




# The Secret Garden

Autumn Term

## Autumn 1 – Chapter 1 - 14

<u>Week</u>	<u>Day</u>	<u>NC Coverage</u>	<u>Knowledge and Skills</u>	<u>Activity Outline</u>
<u>Autumn 1 – Week 1</u>	<u>Day 1</u>	<ul style="list-style-type: none"> <li>Maintain positive attitudes to reading and understanding of what they read by:</li> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Know what an author is.</li> <li>Know what an illustrator is.</li> <li>Know the significance of the blurb on a text and how this can be used to gain insight into the text content.</li> <li>Be able to name different style texts – relating to their genre and their purpose.</li> <li>Increase their familiarity with a range of texts</li> </ul>	VIPERS Focus – Inference, Prediction and Vocabulary  Introduce the new class text. <ul style="list-style-type: none"> <li>Explore the front cover of the book; What do we think the book could be about from what we can infer from the cover?</li> <li>Who is the author?</li> <li>Who is the illustrator?</li> <li>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.</li> </ul> How could this text be different to previous texts that we have explored? – link back to texts read in the previous year group.

	Day 2	<p>stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> <li>identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>making comparisons within and across books</li> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>To be able to identify themes within a range of writing.</li> <li>Show an understanding of a range of words and phrases within texts – showing an understanding of the meaning of the words.</li> <li>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix I, both to read aloud and to understand the meaning of new words they meet</li> <li>Distinguish between statements of fact and opinion.</li> <li>Explain word meanings.</li> </ul>	<p><b>Non-Fiction Focus</b></p> <p>Explore the text 'Secret Gardens: The Hidden Treasures of Nature'. Children are to take part in reading the text as a whole class and exploring VIPERS comprehension questions. What are we able to discover from the text? How is this text different to a fiction text?</p> <p style="text-align: center;"><b>Secret Gardens: The Hidden Treasures of Nature</b></p> <p><b>Introduction to Secret Gardens</b> Secret gardens have captivated the imagination of people for centuries, offering a tranquil retreat from the bustle of everyday life. These hidden gems can be found in many forms—from personal backyards to expansive botanical collections. Each secret garden has its own unique charm and history, inviting visitors to discover the wonders of nature in a serene setting.</p> <p><b>Literary Inspiration</b> One of the most famous secret gardens is the one found in Frances Hodgson Burnett's classic novel, 'The Secret Garden'. Set in the early 20th century, the garden serves as a metaphor for personal growth and rejuvenation. It is a private world that transcends not only the environment but also the characters within it. This tale reflects the real power of gardens to heal and inspire.</p> <p><b>Real-Life Examples</b> In real life, secret gardens often feature lush greenery, vibrant blooms, and tranquil water features. For example, the Chelsea Physic Garden in London, established in 1673, is a delightful haven for plants. Its hidden pathways and secluded areas allow visitors to escape the city's busy streets while learning about medicinal herbs and ancient horticultural practices. This garden proves that secret spaces can also be treasure troves of knowledge as well as beauty.</p>  <p>Another example is the scenic York Museum Gardens, which blend history with stunning landscapes. Nestled next to the ruins of St. Mary's Abbey, the gardens boast a variety of plant species and peaceful spots perfect for reflection. This setting showcases how secret gardens can connect us with both nature and our cultural heritage.</p> <p><b>Creating Your Own Secret Garden</b> Creating a secret garden is not just reserved for public spaces; many individuals cultivate their own hidden retreats in backyards. Planting fragrant flowers such as jasmine and lavender, or incorporating herbs like rosemary and basil, can create an aromatic experience. Adding comfortable seating and decorative plants like fountains and birdbaths further enhances the garden's allure, making it an ideal space for relaxation and exploration.</p> <p><b>Conclusion</b> In conclusion, secret gardens hold a unique place in our hearts and landscapes. They are not just spaces for leisure but also vital components of our emotional and physical wellbeing. By appreciating both the pictorial and real-life examples of these hidden havens, we can begin to understand their profound impact on our lives.</p>
	Day 3	<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Show and maintain positive attitudes to reading and understanding of what they have read.</li> </ul>	<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Inference</li> <li>Prediction</li> <li>Explain</li> <li>Retrieval</li> <li>Summarise</li> </ul>
	Day 4	<ul style="list-style-type: none"> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>Discuss a wide range of texts.</li> <li>Compare within and across books previously read.</li> </ul>	<p>VIPERS can be interchangeable depending on best fit to the text.</p>



