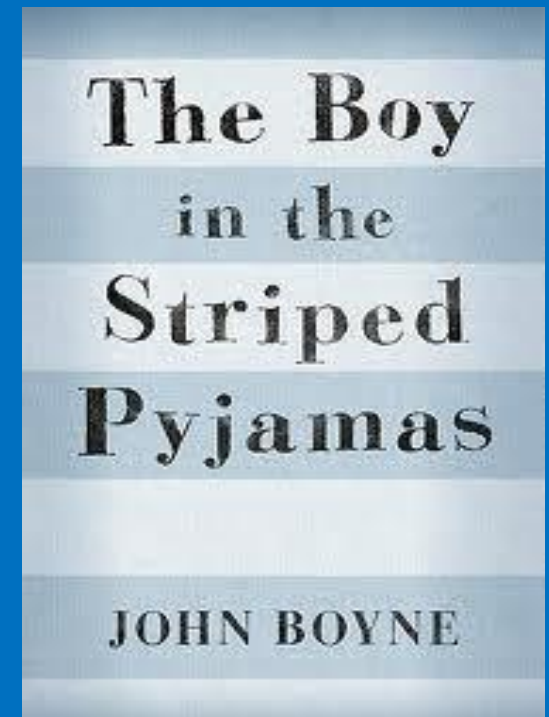
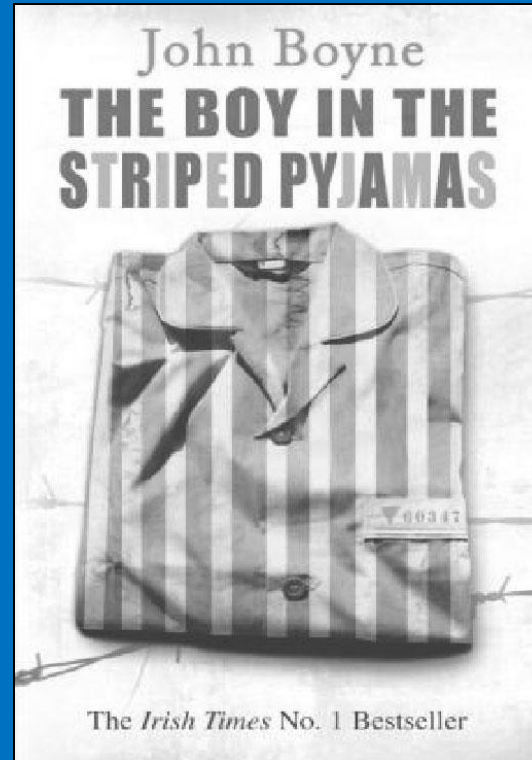
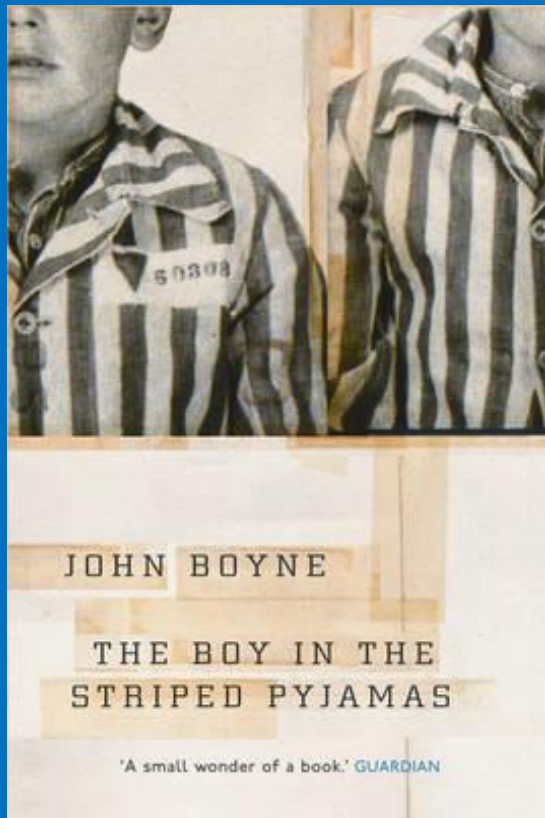


SPRING 1



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 5

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



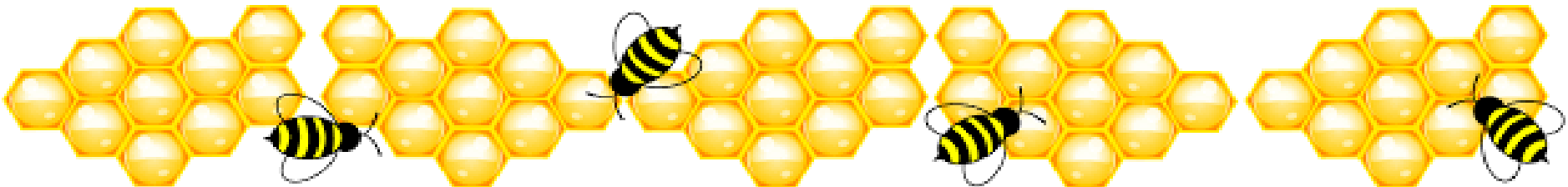
The Irish Times No. 1 Bestseller



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



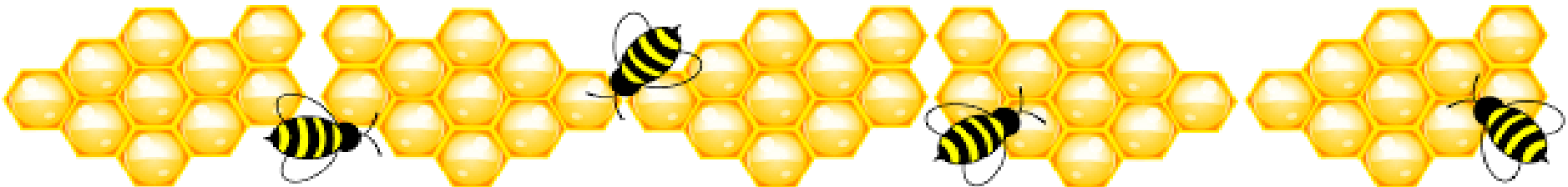
frenzied



frenzied

What could
it mean?

