

Text	Looking Inference Thinking	Clarification	Noting the text	Visualisation	Summarising	Prediction
The Explorer by Katherine Rundell	  					
	<b>Anchor Novel</b>	<b>Anchor Novel / Related texts</b>			<b>Anchor Novel</b>	
Week 1	<b>BANK HOLIDAY</b>	<b>TRAINING DAY</b>	<p><b>L.O: I can identify and comment on the writer's choice of vocabulary, giving examples and explanations</b></p> <p>Ch. 1: Flight <u>Quick Quiz</u> Where are they flying? How many people are on the plan? What does the pilot look like?</p> <p>PT – Text-marking pg. 2 and pg. 3</p> <p>What phrases on pg. 3 show that the pilot isn't well Explain.</p>	<p><b>L.O: I can identify and comment on the writer's choice of vocabulary, giving examples and explanations I can identify and explain how writers use grammatical features for effect (GD)</b></p> <p>Ch. 2: The Green Dark <u>Quick Quiz</u> What has happened to the plane? What does Fred throw? What are the other children's names? Why do they need to find shelter?</p> <p>How does Katherine Rundell show that the children are scared?</p>	<p><b>L.O: I can summarise key information from different parts of a text</b> I can identify and compare themes across texts/ I can compare and contrast characters, themes and structure in texts by the same and different writers (GD)</p> <p>Ch. 3: The Den <u>Quick Quiz</u> How does Fred trying to stop Max from crying? What is wrong with Fred's mints? How old is Max? Why does Con want to go back to the plane? Where were Con, Lila and Max headed on the plane?</p> <p>Summarise Con and Max's thoughts on the den in three words for each character. Explain why you chose those words using evidence from the text.</p> <p>GD: Discuss how the theme of isolation is apparent in this novel,</p>	

				GD: Similar to above but will be focusing on both vocabulary and grammatical structures for effect.	similar to that in 'Kensuke's Kingdom' and 'The Arrival'.
Week 2	<p><b>Reading Assessment – Three Key Questions</b></p> <p>Ch. 4: The River</p> <p>Why do the children follow the ants?</p> <p>What might be the significance of a river?</p> <p>Why do you think Katherine Rundell choose to omit the children's ages?</p>	<p><b>L.O: I can read and discuss an increasingly wide range of texts</b></p> <p>Grand Canyon – National Geographic <a href="https://kids.nationalgeographic.com/nature/article/grand-canyon">https://kids.nationalgeographic.com/nature/article/grand-canyon</a></p> <p>SATs-Style Questions exploring language, structure and finding appropriate evidence.</p>	<p><b>L.O: I can show awareness of the writer's craft by commenting on the use of grammatical features and structure of texts</b></p> <p><b>I can read texts on the same topic and compare the style and language used by different authors (GD)</b></p> <p>Facts about the Grand Canyon <a href="http://8factsaboutthegrandcanyon.com/never-knew-national-park-foundation">8 Facts About the Grand Canyon You Never Knew   National Park Foundation (nationalparks.org)</a></p> <p><u>Quick Quiz</u> Which section of the article is written to inform readers...</p> <ul style="list-style-type: none"> <li>About the Grand Canyon's climate and weather?</li> <li>About the remains of ancient marine and fairly recent land mammals</li> </ul>	<p><b>L.O: I can read and discuss an increasingly wide range of texts</b></p> <p>How the Grand Canyon Formed - <a href="http://BBCOne.com">BBC One - Time Machine, The World Shaped by Time, How the Grand Canyon formed</a></p> <p>SATs-Style Questions exploring language, structure and finding appropriate evidence.</p>	<p><b>L.O: I can discuss and evaluate the writer's craft by commenting on the use of language, including figurative language, considering the impact on the reader</b></p> <p><b>I can identify and explain how writers use grammatical features for effect (GD)</b></p> <p>Ch. 8: Maiden Voyage <u>Quick Quiz</u> Who gets on the raft second? Why were Lila's knuckles pale? What skill does Con reveal she has? What does Fred find in the water?</p> <p>Explain how Katherine Rundell shows tension in the eel scene.</p> <p>GD: Similar to above but will be focusing on both vocabulary and grammatical structures for effect.</p>