	Day 5	<ul style="list-style-type: none"> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>distinguish between statements of fact and opinion</li> <li>retrieve, record and present information from non-fiction</li> <li>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</li> <li>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</li> <li>provide reasoned justifications for their views</li> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix I, both to read aloud and to understand the meaning of new words they meet</li> </ul>	<ul style="list-style-type: none"> <li>Use a dictionary to locate words they have with unfamiliar meanings – using the dictionary to find the answer.</li> <li>Explain the meaning of words in context.</li> <li>Ask questions to improve their understanding.</li> <li>To be able to draw inference regarding feelings and thoughts.</li> <li>To justify inferences using evidence from the text.</li> <li>To be able to predict from details stated and implied.</li> <li>To be able to use text to retrieve information.</li> <li>To be able to explain based on text and own ideas.</li> <li>To be able to summarise an extract of text – more than one paragraph.</li> <li>Identify how language, structure and presentation contribute to the meaning of a text.</li> <li>Discuss how authors use language including figurative language and how this can have an impact on the reader.</li> </ul>	<p>Cholera – Non-fiction text</p> <p>Non-Fiction Focus</p> <p>Explore the text 'Cholera: A Deadly Disease'. Children are to take part in reading the text as a whole class and exploring VIPERS comprehension questions. What are we able to discover from the text? How is this text different to a fiction text? What have we learnt that we can apply back to what we have read in the book?</p> <p style="text-align: center;"><b>Cholera: A Deadly Disease</b></p> <p><small>Cholera is an epidemic disease caused by the bacterium <i>Vibrio cholerae</i>. It primarily targets the intestine and can lead to severe dehydration and death. Although cholera is often associated with poor sanitation, it can emerge in any environment lacking clean water and proper hygiene practices. This article explores the causes, symptoms, transmission, and prevention strategies associated with cholera.</small></p> <p><b>Causes of Cholera</b></p> <p><small>The primary cause of cholera is the consumption of contaminated food or water. The illness is often transmitted through fecal-oral contact, such as when food has been polluted by human waste. For instance, even with adequate sewage treatment and disinfection processes, during natural disasters such as floods, the use of human excrement increases significantly as water sources become limited.</small></p> <p><b>Symptoms</b></p> <p><small>The symptoms of cholera can manifest within hours to days after exposure to the bacteria. Individuals may experience profuse watery diarrhoea, vomiting, and abdominal cramps. In severe cases, dehydration can occur rapidly, leading to life-threatening complications and, if not treated promptly, it is critical to recognize these symptoms early to prevent fatalities, especially in vulnerable populations such as children and the elderly.</small></p> <p><b>Transmission</b></p> <p><small>Cholera is primarily transmitted via the fecal-oral route. This means that the bacteria are ingested through contaminated water or food. However, the disease can spread quickly in crowded living conditions, particularly in refugee camps or areas following a natural disaster. Understanding these transmission methods is essential for implementing effective control measures.</small></p> <p><b>Prevention</b></p> <p><small>Preventing cholera requires a multi-pronged approach, emphasizing the importance of clean water, proper sanitation, and public health education. Communities are encouraged to ensure that drinking water is treated and that proper sanitation practices are maintained. Furthermore, promoting good hygiene practices, such as handwashing with soap, can drastically reduce the risk of infection. Vaccination is also available in some regions, providing an additional layer of protection against the disease.</small></p> <p><small>Cholera remains a significant global health threat, particularly in developing countries. By understanding its causes, symptoms, and prevention strategies, we can work towards reducing its impact by the preventable disease. Public health initiatives and community engagement are vital in halting cholera and supporting clean water practices.</small></p>
Autumn 1 – Week 2	Day 1			<p>VIPERS Focus – Summary and Retrieval</p> <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 Mary is like? What does she look like? What information have we learnt about her?</p> <p>Children to answer a summary style question, creating their own short character profile about Mary</p> <p>What else would they like to know about Mary? Do they have any questions?</p>
	Day 2			<p>Continue reading the text. Focusing on a different VIPER each day:</p> <p>Monday – Inference</p>
	Day 3			<p>Tuesday – Predict</p>
	Day 4			<p>Wednesday – Explain</p>
	Day 5			<p>Thursday – Retrieval</p> <p>Friday – Summarise</p> <p>VIPERS can be interchangeable depending on best fit to the text.</p>
Autumn 1	Day 1			<p>Continue reading the text. Focusing on a different VIPER each day:</p>