Jaws, the movie, includes a scary and frenzied attack by a huge great white shark who attacks the fishermen if their own boat.



frenzied

SAY IT AND FEEL THE SYLLABLES

BELT IT TO THE BIN

SPELL IT TO SOMEONE ON ANOTHER TABLE

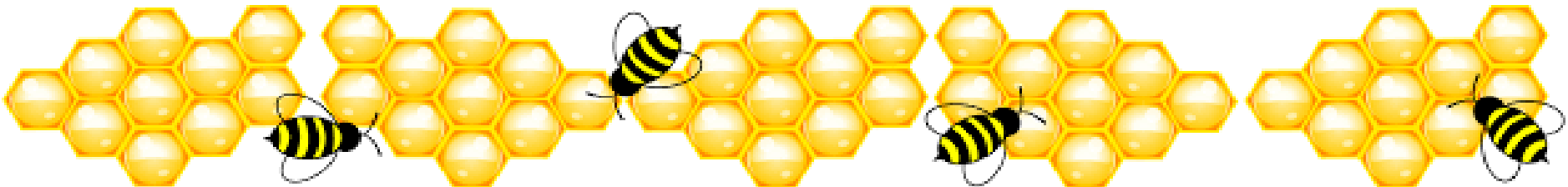
WHISPER IT TO THE WINDOW

ROBOT IT TO THE ROOF

REPEAT IT AFTER ME

SPEED SAY X7 TO YOUR SHOES

BASS IT TO YOUR BOOK



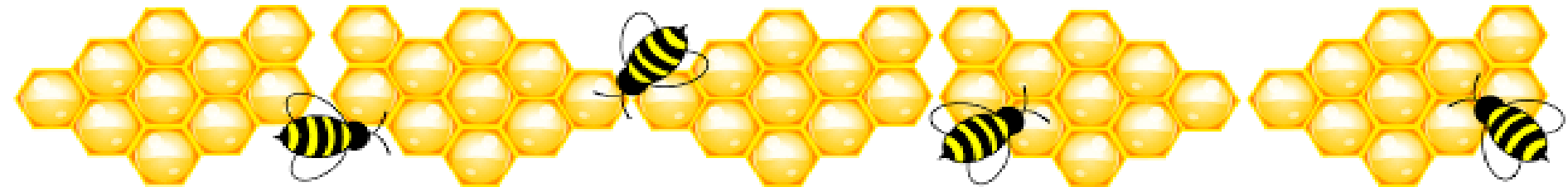
frenzied

DEFINITION:

Adjective

wildly excited or uncontrolled

“The dance by the Y6 pupils was beautiful,
if a little frenzied at times!”



frenzied

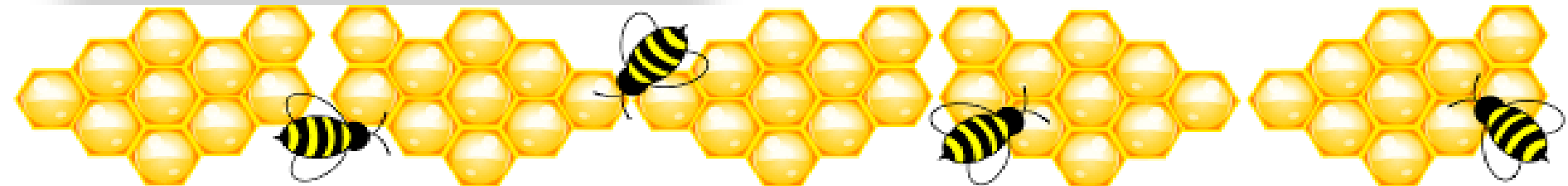
Statement

Command

Question

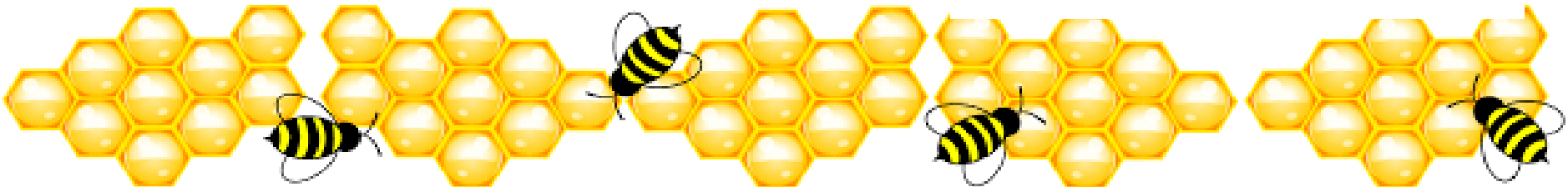
Exclamation

It was a vicious and frenzied attack which resulted in a constant fear of sharks.



frenzied

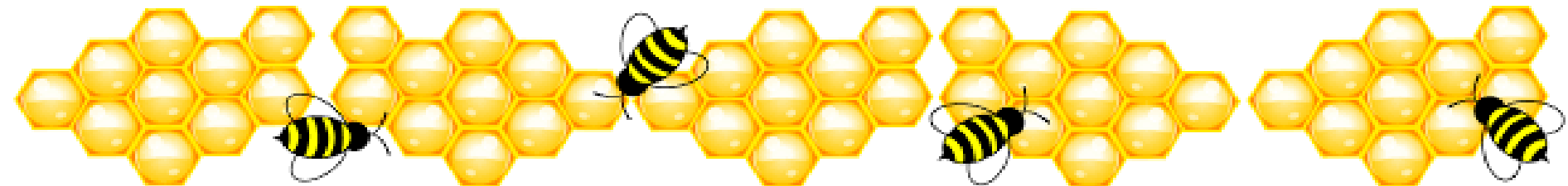
Say frenzied to mean aggressive, unexpected and unplanned.



frenzied

Describe it!

