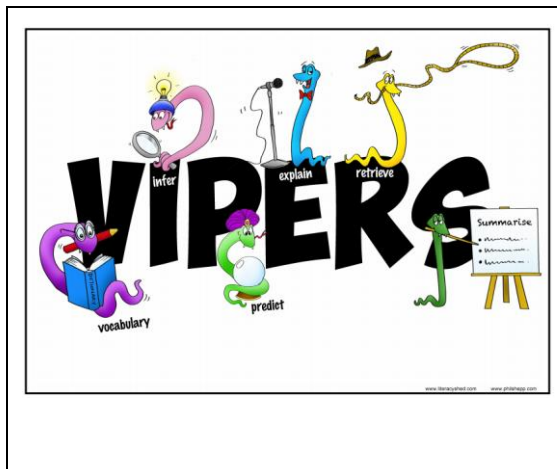




Subject	Reading (comprehension)	Term	Autumn
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What reading skills have I already developed?
<ul style="list-style-type: none"> - I can make comparisons within and across books. - I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justify my inferences with evidence. - I can summarise the main ideas drawn from more than one paragraph, identifying key details. - I understand that stories are influenced by their social, cultural and historical contexts. - I know how to 'read around' a word to understand its meaning.



Focus Texts for this unit
Black Powder by Ally Sherrick
Until the road ends by Phil Earle
My Suffragette Story by Carol Drinkwater
Mr Banks' 'Life I lead' Song (Mary Poppins)
Mrs Banks' Suffragette Song (Mary Poppins)
Rights, Writers & a Rotter and Derby Day Disaster (Horrible Histories – magazine articles)

What reading skills will I refine by the end of the unit?
<ul style="list-style-type: none"> - I know that an author uses key vocabulary in order to establish the historical setting of a story, and can locate examples of such vocabulary (vocabulary). - I can discuss and evaluate how authors use language, considering the impact on the reader (vocabulary). - I can find evidence, both explicit and implicit, in a poem to build a character profile (retrieve & infer). - I can deduce the meaning of words in context (vocabulary). - I can use inference to interpret the structure and word choice to find views of an author (infer). - I can find and use evidence in a text to explain an answer (explain).

Other texts I might like to read...
The Middler by Kirsty Applebaum
The Buried Crown by Ally Sherrick
Fantastically Great Women Who Changed the World by Kate Pankhurst
Malala, My Story of Standing up for Girls' Rights by Malala Yousafzai

Key Vocabulary	
internal monologue	a person's inner voice, showing their thoughts and feelings about what is happening to them
primary historical source	a first-hand account of an event or time from people who had a direct connection with it
secondary historical source	often quote or use primary sources but add a layer of interpretation and analysis. They are written by someone who did not experience the time or event themselves.
imply	indicate something by suggestion rather than explicit reference
era	a distinct period of history
suffragette	a woman seeking the right to vote through organised protest
historical fiction	a literary genre where the story takes place in the past