	Day 2			<p>Monday – Inference          Tuesday – Predict          Wednesday – Explain          Thursday – Retrieval          Friday – Summarise</p> <p>VIPERs can be interchangeable depending on best fit to the text.</p>
Autumn 1 – Week 4	Day 3		<ul style="list-style-type: none"> <li>Retrieve, record and present information from non-fiction texts.</li> </ul>	<p>Exploration of the English language used within the book – e.g. ‘th’, thee. How is this language different to the ‘proper English’ that we use today? Create own glossary of these words and their meanings. Using the text around the words to infer their meaning, children could also have access to online search engines to find the meaning of these words.</p>
	Day 4		<ul style="list-style-type: none"> <li>To participate in discussions about books that are read to them or books they can read for themselves.</li> </ul>	<p>Setting exploration – day 46. Children are to use retrieval skills to create an image of the setting. Using the information they have gathered they are to draw the setting – labelling the information that they have retrieved from the text.</p>
	Day 5		<ul style="list-style-type: none"> <li>To build on their own and other’s ideas when discussing texts.</li> </ul>	<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Inference</li> <li>Prediction</li> <li>Explain</li> <li>Retrieval</li> <li>Summarise</li> </ul>
	Day 1		<ul style="list-style-type: none"> <li>Courteously challenge other’s ideas when discussing a text.</li> </ul>	<p>VIPERs can be interchangeable depending on best fit to the text.</p>
	Day 2		<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Continue reading the text. Focusing on a different VIPER each day:          Monday – Inference          Tuesday – Predict          Wednesday – Explain          Thursday – Retrieval          Friday – Summarise</p>
	Day 3		<ul style="list-style-type: none"> <li>Be able to present evidence for their views using the knowledge they have gained through reading the text.</li> </ul>	<p>VIPERs can be interchangeable depending on best fit to the text.</p>
Autumn 1 – Week 5	Day 4			
	Day 5			
	Day 1			
	Day 2			
	Day 3			

Autumn 1 – Week 6	Day 1				<p>Pose the question – “What does healing mean to you?” Children are to first think individually for one minute, then share their ideas with a partner. Introduce the key vocab relating to the themes of healing and friendship:</p> <ul style="list-style-type: none"> <li>• Healing: The process of becoming sound or healthy again.</li> <li>• Friendship: A relationship of mutual affection between people.</li> </ul> <p>Read excerpts from chapters 7-8 aloud, pausing to gather student reactions and thoughts on the themes. Encourage children to think about any passages that resonate with them – linking to personal connections to the story.</p> <p>Assign each group a theme to focus on – working together they are to find textual evidence or quotations that illustrate the theme. Each group are to share their theme and findings with the rest of the class – presenting the information they have found.</p>				
	Day 2								
	Day 3								
	Day 4								
	Day 5								
Autumn 1 – Week 7	Day 1								<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Inference</li> <li>• Prediction</li> <li>• Explain</li> <li>• Retrieval</li> <li>• Summarise</li> </ul> <p>VIPERS can be interchangeable depending on best fit to the text.</p>
	Day 2								
	Day 3								
	Day 4								
	Day 5								
Autumn 1 – Week 7	Day 1				<p>Focus – Study character changes in Mary from Chapters 9-10.</p> <p>Engage children by asking them to write down two adjectives that describe Mary, followed by a quick discussion where a few students share their adjectives.</p> <p>Read passages from Chapters 9-10 together as a class, pausing to analyse specific sentences or phrases that highlight Mary’s emotions and behaviours. Consider:</p> <ul style="list-style-type: none"> <li>• “What is Mary feeling at this moment?”</li> <li>• “How does her relationship with Colin affect her?”</li> </ul> <p>Provide children with a character chart template (including sections for traits, quotes, and changes). On the chart children are to write quotes from the text that illustrate Mary’s transformations and the reasons why she has changes.</p>				
	Day 2								
	Day 3								
	Day 4								
	Day 5								
Autumn 1 – Week 7	Day 1								<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Inference</li> </ul>
	Day 2								
	Day 3								
	Day 4								
	Day 5								