List words that describe the feelings of
a frenzied shark...

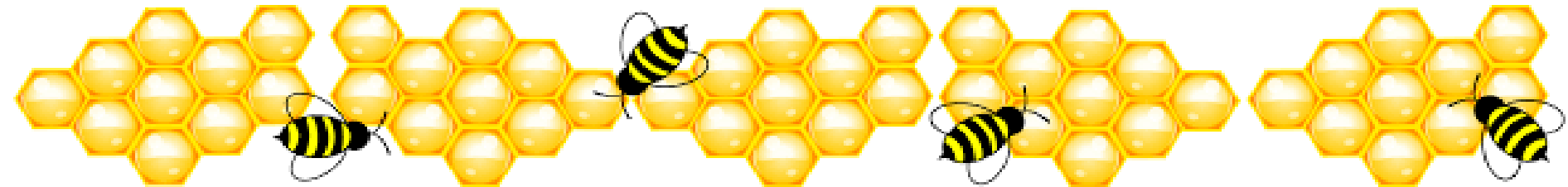


frenzied

Statement
Command
Question
Exclamation

In your books:-

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



John Boyne talks about The Boy In The Striped Pyjamas - on Tue, 26 May 2015

The Boy In The Striped Pyjamas was your first book for children. Where did the story come from?

I'd been quite a serious student of Holocaust-related literature for many years. It had been a subject that I'd been very fascinated by and had read very widely on, but I never thought I would write about it myself. This idea came into my head of these two boys at the fence, talking to each other. The whole story sprang from there. All of that reading and research over the years just led me to a place where I could explore the subject in what I thought was an original way.

Did the depth of your knowledge suffice, or did you have to dig deeper in terms of research to get everything you needed to make the narrative more convincing?

I felt I had enough for the first draft and to just let the story spring from that. Once I had that first draft completed, I knew all of the things that I didn't know, and that I therefore had to find out more about. I had to decide how faithful to the geography of the camps I wanted to be. I wanted to keep it as a fable, as a work of fiction, but I went back to various sources immediately after that first draft, including the memoir that Rudolf Hoess wrote after he was captured and imprisoned before he was hanged.

Did you base Bruno on anyone in particular?

No. I knew that the Commandant from Auschwitz, for example, had brought his family to live there and that he had five children but I didn't base Bruno on any of them. The same with Shmuel - he's just a representation of children. Neither of them are based on real-life people.

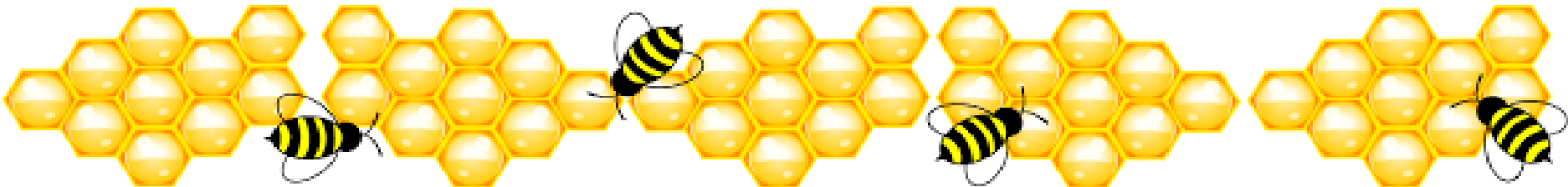
1. Is it a true story?
2. Why did John Boyne write this book?
3. Who do you think Rudolf Hoess was?



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



dispute

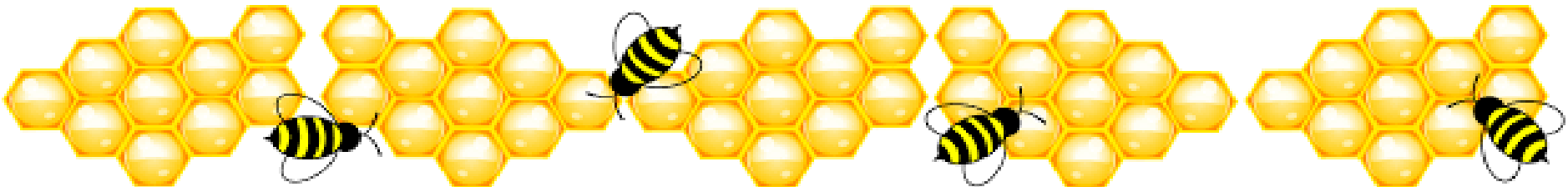


dispute

What could
it mean?



Miss Curry and Mrs
Silk had yet to settle
the debate over
who deserved the
last piece of
chocolate cake...



