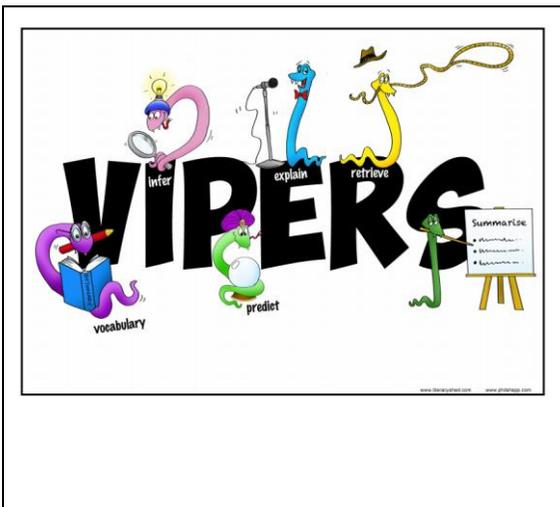




<b>Subject</b>	Reading (Comprehension)	<b>Term</b>	Spring
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**What reading skills have I already developed?**

- I am able to use a dictionary to help me to find the meaning of a word (vocabulary).
- I can match words to their definitions with the help of visual aids (vocabulary).
- I can retrieve a word from the text when answering 'find and copy' questions (retrieval).
- I am starting to retrieve groups of words from the text (retrieval).
- I can order given events from a short piece of text (sequence).
- I have an understanding of why structural devices, such as subheadings, captions and pictures are used in non-fiction texts (explain).



**Focus Texts for this unit**

- Tiddalick the Frog by Wes Magee
- The Twits by Roald Dahl
- kennings by L.Averis

**What reading skills will I refine by the end of the unit?**

- I can define kennings, haikus and shape poems.
- I can explain the effect of a poet's word choices.
- I know what inference means and can give an example of a simple inference.
- I know how to justify an inference with a single piece of evidence from the text.
- I can use basic inferences about characters to predict their actions.
- I can explain how an author's choice of language can shape a character's personality.

**Other texts I might like to read...**

- Mr Gum by Andy Stanton
- Oi Frog by Kes Gray
- Charlie Changes into a Chicken by Sam Copeland
- Tiger, Tiger Burning Bright by Fiona Walters
- Jelly Boots, Smelly Boots by Michael Rosen

**Key Vocabulary**

kenning	a poem that has two-word descriptive phrases written as a list with the opportunity to guess the subject
shape poem	words form shape of the subject of poem, shape itself adds meaning
haiku	a poem with three lines and seventeen syllables in total- 5 in first line, 7 in second and 5 in third
personality	characteristics or qualities that form a person's character
appearance	the way that someone or something looks