	Day 5			<ul style="list-style-type: none"> <li>• Prediction</li> <li>• Explain</li> <li>• Retrieval</li> <li>• Summarise</li> </ul> <p>VIPERs can be interchangeable depending on best fit to the text.</p>
<u>Autumn 1 – Week 8</u>	Day 1			Continue reading the text. Focusing on the VIPERS:
	Day 2			<ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Inference</li> <li>• Prediction</li> <li>• Explain</li> <li>• Retrieval</li> <li>• Summarise</li> </ul>
	Day 3			VIPERs can be interchangeable depending on best fit to the text.
	Day 4			VIPER – Summarise
	Day 5			<p>Recap the chapters we have read so far in the book – what has happened so far?</p> <p>Work together to summarise the chapters of the book. What has happened in each chapter? What have we learnt about the characters so far? Record ideas and prepare a short presentation about what has happened in the book so far. Children are to take turns to present what has happened in either small groups or pairs. Children should be encouraged to discuss the presentation and build on each others views.</p>

## Autumn 2 – Chapter 15 – 27

Week	Day	NC Coverage	Knowledge and Skills	Activity Outline
Autumn 2 – Week 1	Day 1	<ul style="list-style-type: none"> <li>Maintain positive attitudes to reading and understanding of what they read by:</li> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>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</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>making comparisons within and across books</li> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that</li> </ul>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Be able to name different style texts – relating to their genre and their purpose.</li> <li>Increase their familiarity with a range of texts</li> <li>To be able to identify themes within a range of writing.</li> <li>To know what intonation is.</li> <li>To know what tone is.</li> <li>To know what volume is.</li> <li>To know what action is.</li> <li>Show an understanding of a range of words and phrases within texts – showing an understanding of the meaning of the words.</li> <li>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix I, both to read aloud and to understand the meaning of new words they meet</li> <li>Distinguish between statements of fact and opinion.</li> <li>Explain word meanings.</li> </ul>	<p><b>Non-fiction text focus:</b></p> <ul style="list-style-type: none"> <li>Explore the non-fiction text about Bonfire Night. What information can be retrieved? What can we summarise about Bonfire Night? What writing features can we identify within the text?</li> </ul> <p style="text-align: center;"><b>Bonfire Night: A Night to Remember</b></p> <p>Every year on the 5th of November, the skies across the UK are packed with dazzling fireworks, and the sounds of crackling bonfire pits fill the air. Bonfire Night, also known as Guy Fawkes Night, is a longstanding tradition that marks a supposed event in British history. This night is not merely an occasion for fireworks; it is a celebration of the triumph of good over evil, much like a night depicting a dragon on a party hat.</p> <p><b>Historical Background</b></p> <p>The origins of Bonfire Night date back to 1605 when a group of conspirators, led by Guy Fawkes, plotted to blow up the House of Parliament. They are now called Guy Fawkes 1 and make a Catholic mockery. However, the plot was foiled, and Fawkes was captured. Ever since that night, people have celebrated the survival of the king with bonfires and spectacular fireworks, remembering the night as a triumph of law and order over treason. Much like a hero defeating a villain's sinister plan.</p>  <p><b>Traditional Celebrations</b></p> <p>On Bonfire Night, people gather around massive bonfires that roar like a lion, providing light and warmth on a chilly autumn evening. The air is thick with the smell of burning wood and the sweet aroma of toffee apples, which children and adults alike love. As the sun sets and darkness envelops the landscape, children climb spires that loom like stone, playing the night with their shimmering light.</p> <p>The highlight of the evening comes when fireworks illuminate the sky in breathtaking displays. The explosions are as loud as thunder, and the colours spread out across the night like a painter splashing red and blue onto a canvas. Fireworks are set off all a day, with much bonfire burning the through out the European 19th century as a historical expression of the past.</p> <p><b>Guy Fawkes Effigies</b></p> <p>In many towns, it is traditional to create an effigy of Guy Fawkes, known as 'The Guy'. Children will often collect money by showing their mothers to purchase a bonfire. 'Bring out the Guy', when children pull, these effigies are placed atop the bonfire and set alight, symbolising the defeat of the conspirator. Watching the flames consume the effigy puts the villainous threat of a gripping story where justice prevails and wrongs are punished.</p> <p><b>Safety First</b></p> <p>While Bonfire Night is a festive night, it is important to be careful. Opened displays are often the best way to enjoy the experience while staying safe. Always keep a safe distance from the bonfire, and never handle fireworks unless you are a responsible adult. Use any good intentions, the excitement must be tempered with caution.</p>
	Day 2	<ul style="list-style-type: none"> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and conventions in and across a wide range of writing.</li> <li>making comparisons within and across books</li> <li>learning a wider range of poetry by heart</li> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that</li> </ul>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix I, both to read aloud and to understand the meaning of new words they meet</li> <li>Distinguish between statements of fact and opinion.</li> <li>Explain word meanings.</li> </ul>	<p>Create a story map of what has happened so far in the story – the previous chapters that we have read. Children are to map out the story putting on the key events that they have read about.</p> 
	Day 3	<ul style="list-style-type: none"> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that</li> </ul>	<ul style="list-style-type: none"> <li>Explain word meanings.</li> </ul>	<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Inference</li> </ul>
	Day 4	<ul style="list-style-type: none"> <li>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that</li> </ul>	<ul style="list-style-type: none"> <li>Explain word meanings.</li> </ul>	<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Inference</li> </ul>