dispute

SAY IT AND FEEL THE SYLLABLES

BELT IT TO THE BIN

SPELL IT TO SOMEONE ON ANOTHER TABLE

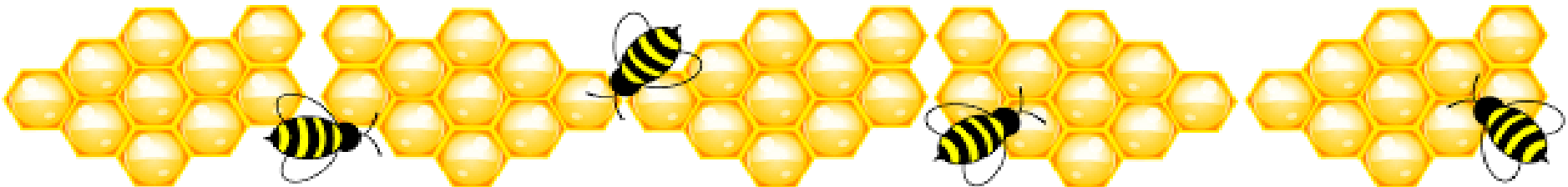
WHISPER IT TO THE WINDOW

ROBOT IT TO THE ROOF

REPEAT IT AFTER ME

SPEED SAY X7 TO YOUR SHOES

BASS IT TO YOUR BOOK



dispute

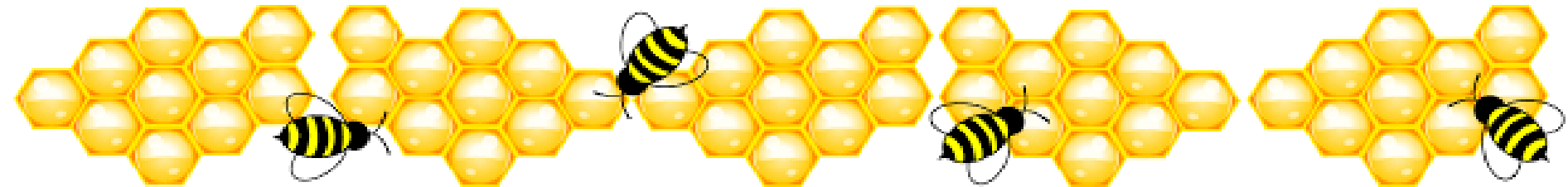
DEFINITION:

Noun

a disagreement or argument.

Verb

1. argue about (something)
2. compete for; strive to win.



dispute

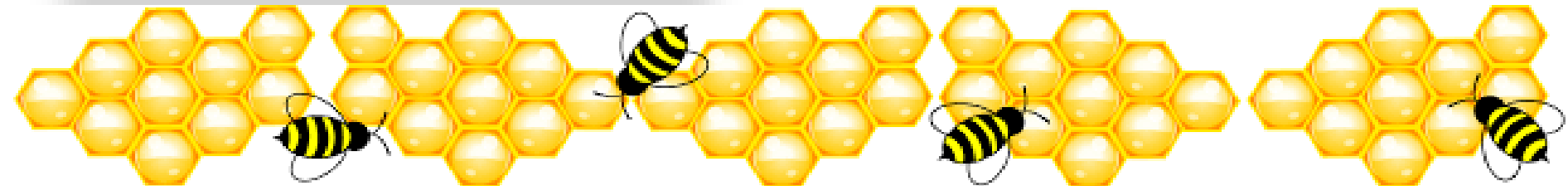
Statement

Command

Question

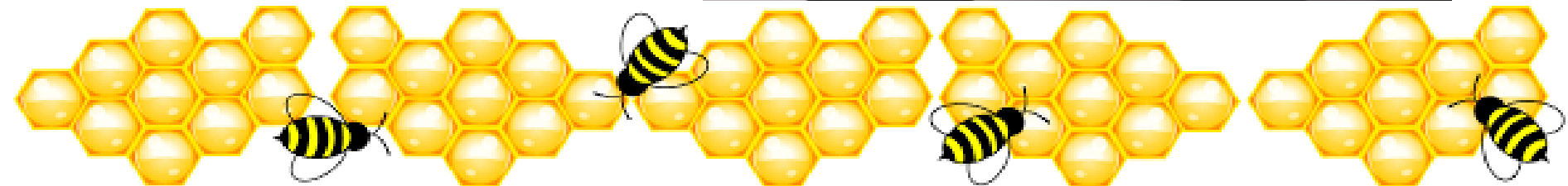
Exclamation

You must stop with this constant dispute!
It is too difficult to deal with!



dispute

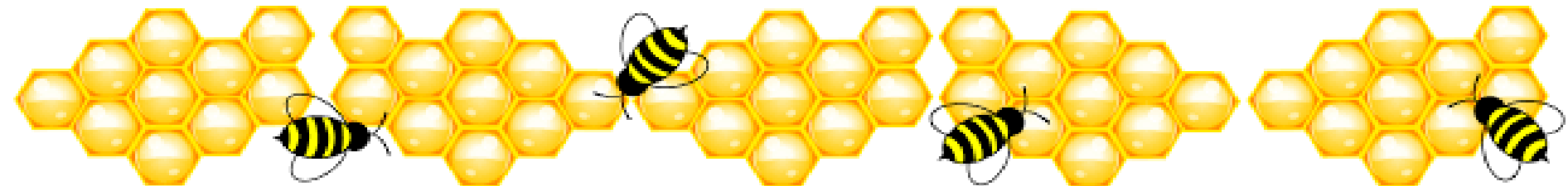
Say dispute to mean argue, disagreement or misunderstanding.



dispute

Describe it!

Describe what could happen during
a dispute...

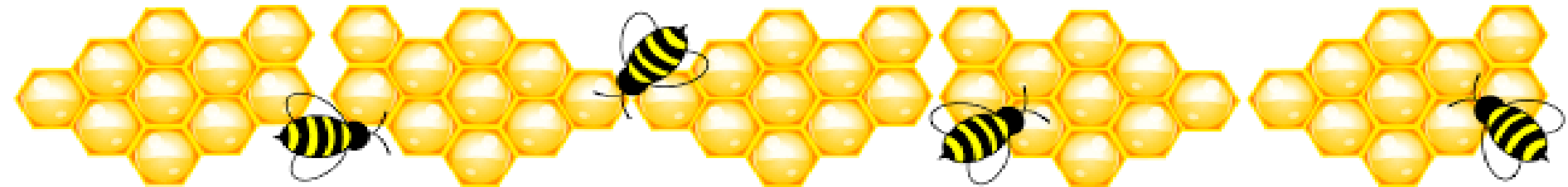


dispute

Statement
Command
Question
Exclamation

In your books:-

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



The Boy in the Striped Pyjamas

JOHN BOYNE

CHAPTER 7+8

How mother took credit for
something she didn't do

Why grandmother stormed out.

