



Holes

Spring Term

Spring 1 Chapter 1-26

<u>Week</u>	<u>Day</u>	<u>NC Coverage</u>	<u>Knowledge and Skills</u>	<u>Activity Outline</u>
<u>Spring 1 – Week 1</u>	Day 1	<ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes identifying and discussing themes and conventions in and across a wide range of writing. 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> Show an understanding of what an author is. Show an understanding of what an illustrator is. Develop an understanding of the blurb on a text and how this can give an overview of the text. Show an understanding of how a text can be presented e.g. chapters. Understand that different genres of text can be presented in different ways. Apply their growing knowledge of the English language to read texts. Read exception words. To be able to name different themes within texts. 	<p>VIPERS Focus – Inference, Prediction and Vocabulary</p> <p>Introduce the new class text.</p> <ul style="list-style-type: none"> Explore the front cover of the book; What do we think the book could be about from what we can infer from the cover? Who is the author? Who is the illustrator? Explore the blurb on the back of the book. – look at the meaning of the key words e.g. perilous check for understanding of these key words. Use picture sources to show and explain the meaning behind the vocabulary. Children are to have access to dictionaries to be encouraged to find the meaning behind words independently. <p>How could this text be different to previous texts that we have explored? – link back to texts read in the previous year group.</p> <p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> Vocabulary Inference Prediction Explain Retrieval Summarise <p>VIPERS can be interchangeable depending on best fit to the text.</p>
	Day 2	<ul style="list-style-type: none"> making comparisons within and across books 		
	Day 3	<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 		
	Day 4			
	Day 5	<ul style="list-style-type: none"> asking questions to improve their understanding 		

Spring 1 – Week 2	Day 1	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> Develop understanding of a range of words and phrases within texts – showing an understanding of the meaning of the words. apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Use a dictionary to locate words they have with unfamiliar meanings – using the dictionary to find the answer. 	<p>What have we learnt about the main character of the story so far? Explore, by looking back on the pages read so far, what Stanley is like? What does he look like? What information have we learnt about him?</p> <p>Children to answer a summary style question, creating their own short character profile about Stanley</p> <p>What else would they like to know about Stanley? Do they have any questions?</p>
	Day 2	<ul style="list-style-type: none"> predicting what might happen from details stated and implied 		
	Day 3	<ul style="list-style-type: none"> identifying main ideas drawn from more than one paragraph and summarising these 		
	Day 4	<ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning 		
	Day 5	<ul style="list-style-type: none"> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 		
Spring 1 – Week 3	Day 1	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Use a dictionary to locate words they have with unfamiliar meanings – using the dictionary to find the answer. 	<p>VIPERS can be interchangeable depending on best fit to the text.</p>
	Day 2			
	Day 3			
	Day 4			

Continue reading the text. Focusing on the VIPERS:

- Vocabulary
- Inference
- Prediction
- Explain
- Retrieval
- Summarise

VIPERS can be interchangeable depending on best fit to the text.

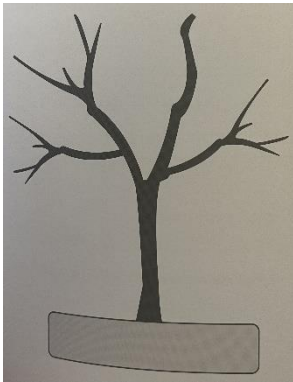
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- Summarise