<u>Autumn 2 – Week 2</u>	Day 5	<p>the meaning is clear to an audience</p> <ul style="list-style-type: none"> <li>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> </ul>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Show and maintain positive attitudes to reading and understanding of what they have read.</li> <li>Discuss a wide range of texts.</li> <li>Compare within and across books previously read.</li> <li>To be able to learn and perform a piece of poetry by heart.</li> <li>To be able to learn and perform a short play.</li> <li>To be able to show intonation, tone and volume when reading to make a meaning clear to an audience.</li> <li>Use a dictionary to locate words they have with unfamiliar meanings – using the dictionary to find the answer.</li> <li>Explain the meaning of words in context.</li> <li>Ask questions to improve their understanding.</li> <li>To be able to draw inference regarding feelings and thoughts.</li> <li>To justify inferences using evidence from the text.</li> <li>To be able to predict from details stated and implied.</li> </ul>	<ul style="list-style-type: none"> <li>Prediction</li> <li>Explain</li> <li>Retrieval</li> <li>Summarise</li> </ul>	
	Day 1	<ul style="list-style-type: none"> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>		<p>VIPERs can be interchangeable depending on best fit to the text.</p> <p>Compare and contrast Mary and Colin's personalities and growth.</p> <p>Children are to work in pairs or small groups - hand out a graphic organiser (such as a Venn diagram) for comparing Mary and Colin. Provide students with selected passages from "The Secret Garden." Each pair will read these and identify character traits, making notes.</p> <ul style="list-style-type: none"> <li>"What evidence do you have to support this?"</li> <li>"How does this character trait affect their actions?"</li> </ul> <p>Children are to write a brief character analysis paragraph comparing and contrasting Mary and Colin. They should use evidence from the text. Encourage students to highlight their reasoning for their views on how these characters have changed.</p>	
	Day 2	<ul style="list-style-type: none"> <li>identifying how language, structure, and presentation contribute to meaning</li> </ul>		<ul style="list-style-type: none"> <li>Use a dictionary to locate words they have with unfamiliar meanings – using the dictionary to find the answer.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary</li> <li>Inference</li> <li>Prediction</li> <li>Explain</li> <li>Retrieval</li> <li>Summarise</li> </ul>
	Day 3				
	Day 4	<ul style="list-style-type: none"> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>distinguish between statements of fact and opinion</li> </ul>		<ul style="list-style-type: none"> <li>Explain the meaning of words in context.</li> <li>Ask questions to improve their understanding.</li> <li>To be able to draw inference regarding feelings and thoughts.</li> </ul>	<p>VIPERs can be interchangeable depending on best fit to the text.</p>
	Day 5	<ul style="list-style-type: none"> <li>retrieve, record and present information from non-fiction</li> <li>participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'</li> </ul>		<ul style="list-style-type: none"> <li>To justify inferences using evidence from the text.</li> <li>To be able to predict from details stated and implied.</li> </ul>	<p>Focus on author's use of descriptive language and imagery in chapters 19-20 to describe the garden's transformation.</p> <p>Read passages from chapters 19-20 - emphasising the descriptive phrase and imagery. Divide children into small groups or pairs - assign each group a passage from chapters 19 and 20. Children are to create a mind map of descriptive language within the passage and how this allows them to picture the secret garden. Children are to discuss and feedback their ideas. Consider the transformation of the garden and how it has changed.</p>