18



Chapters 7 and 8

On Christmas Day Father wore his brand-new uniform, the starched and pressed one that he wore every day now, and the whole family applauded when he first appeared in it...

Grandmother was the only one who seemed unimpressed...

'I wonder – is this where I went wrong with you, Ralf?... I wonder if all the performances I made you give as a boy led you to this. Dressing up like a puppet on a string.' (Page 90)

How does John Boyne suggest through his words here that Bruno's father is just 'playing' at being a Commandant?

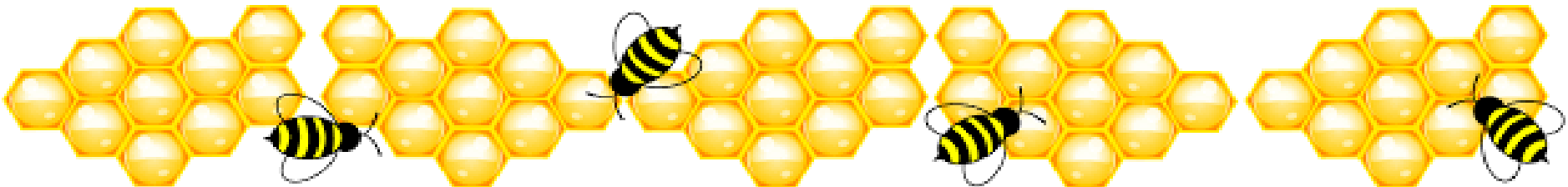
2a, 2d, 2g, Context, Viewpoint, Choice



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



muster

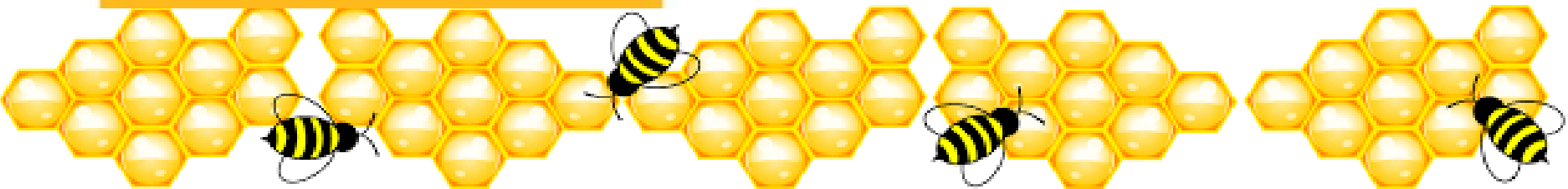


muster

What could
it mean?



A day at the gym
used all the energy
Miss Curry could
muster but ending
with weightlifting just
wasn't a good idea!



muster

SAY IT AND FEEL THE SYLLABLES

BELT IT TO THE BIN

SPELL IT TO SOMEONE ON ANOTHER TABLE

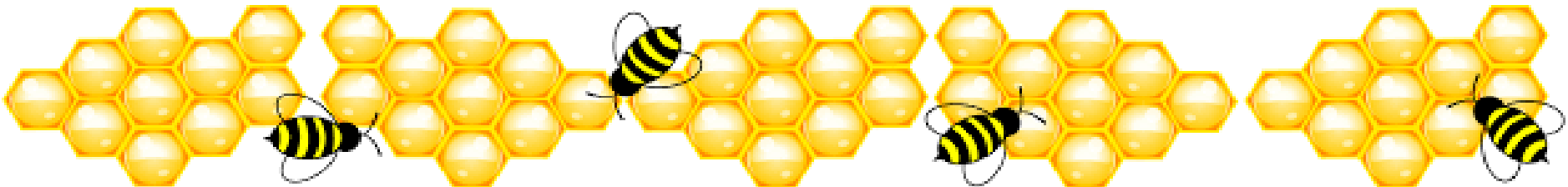
WHISPER IT TO THE WINDOW

ROBOT IT TO THE ROOF

REPEAT IT AFTER ME

SPEED SAY X7 TO YOUR SHOES

BASS IT TO YOUR BOOK



muster

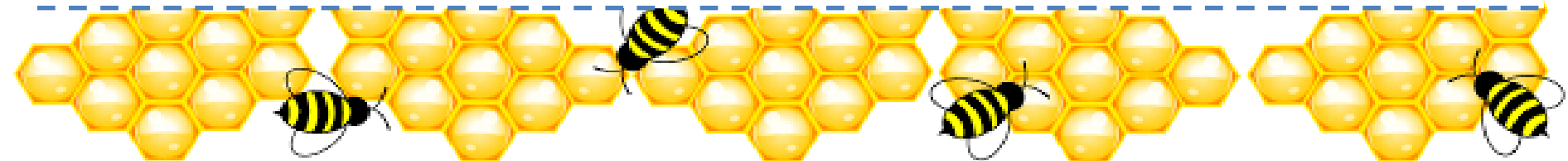
DEFINITION:

VERB

1. assemble (troops), especially for inspection or in preparation for battle.
2. collect or assemble (a number or amount).