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Spring 1 – Week 4	Day 5	<ul style="list-style-type: none"> 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 provide reasoned justifications for their views 	<p>Skills:</p> <ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they have read. To be able to read texts for a range of purposes Use a dictionary to locate words they have with unfamiliar meanings – using the dictionary to find the answer. Compare and contrast texts making links between current and previously read texts. To be able to draw inference regarding feelings and thoughts. To justify inferences using evidence from the text. To be able to predict from details stated and implied. To be able to use text to retrieve information. To be able to explain based on text and own ideas. To be able to summarise an extract of text – more than one paragraph. Ask questions to improve their understanding of a text. To identify how language, structure and presentation contribute to meaning 	<p>Vocab checker activity:</p> <p>Provide the children with sentences from the text with one complex word underlined. Children are to use a dictionary to find the meaning of the word and then a thesaurus to find three synonyms for the same word. Can they then draw a picture to represent the word – to aid remembering the meaning of the word.</p> <p>Example:</p> <p>Beads of <u>moisture</u> ran down the handle of his shovel.</p> <table border="1"> <tr> <td>Definition: _____ _____ _____</td> <td>Synonyms: 1. _____ 2. _____ 3. _____</td> <td>Picture:</td> </tr> </table>	Definition: _____ _____ _____	Synonyms: 1. _____ 2. _____ 3. _____	Picture:
	Definition: _____ _____ _____	Synonyms: 1. _____ 2. _____ 3. _____			Picture:		
	Day 1	<p>Word Reading:</p> <ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet 			<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> Vocabulary Inference Prediction Explain Retrieval Summarise <p>VIPERS can be interchangeable depending on best fit to the text.</p>		
	Day 2					<p>Give a clue activity – character focus.</p> <p>Select a character from the text – keep this character secret and reveal five clues (gradually building on ideas; by clue five it should be clear who the character is) – use ideas from the text to support your clues.</p> <p>Children are to write their own five clues about a character of their choice from the text. They are then to reveal their clues to the class and their peers are to guess the character.</p>	
	Day 3						<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> Vocabulary Inference
Day 4							

<u>Spring 1 – Week 6</u>	Day 5	Day 5	<ul style="list-style-type: none"> • To develop confidence to participate in discussion about books that are read to them. • To develop confidence to participate in discussion about books that they can read for themselves. • Take turns and listen to what others say when reading a text. 	<ul style="list-style-type: none"> • Prediction • Explain • Retrieval • Summarise <p>VIPERs can be interchangeable depending on best fit to the text.</p>	
	Day 4	Day 4			<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> • Vocabulary • Inference • Prediction • Explain • Retrieval • Summarise <p>VIPERs can be interchangeable depending on best fit to the text.</p>
	Day 5	Day 1			
	Day 4	Day 2			
	Day 3	Day 3			
	Day 2	Day 4			
Day 1	Day 5	<p>The Inference Tree:</p> <p>Display an empty tree. Explain that this is an inference tree, at the bottom of the tree write a theme that is explored through the text. On the branches, write quotes from the text that support and reflect the theme at the base of the tree.</p> <p>Provide groups of children with plain trees on large paper. They are to work together to find quotes from the text that reflect the theme they are given by the teacher.</p>			

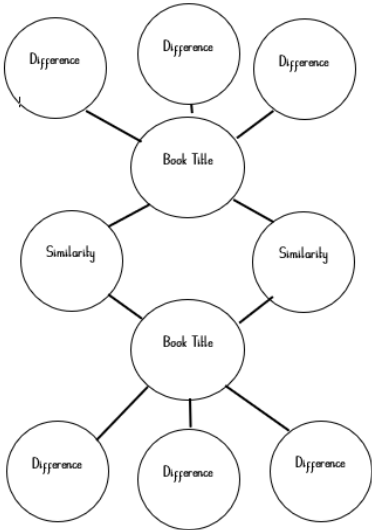




Spring 2
Chapter 27 - 50

<u>Week</u>	<u>Day</u>	<u>NC Coverage</u>	<u>Knowledge and Skills</u>	<u>Activity Outline</u>
<u>Spring 2 – Week 1</u>	Day 1	<ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<p>Knowledge:</p> <ul style="list-style-type: none"> Show an understanding of how a text can be presented e.g. chapters. Understand that different genres of text can be presented in different ways. Apply their growing knowledge of the English language to read texts. Read exception words. To be able to name different themes within texts. To know what intonation is. To know what tone is. To know what volume is. To know what action is. Develop understanding of a range of words and phrases within texts – showing an understanding of the meaning of the words. To recognise different forms of poetry e.g. free verse, narrative poetry. apply their growing knowledge of root words, prefixes and suffixes (etymology and 	<p>Start with a discussion of our class text – Holes. What can we remember that has happened so far in the text?</p> <p>Reread a page from the text that was read last half term. Photocopy a page from the last chapter in the book and explain that this page has been ripped out (do not provide the children with the whole class text) – we have not read the information that is between the two pages. Children are to use the knowledge they have built up so far and from the page from later in the text to come up with their own ideas and predict what may happen in the pages in between.</p>
	Day 2	<ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes 		<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> Vocabulary Inference Prediction Explain Retrieval Summarise
	Day 3	<ul style="list-style-type: none"> increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 		<p>VIPERS can be interchangeable depending on best fit to the text.</p>
	Day 4			<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> Vocabulary Inference Prediction Explain Retrieval Summarise
	Day 5			
<u>Spring 2 – Week 2</u>	Day 1	<ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing. making comparisons within and across books learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone 	<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> Vocabulary Inference Prediction Explain Retrieval Summarise 	
	Day 2			<p>VIPERS can be interchangeable depending on best fit to the text.</p>
	Day 3			<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> Vocabulary Inference Prediction Explain Retrieval Summarise
	Day 4			
	Day 5			<p>Continue reading the text. Focusing on the VIPERS:</p>
<u>Spring 2 – Week 2</u>	Day 1			<p>Continue reading the text. Focusing on the VIPERS:</p>