			<p>which have left their remains in the canyon?</p> <ul style="list-style-type: none"> <li>About the Great Unconformity?</li> <li>About the lack of dinosaur remains?</li> <li>About the depth of the canyon?</li> </ul> <p>How has the writer structured this text to make the information easily read and understood?</p> <p>GD: Compare the style and language used by the different authors used to discuss the Grand Canyon</p>		
Week 3	<p><b>L.O: I can draw inferences such as inferring characters' feelings, thoughts and motives and justify and explain inferences with precise evidence I can compare and contrast characters, themes and structure in texts by the same and different writers (GD)</b></p> <p>Ch. 9 : Sardines <u>Quick Quiz</u> How do they stop the boat? Why is Fred excited about the sardine tin? Why do they need wood? What does Fred find in the words?</p> <p>Why does Fred blow on the fire? Why does Fred give the termite nest a wide berth? Why does Con scream at Fred?</p>	<p><b>L.O: I can identify and comment on the writer's choice of vocabulary, giving examples and explanations</b></p> <p>America – Neil Diamond</p> <p>PT – Text-marking language and structure</p> <p>How does the author evidence the immigrants' need to migrate to America?</p>	<p><b>L.O: I can identify and comment on the writer's choice of vocabulary, giving examples and explanations</b></p> <p>Ch. 11: The Monkeys and the Bees <u>Quick Quiz</u> Why does Max get so angry with Lila? Why doesn't Fred like sitting still and quietly? How many monkeys showed up? What did the monkeys do with the ants?</p>	<p><b>L.O: I can identify and compare themes across texts I can compare and contrast characters, themes and structure in texts by the same and different writers (GD)</b></p> <p>The Man Who Walked Between the Towers</p> <p>Discuss how the theme of risk-taking is evident in this</p>	<p><b>L.O: I can summarise key information from different parts of a text</b></p> <p>Ch. 13: Smoke <u>Quick Quiz</u> Where have we already seen smoke in the story? What is on fire? Where did Max go?</p> <p>Explain what happened to the map.</p>

	<p>GD: Compare the character of Fred to Michael from 'Kensuke's Kingdom'. What similarities are apparent?</p>		<p>Which word on pg. 103 means 'suddenly'?          What phrase on pg. 105 shows that Max ate the pineapples?          What phrase on pg 118 shows that Max was walking with purpose?          Which phrase on pg 127 conveys Fred's annoyance?          What phrase on pg 127 shows Con's' fear?</p>	<p>story and in 'Percy Jackson and the Lightning Thief'.           GD: Compare the theme of risk-taking in 'The Man Who Walked Between the Towers' to one other text we have read this academic year.</p>	
<p>Week 4</p>	<p><b>Reading Assessment – Three Key Questions</b></p> <p>Ch. 14: On the River</p> <p>What do you call a group of explorers?</p> <p>How can you tell Lila is scared on pg. 172?</p> <p>Why does Katherine Rundell choose to leave this chapter on a cliffhanger?</p>	<p><b>L.O: I can draw inferences such as inferring characters' feelings, thoughts and motives and justify and explain</b></p> <p>The Proudest Blue by Ibtihaj Muhammed  <a href="https://www.youtube.com/watch?v=KiFAY8zLsWQ">https://www.youtube.com/watch?v=KiFAY8zLsWQ</a></p> <p><i>"Are you excited?" I ask. "About the first day of hijab?" She nods, smiling big, and I feel better.</i></p> <p>Why does Faizah feel like she needs to ask her?          Why does she feel better when she</p>	<p><b>L.O: I can express a personal point of view about a text, giving reasons linked to evidence from texts to justify my opinion</b></p> <p><b>I can provide reasoned justifications for my views and refer to the text to support my opinion</b></p> <p><b>I can compare and contrast characters, themes and structure in texts by the same and different writers (GD)</b></p> <p>I am Muslim Woman by Jenn Zaghoul</p>	<p><b>L.O: I can discuss and evaluate the writer's craft by commenting on the use of language, including figurative language, considering the impact on the reader</b></p> <p>Ch. 17: The Explorer  <u>Quick Quiz</u>  <i>Why won't the passers-by be very useful to the children?          How long does it get to Manaus from the village?          How does the explorer react when Fred says he won't keep the secret?</i></p>	<p><b>L.O: I can summarise key information from different parts of a text</b></p> <p><b>I can identify how characters change during the effects of a longer novel (GD)</b></p> <p>Ch. 18: The Trap  <u>Quick Quiz</u>  <i>Why does Fred feel so bad?          Why could Fred see in the explorer's expression?          What is the explorer's hammock made from?          How did the explorer know it was Fred?          What type of trap do they set?</i></p> <p>Explain why Fred so desperately wants to tell the story to the newspapers.</p> <p>GD: Pick one of the main characters and explain how they have changed during the events of the novel.</p>