NOUN

1. a formal gathering of troops, especially for inspection, display, or exercise.



muster

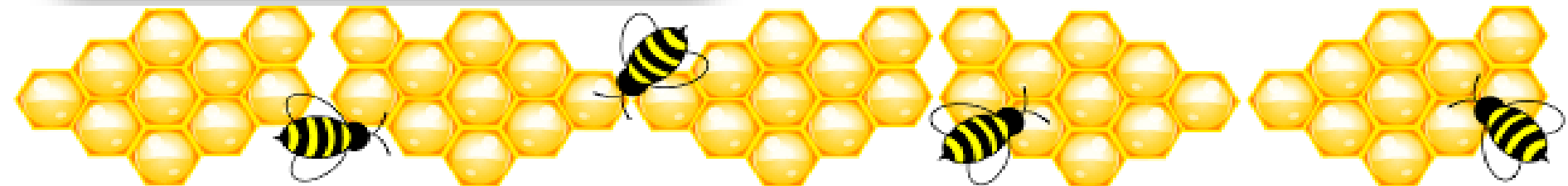
Statement

Command

Question

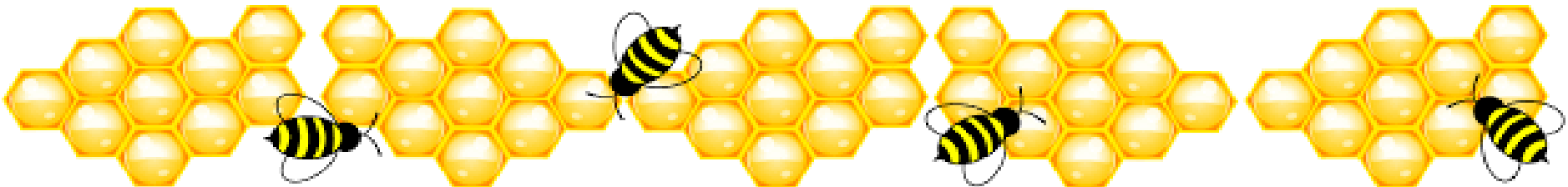
Exclamation

Can you please muster the effort to finish your work properly?



muster

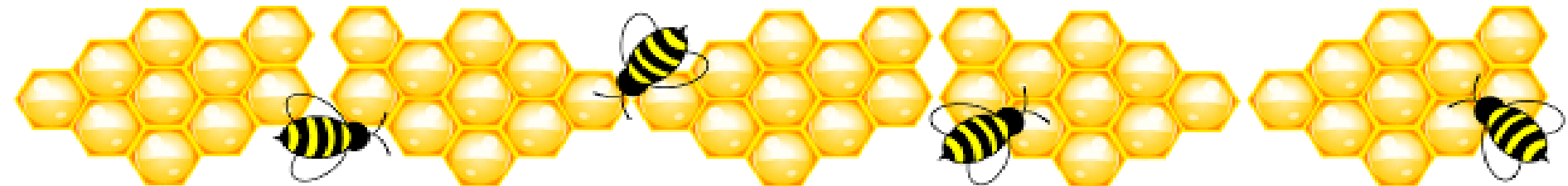
Say muster to mean use, gather or utilise.



muster

Draw it!

Draw a muster of soldiers.

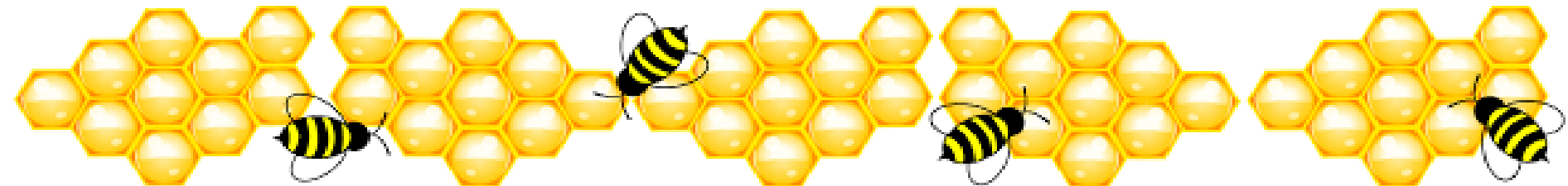


muster

Statement
Command
Question
Exclamation

In your books:-

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



Chapters 7 and 8

Think about

use of the word 'applauded'
use of the word 'performances'
use of the words 'dressing up'.



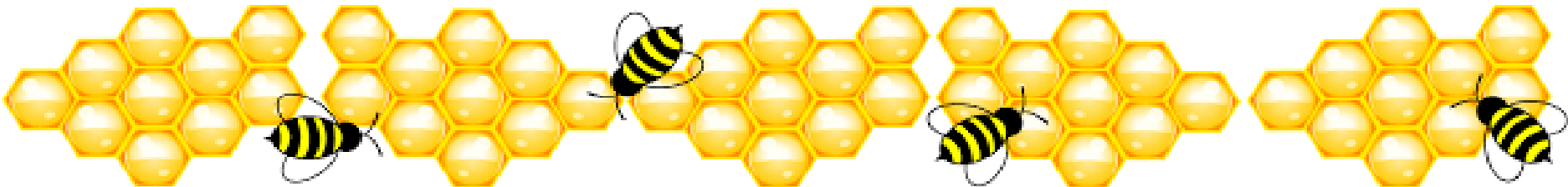
What does Grandma mean when she says father is a “puppet on a string”?