		Day 2	Day 3	Day 4	Day 5					
		<p style="text-align: center;"><u>Spring 2 – Week 4</u></p>		and volume so that the meaning is clear to an audience		<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> asking questions to improve their understanding 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 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 	Day 2
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> morphology) as listed in English Appendix I, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Use a dictionary to locate words they have with unfamiliar meanings – using the dictionary to find the answer. <p>Skills:</p> <ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they have read. Be able to discuss a wide range of texts including poetry To be able to read books that are structured in different ways. To be able to read texts for a range of purposes. To be able to retell stories orally. Use a dictionary to locate words they have with unfamiliar meanings – using 			<ul style="list-style-type: none"> Vocabulary Inference Prediction Explain Retrieval Summarise <p>VIPERs can be interchangeable depending on best fit to the text.</p> <p>Explain that today we are going to be finding out about a character from the text who has been accused of committing a crime – class teachers are to decide the crime.</p> <p>Explain that the children will either be on the defence of prosecution team; they are to either accuse or defend depending on the team they are placed in. Children are to use evidence from the text to support their arguments.</p> <p>Children are to present their ideas to the class.</p> <p>Display a page from the text that has already been read that has a number of complex or interesting vocabulary words. Children are to create a list of either words or phrases that they like or find striking from the text. They are to identify what type of word/sentence it is and then explain why they like it.</p> <div style="text-align: center;"> <pre> graph LR A[Word or phrase] --> B[Type] B --> C[Why I like it.] </pre> </div> <p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> Vocabulary Inference Prediction Explain Retrieval Summarise <p>VIPERs can be interchangeable depending on best fit to the text.</p>						

Spring 2 – Week 5	Day 1	<ul style="list-style-type: none"> provide reasoned justifications for their views 	<p>the dictionary to find the answer.</p> <ul style="list-style-type: none"> Compare and contrast texts making links between current and previously read texts. To be able to draw inference regarding feelings and thoughts. To justify inferences using evidence from the text. To be able to predict from details stated and implied. To be able to use text to retrieve information. To be able to explain based on text and own ideas. To be able to summarise an extract of text – more than one paragraph. Ask questions to improve their understanding of a text. To be able to prepare poems and play scripts. To identify how language, structure and presentation contribute to meaning. To record information from non-fiction texts. To develop confidence to participate in discussion about books that are read to them. To develop confidence to participate in discussion about 	<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> Vocabulary Inference Prediction Explain Retrieval Summarise <p>VIPERS can be interchangeable depending on best fit to the text.</p> <p>Comparison of Holes to The Secret Garden. Following whole class discussion recapping the Secret Garden. Children are to be given a 'Book Comparison/Connections Diagram' like below and must fill in the similarities and differences between the two books:</p>
	Day 2			
	Day 3			
	Day 4			
	Day 5			
Spring 2 – Week 6	Day 1	<ul style="list-style-type: none"> Word Reading: apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet 	<ul style="list-style-type: none"> To identify how language, structure and presentation contribute to meaning. To record information from non-fiction texts. To develop confidence to participate in discussion about books that are read to them. To develop confidence to participate in discussion about 	<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> Vocabulary Inference Prediction Explain
	Day 2			



