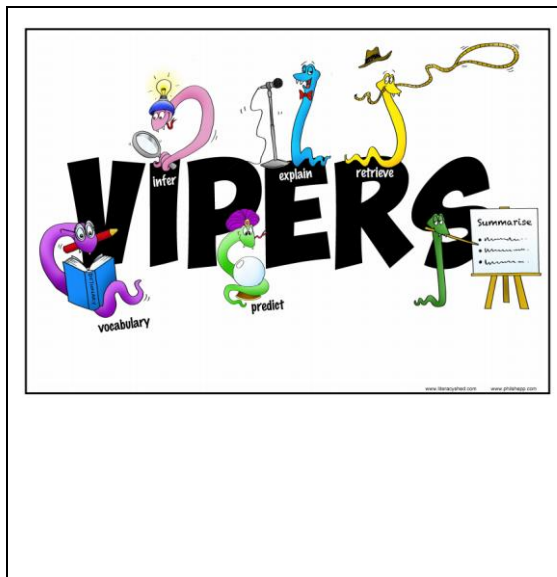




Subject	Reading (comprehension)	Term	Summer
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What reading skills have I already developed?
<ul style="list-style-type: none"> - I know authors deliberately choose language to add tension and can comment on this. - I can identify how pictures add emphasis to particular elements of a text to heighten tension. - I can distinguish between literal and figurative expression. - I can skim read a text to look for a particular piece of evidence or theme within the writing. - I can identify similarities and differences when comparing stories. - I know what a summary is and how to summarise paragraphs and longer extracts of a text. - I understand stories are influenced by their social, cultural and historical contexts.



Focus Texts for this unit
The Day the Crayons Quit by Drew Daywalt
The Highwayman by Alfred Noyes
Timothy Winters by Charles Causley
Millers End by Charles Causley
What a Waste by Jess French

What reading skills will I refine by the end of the unit?
<ul style="list-style-type: none"> - I know the features that can be found in formal and informal letters. - I know how to read a letter's tone. - I know how tone can be created by language choices. - I know how punctuation can be used to control the tone of writing. <p>I know what similes, personification and metaphors are. I can identify examples of these.</p>

Other texts I might like to read...
Revolting Rhymes by Roald Dahl
Lost Species by Jess French
Forests by Jess French
The Day the Crayons Came Back by Drew Daywalt

Key Vocabulary	
narrative poem	a poem that tells a story, usually written in metered verse
figurative language	language that is not literal in meaning
informal	having a relaxed or unofficial manner
formal	done in accordance with convention or etiquette
impression	an idea, feeling, or opinion about something or someone
tone	the general character or attitude
purpose	the reason for which something is done or created