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

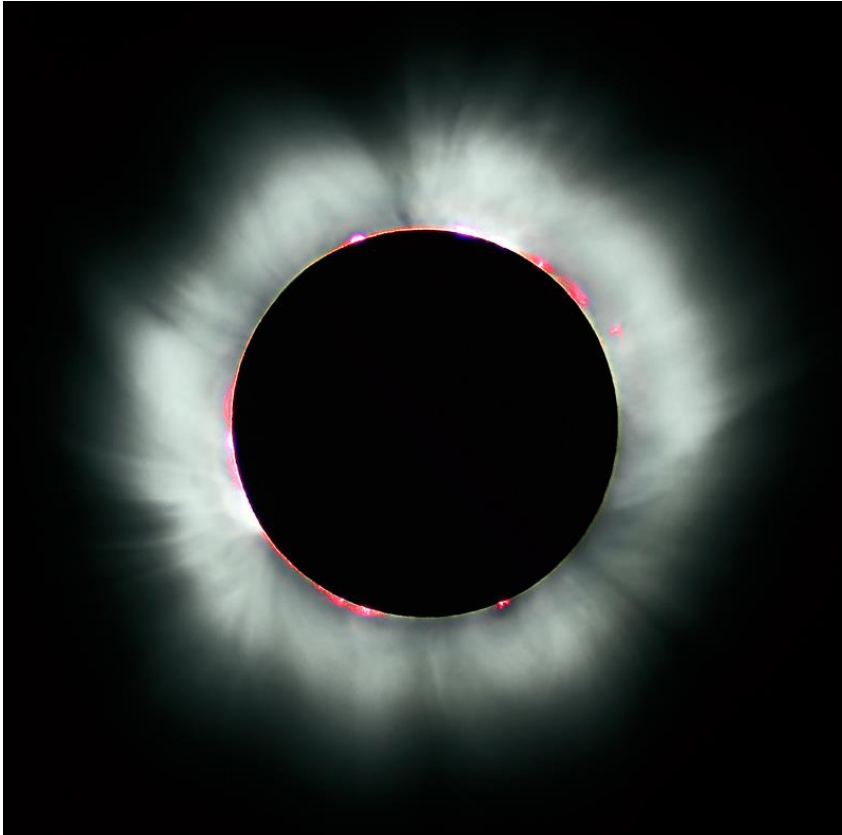


coincide



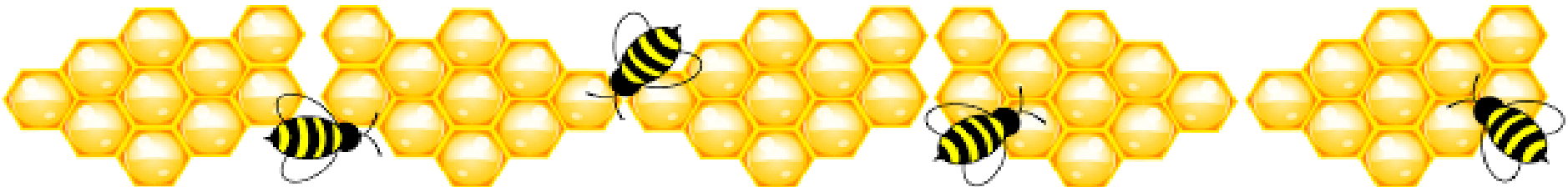
coincide

What could
it mean?



“The publication is
timed to coincide
with a major
exhibition”

“The interests of
employers and
employees do not
always coincide”



coincide

SAY IT AND FEEL THE SYLLABLES

BELT IT TO THE BIN

SPELL IT TO SOMEONE ON ANOTHER TABLE

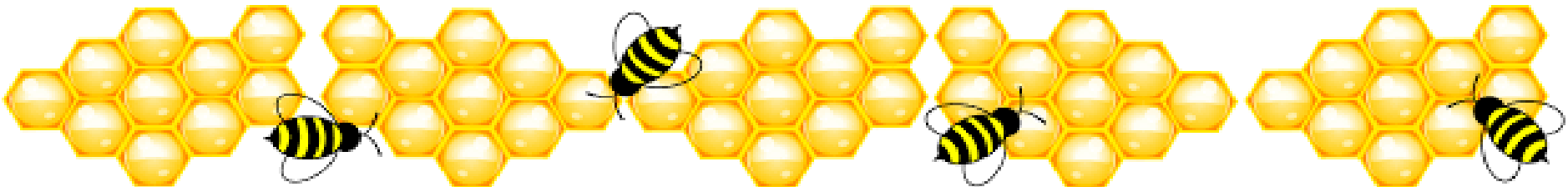
WHISPER IT TO THE WINDOW

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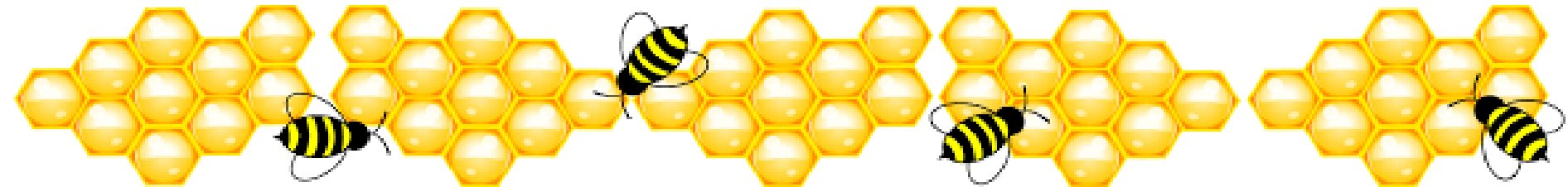
coincide

DEFINITION:

verb

1. occur at the same time.
2. correspond in nature; naturally.

“The hot weather does coincide with our summer holidays.”