		hears her sister's response?	<p>Wearing a hijab has been banned in some countries. For example, France does not allow women to wear a hijab if they are in government buildings or schools. Some Egyptian bars, restaurants and beaches do not allow entry for women in a hijab.</p> <p>Why do you think these places banned the hijab? Do you agree with this ban? Give reasons for your answer.</p> <p>GD: Discuss how the theme of 'being proud of who you are' is seen in today's and yesterday's texts. Compare the style and language from today's poem in comparison to yesterday's text.</p>	What effect does it have on the reader, to keep what is behind the vines a secret?	
Week 5	<p><b>L.O: I can explain and comment on explicit and implicit points of view</b></p> <p>Ch. 19: Tarantulas  <u>Quick Quiz</u>  How does the explorer kill the snake?  What is in the nest?  What is Max's reaction to potentially eating spiders?</p>	<p><b>L.O: I can discuss and evaluate the writer's craft by commenting on the use of language, including figurative language, considering the impact on the reader</b></p>	<p><b>L.O: I can show awareness of the writer's craft by commenting on the use of grammatical features and structure of texts</b></p> <p>The Viewer – Gary Crew and Shaun Tan</p>	<p><b>L.O: I can read and discuss an increasingly wide range of texts I can compare and contrast characters, themes and structure in texts by the same and different writers (GD)</b></p>	<p><b>L.O: I can summarise key information from different parts of a text I can identify how character change during the events of a longer novel (GD)</b></p> <p>Ch. 23: Explorer School  <u>Quick Quiz</u></p>