Autumn 2 – Week 3	Day 1	<ul style="list-style-type: none"> <li>ideas and challenging views courteously</li> <li>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</li> <li>provide reasoned justifications for their views</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>To be able to use text to retrieve information.</li> <li>To be able to explain based on text and own ideas.</li> <li>To be able to summarise an extract of text – more than one paragraph.</li> <li>Identify how language, structure and presentation contribute to the meaning of a text.</li> <li>Discuss how authors use language including figurative language and how this can have an impact on the reader.</li> <li>Retrieve, record and present information from non-fiction texts.</li> <li>To participate in discussions about books that are read to them or books they can read for themselves.</li> <li>To build on their own and other's ideas when discussing texts.</li> <li>Courteously challenge other's ideas when discussing a text.</li> <li>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.</li> </ul>	<p>Continue reading the text. Focusing on a different VIPER each day:</p> <p>Monday – Inference  Tuesday – Predict  Wednesday – Explain  Thursday – Retrieval  Friday – Summarise</p> <p>VIPERs can be interchangeable depending on best fit to the text.</p>							
	Day 2				Day 3	Day 4	Day 5				
	Autumn 2 – Week 4				Day 1			<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Inference</li> <li>Prediction</li> <li>Explain</li> <li>Retrieval</li> <li>Summarise</li> </ul> <p>VIPERs can be interchangeable depending on best fit to the text.</p>			
					Day 2				Day 3	Day 4	Day 5
					Autumn 2 – Week 4				Day 1		
Day 2		Day 3	Day 4	Day 5							
Autumn 2 – Week 4		Day 1							<p>Continue reading the text. Focusing on the VIPERS:</p> <ul style="list-style-type: none"> <li>Vocabulary</li> <li>Inference</li> <li>Prediction</li> <li>Explain</li> <li>Retrieval</li> <li>Summarise</li> </ul>		
	Day 2	Day 3			Day 4	Day 5					

Autumn 2 – Week 5	Day 1		<ul style="list-style-type: none"> <li>● Be able to present evidence for their views using the knowledge they have gained through reading the text.</li> </ul>	VIPERs can be interchangeable depending on best fit to the text.
	Day 2			Continue reading the text. Focusing on the VIPERS: <ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Inference</li> <li>● Prediction</li> <li>● Explain</li> <li>● Retrieval</li> <li>● Summarise</li> </ul>
	Day 3			VIPERs can be interchangeable depending on best fit to the text.
	Day 4			Based on the reading of chapters 25, make predictions about the potential endings of the story and outcomes for characters.
	Day 5			<p>Explain what predictions are and why they are important in understanding narratives. Use think-aloud strategies to model predictions: "As I read this part, I wonder if...". Ask children to identify clues in the text that may indicate future events. For example:</p> <ul style="list-style-type: none"> <li>● What are the characters feeling?</li> <li>● What events have occurred that could lead to a resolution?</li> </ul> <p>Give children time to write their own predictions, encouraging them to use evidence from Chapter 25.</p> <p>In small groups, students will share their predictions and discuss their reasons why they think these ideas. Encourage them to challenge each other's ideas respectfully and ask questions to deepen understanding.</p>
Autumn 2 – Week 6	Day 1			Continue reading the text. Focusing on the VIPERS: <ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Inference</li> <li>● Prediction</li> <li>● Explain</li> <li>● Retrieval</li> <li>● Summarise</li> </ul>
	Day 2		VIPERs can be interchangeable depending on best fit to the text.	
	Day 3			
	Day 4			

Autumn 2 – Week 7  
**POETRY FOCUS**

Day 4  
Day 3  
Day 2  
Day 1

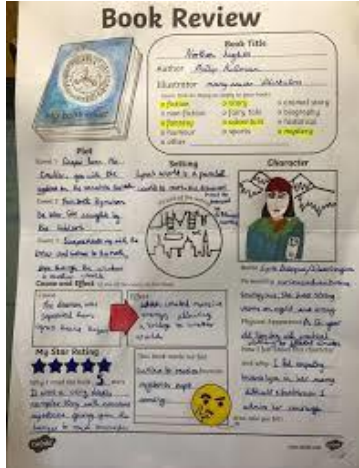
Day 5

[Empty space for student work]

[Empty space for student work]

Creating a book review:

Children are to create their own book review of the Firework Maker's Daughter. 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?



Poetry focus.

Introduction to Christmas poetry; analyzing language features in classic and contemporary Christmas poems. Using poems from the Usborne Book of Christmas Poems. Read several poems of different styles, what can you see in the texts? What features are there? Analyse different poetry styles and authors approaches to writing.

Poetry focus.

As a class, choose a Christmas poem from the book discussed. Look closer into the poem and identify any confusing parts and clarify meanings behind what the author has written and how it can be interpreted. Group reading and individual reflection; identifying confusing parts and clarifying meaning.

Poetry focus:

Performance poetry.

	Day 5			Children are to be given the opportunity to work in pairs or individually (group work may be appropriate for individual children) to practise and perform a piece of Christmas poetry. They are to perform the poem to their peers.
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