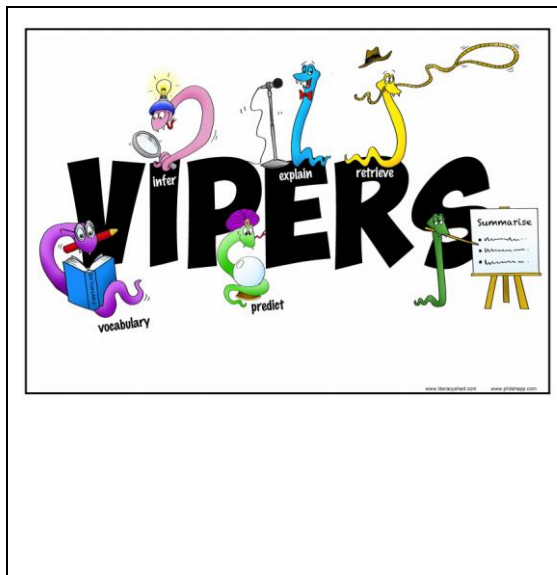




Subject	Reading (comprehension)	Term	Summer
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What reading skills have I already developed?
<ul style="list-style-type: none"> - I can use a range of reading skills in order to analyse a classic text. - I know how to answer comprehension questions that draw on more than one VIPERS skill. - I can comment upon the themes or issues raised by a classic novel. - I know that free verse poetry does not generally follow a rhyme scheme nor have a regular meter or rhythm. - I can identify many features of free verse poetry such as alliteration, rhythm, meter, personification etc. - I know how to talk about the effects of poetic devices on the reader.



Focus Texts for this unit
<p>Boy by Roald Dahl</p> <p>The Hook by Kevin Crossley-Holland</p> <p>Francis by Dave Eggers</p>

What reading skills will I refine by the end of the unit?
<ul style="list-style-type: none"> - I know how to identify the theme of a story and comment on how this theme has been addressed in the text. - I know how to compare the way two or more stories address certain themes relating to childhood events. - I know how to compare two autobiographical texts and comment upon how effectively they engage the reader.

Other texts I might like to read...
<p>A Series of Unfortunate Events by Lemony Snicket</p> <p>Going Solo by Roald Dahl</p> <p>Amulet: the Stonekeeper by Kazu Kibuishi</p> <p>Crater Lake by Jennifer Killick</p>

Key Vocabulary	
autobiography	an account of a person's life, written by that person
first person	refers to the speaker themselves or a group that includes the speaker
chronological	the order in which events occurred
metaphor	a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable.
extended metaphor	a metaphor introduced and then further developed throughout all or part of a literary work
theme	an idea that recurs in or pervades a work of art or literature