	<p>What's the Latin name for a goliath tarantula? Why do the spiders squeak when cooked?</p> <p>Read page 256 again. What might Katherine Rundell be trying to reveal to us on this page?</p>	<p>Ch 20: Twice-Fried Oiseau Spectacle <u>Quick Quiz</u> Where did the scream come from? What do the children cook for the explorer? What does the explorer say the food tastes like? What does the explorer feed the children? Why do the children tiptoe back to the fire?</p> <p>How does Katherine Rundell elicit sympathy from the reader?</p>	<p>What effect do the spiralling words, which get smaller and smaller, have on the reader?</p>	<p>Wolf-Rider by Katherine Rundell</p> <p>SATS- Style Questions – Retrieval and Inference</p> <p>GD: Discuss the similarities and differences between the characters themes and structures in 'The Explorer' and 'Wolf Rider'.</p>	<p>How long have the children been lost for? Why doesn't Fred want to wake Max up early? Why will they need to tie Max to the raft? Why do children need to wear netting over their eyes?</p> <p>Explain why Fred is relieved to be leaving.</p> <p>Summarise how the explorer has changed over the course of the book.</p>
<p>Week 6</p>	<p><b>Reading Assessment – Three Key Questions</b></p> <p>Ch. 24: Stuck in the Mud</p> <p>Why could Fred barely see his own hand? What phrase on pg. 331 shows that Con is enjoying herself? Why do you think Con hasn't played many games at school?</p>	<p><b>L.O: I can show awareness of the writer's craft by commenting on the use of grammatical features and structure of texts</b></p> <p>On a Beam of Light by Jennifer Verne</p> <p>Could think of another suitable title for this book?</p> <p>Explain why you think the title is appropriate.</p>	<p><b>L.O: I can express a personal point of view about a text, giving reasons linked to evidence from texts to justify my opinion</b></p> <p><b>I can provide reasoned justifications for my views and refer to the text to support I can present a counter-argument in response to others' points of view, using evidence from the text to justify my views (GD)</b></p>	<p><b>L.O: I can identify and comment on the writer's choice of vocabulary, giving examples and explanations</b></p> <p>Ch. 27: The Green Sky <u>Quick Quiz</u> Why did they have to cut all the vines down? What colour is the joystick? Why does the man want Fred to burn the plane? What is Fred's first piloting mistake? Why do they need to avoid hitting birds?</p>	<p><b>L.O: I can summarise key information from different parts of a text</b></p> <p>Ch. 28: Waiting for Dawn <u>Quick Quiz</u> Where does the explorer suggest they land? Why is the explorer offended at being called John Franklin? Why does Con want to speak to the explorer alone?</p> <p>The explorer says he forgot things he shouldn't have. Explain what these are, and why he has remembered them.</p>

			<p>On a Beam of Light by Jennifer Verne</p> <p>If someone asked, 'Who is Albert Einstein?' what would your answer be?</p> <p>GD: 'Albert Einstein is now longer a significant scientist.'</p> <p>Provide a counter-argument.</p>	<p>What word on pg. 349 means 'stiff'?</p> <p>What phrase on page 354 shows that the explorer is excited?</p> <p>What phrase on page 358 shows that the jungle is beautiful?</p> <p>What phrase on page 360 shows that the explorer is upset?</p>	
Week 7	<p><b>Reading Assessment – Three Key Questions</b></p> <p>Ch. 29: Flight Home</p> <p>How old is Lila? What time does she wake Fred up?</p> <p>'The explorer swallowed'. Why?</p> <p>Explain the effect of never revealing who the explorer is.</p>	<p><b>L.O: I can summarise key information from different parts of a text</b></p> <p>Ch. 30: Another Kind of Exploring <u>Quick Quiz</u> Where did they land? What smell now always means something to Fred?</p> <p>Summarise the various parents and children being reunited.</p>	<p><b>L.O: I can discuss and evaluate the writer's craft by commenting on the use of language, including figurative language, considering the impact on the reader</b></p> <p>I can compare and contrast characters, themes and structure in texts by the same and different writers (GD)</p> <p>The Dark – Lemony Snicket</p> <p>How does the author personify the dark? What effect does it have on the reader?</p>	<p><b>L.O: I can draw inferences such as inferring character's feelings, thoughts and motives and justify and explain inferences with precise evidence</b></p> <p>I can compare and contrast characters, themes and structure in texts by the same and different writers (GD)</p> <p>The Hunger Games <a href="https://www.lovereading4kids.co.uk/extract/12151/The-Hunger-Games-by-Suzanne-Collins.html">https://www.lovereading4kids.co.uk/extract/12151/The-Hunger-Games-by-Suzanne-Collins.html</a></p> <p>What is Katniss' opinion of Buttercup the cat?</p>	<p><b>BANK HOLIDAY CONCESSIONARY DAY</b></p>

			<p>GD: Compare the theme of 'fear' from 'The Dark' to 'A Series of Unfortunate Events: The Bad Beginning'. How do the characters overcome their fears?</p>	<p>Justify your point with evidence from the text and explain.</p> <p>GD: Compare Katniss to one of the children from 'The Explorer'. Discuss similarities and differences.</p>	
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