	Day 3		<p>books that they can read for themselves.</p> <ul style="list-style-type: none"> Take turns and listen to what others say when reading a text. 	<ul style="list-style-type: none"> Retrieval Summarise <p>VIPERs can be interchangeable depending on best fit to the text.</p> <p>On the board, display the main events from the story in a jumbled order. Work together as a class to put the events in the right order in order to create a timeline of events.</p> <p>Children are to create their own timeline of events from the story.</p> <p>Beginning  End</p>
	Day 4			<p>Creating a book review:</p>
Day 5				<p>Children are to create their own book review of Holes. They are to detail an outline of what happened in the story, their own thoughts and views around the story and a rating that they would give. Give children chance to explain book reviews wrote about other books – exploring the layout and style in which they are wrote. What features can they see?</p> 

Day 1

Day 2

Day 3



The Easter Flower by Claude McKay

Read aloud the Easter Flower by Claude McKay – discuss rhyme schemes, rhythms and the use of imagery within the poem.

Re-read and display the Easter Flower again. Explore the language used within the poem – are there any deeper meanings that you could interpret?

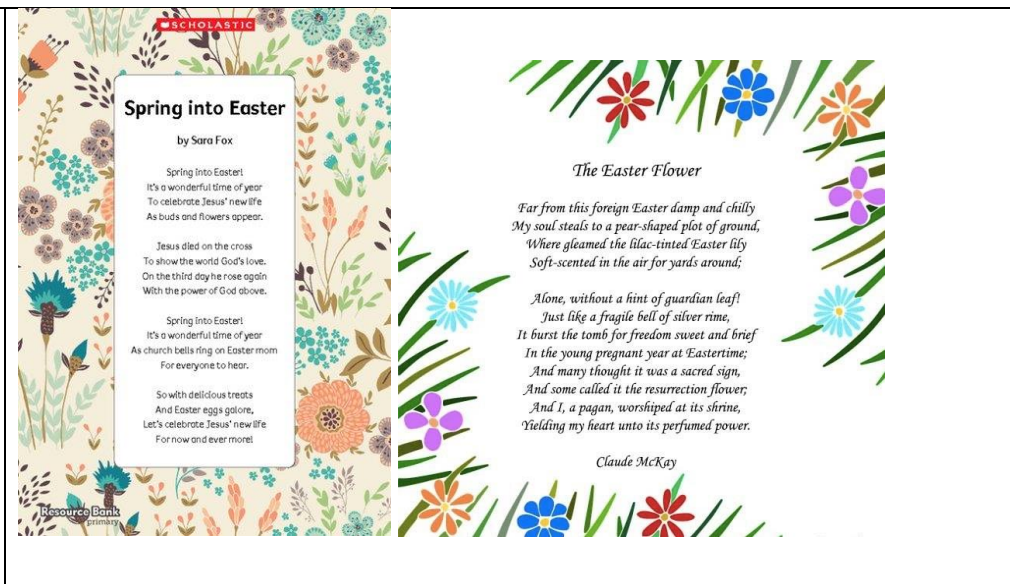
Check for understanding of the language used within the text. Encourage the use of dictionaries to ensure children understand the vocabulary used.

Introduce the two selected Easter poems – Easter Flower and Spring into Easter by Sara Fox. Read the poems aloud to the class, modelling expressive reading to convey tone and emotion. Divide students into small groups of 3-4.

Distribute copies of both poems and a graphic organiser that includes the following sections:

- Theme
- Emotions
- Language Techniques
- Personal Interpretation

Each group discusses the poems and fills out their graphic organiser, focusing on comparing the themes and emotions.

				
	Day 4			<p>As a class, read either <i>Spring into Easter</i> by Sara Fox or <i>The Easter Flower</i> by Claude McKay aloud. Class teacher should model expressive reading, demonstrating prosody, tone, and clarity.</p> <p>Break down the poem into its structural components, explaining features:</p> <ul style="list-style-type: none"> ○ Stanzas – a grouped set of lines ○ Rhymes – repetition of similar sounds ○ Imagery and metaphors – visually descriptive language ○ Emotions conveyed.
	Day 5			<p>Teach performance techniques, including maintaining eye contact, using gestures, and altering vocal tone for effect. Divide children into small groups and assign each group a section of the poem to perform. Encourage students to create simple choreography or actions to enhance their performance.</p> <ul style="list-style-type: none"> • Use an iPad to capture students' performances. This allows for later review and constructive critique.