coincide

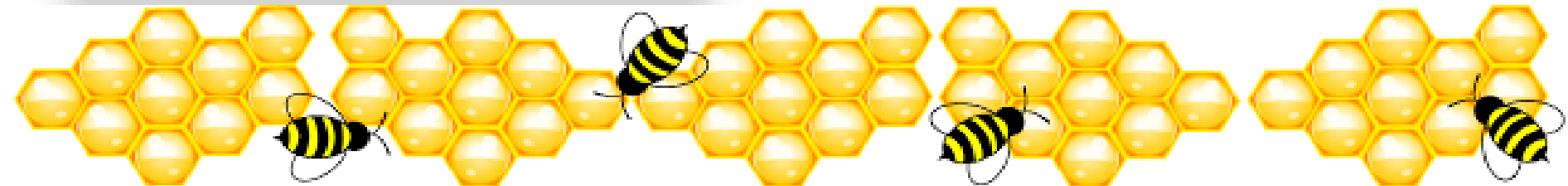
Statement

Command

Question

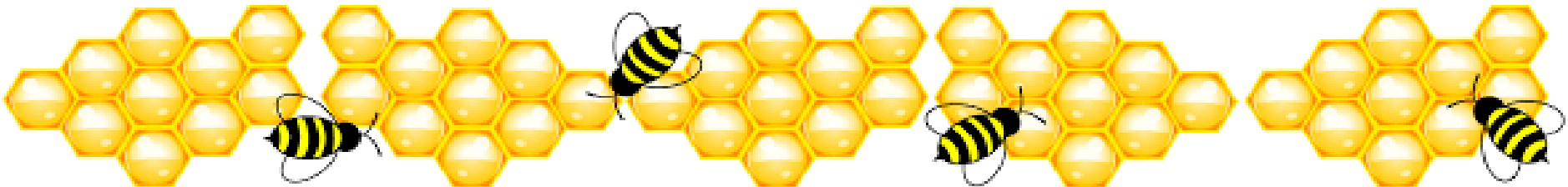
Exclamation

The celebration party will coincide with the beautiful fireworks planned later.



coincide

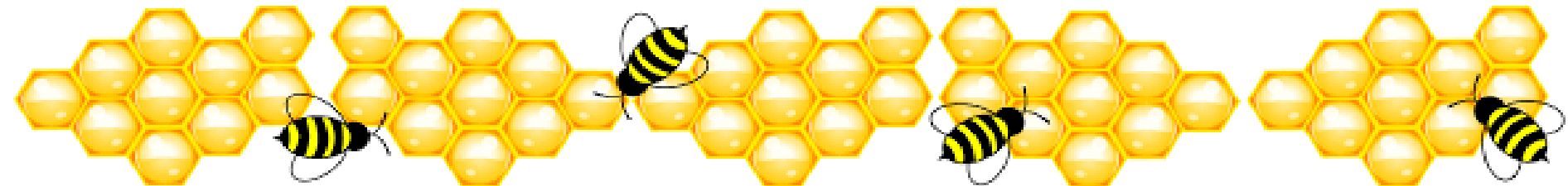
Say to mean at the same time,
simultaneously or together.



coincide

Draw it!

Draw something that can coincide
with something else...

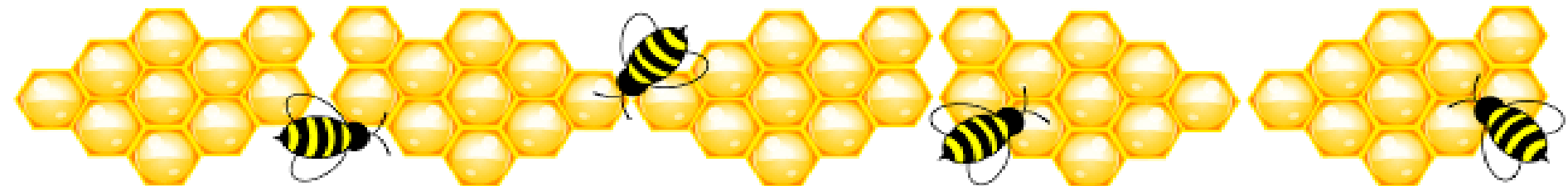


coincide

Statement
Command
Question
Exclamation

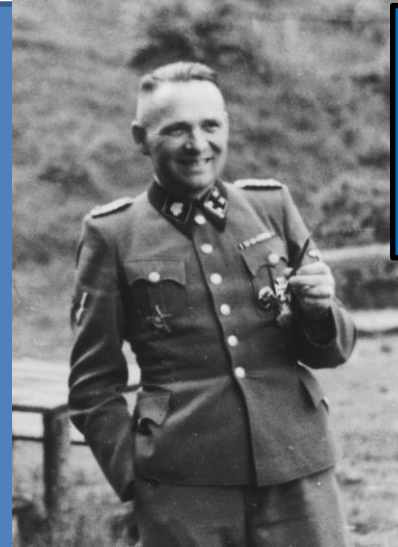
In your books:-

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



Rudolf Höss

Rudolf Franz Ferdinand Höss (25 November 1901 – 16 April 1947) was a German SS functionary during the Nazi era who was later judged to be a war criminal. He was the longest-serving commandant of Auschwitz concentration and extermination camp. He tested and implemented various methods to accelerate Hitler's plan to systematically exterminate the Jewish population of Nazi-occupied Europe, known as the "Final Solution". On the initiative of one of his subordinates, Karl Fritzsche, Höss introduced the pesticide Zyklon B, containing hydrogen cyanide, into the killing process.



20



Höss joined the Nazi Party in 1922 at the age of 21 and the SS in 1934. From 4 May 1940 to November 1943, and again from 8 May 1944 to 18 January 1945, he was in charge of Auschwitz, where more than a million people were killed before the defeat of Germany. He was hanged in 1947 following a trial before the Polish Supreme National Tribunal. During his imprisonment, at the request of the Polish authorities, he wrote his memoirs, released in English under the title *Commandant of Auschwitz: The Autobiography of Rudolf Höss*.

On 1 May 1940, Höss was appointed commandant of a prison camp in western Poland, a territory Germany had incorporated into the province of Upper Silesia. The camp was built around an old Austro-Hungarian (and later Polish) army barracks near the town of Oświęcim; its German name was Auschwitz. Höss commanded the camp for three and a half years, during which he expanded the original facility into a sprawling complex known as Auschwitz-Birkenau concentration camp. Höss had been ordered "to create a transition camp for ten thousand prisoners from the existing complex of well-preserved buildings," and he went to Auschwitz determined "to do things differently" and develop a more efficient camp than those at Dachau and Sachsenhausen where he had previously served. Höss lived at Auschwitz in a villa with his wife and five children.

1. What similarities are there between Rudolf Höss and Father?



2. What might happen to father at the end of the book?



3. Do you think John Boyne wrote this book for...