**ACCELERATED READER CURRICULUM PLAN**

**KEY STAGE 3**

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|  | **AUTUMN AND SPRING 1 TERMS** | **SPRING 2 AND SUMMER TERMS** |
| **GROUPS** **1 & 2****Scheme of Work** | Class ReadHarry Potter and the Philosopher’s StoneIndependent Reading | Class ReadPrivate PeacefulIndependent Reading |
| **Example of Tasks** | National CurriculumCritical thinking (1.4); Author’s craft (2.2); Reading for meaning (2.2); Creativity (1.2)* Introduction to the novel – class discussion of novel, series, films, themes and characters.
* Class discussion of the following question: why is the Harry Potter series so successful?
* Class reading of chapters
* Create summaries of chapters for revision purposes
* Pupils to complete the comprehension questions
* Class discussion of Point Evidence Explanation, its importance and use.
* Green Pupils to complete a map of Diagon Alley in their books
* Amber Pupils to begin designing their own wand
* Class discussion of the features of a newspaper (use PowerPoint)
* Provide assessing sheet as resource for news article layout.
* Pupils to read their work to the class for verbal feedback
* Pupils to think, pair and share ideas about the current Hogwarts Houses and what house could be added
* Pupils to create their own Hogwarts House
* Paired analysis of the quotations on the PowerPoint
* Individual PEE chains on Professor Snape
* Amber pupils explain point from text
* Green pupils must find quote to support their point.
* Analysis of troll extract from *Fantastic Beasts & Where to Find Them* (on PowerPoint)
* Pupils to create their own magical animal to add to the encyclopaedia
* Pupils to begin writing their own review of the novel
 | National CurriculumCritical thinking (1.4); Author’s craft (2.2); Reading for meaning (2.2); Creativity (1.2)* Predictions about the text based on title, front cover, back cover and opening paragraph
* Exploring relationships
* Text types: recount
* Reading strategies: inference and empathy
* Text types: imagine, explore
* Recruitment: exploring issues of recruitment through recruitment speeches and poetry
* Class reading of chapters
* Create summaries of chapters for revision purposes
* Explain how Tommo and Charlie’s relationship develops over the course of the novel. Why does Tommo believe he lives in Charlie’s glow?
* Ask students to write down any words they associate with Grandma and Wolf. Share and discuss Morpurgo’s choice of name and how it fits with the character of Grandma Wolf.
* Exploring relationships: Tommo and Charlie
* War – presentation of gas attack
* Is Tommo to blame for his father’s death?
* How do the three brothers relate to each other?
* Ask students to show the weaknesses and the strengths of the Colonel and the boys’ mother. Discuss these and consider that when the Colonel was weak, their mother was strong and vice versa.
* How would Tommo have felt about the declaration of war?
* How does Tommo’s feelings towards Charlie change within this chapter?
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|  | **AUTUMN AND SPRING 1 TERMS** | **SPRING 2 AND SUMMER TERMS** |
| **GROUP****3****Scheme of Work** | Class ReadHolesIndependent Reading | Class ReadPercy JacksonIndependent Reading |
| **Example of Tasks** | National CurriculumCritical thinking (1.4); Author’s craft (2.2); Reading for meaning (2.2); Creativity (1.2)* Explore the book cover and blurb to make a prediction about the novel
* Complete language analysis worksheet
* Understand how to use persuasive devices to influence your reader
* Class reading of chapters
* Create summaries of chapters for revision purposes
* Understand the structure, purpose and language of an informal letter
* Be able to create your own informal letter in the voice of the main character
* Pupils to label image of the Warden with characteristics
* Class to analyse PEE paragraph
* Pupils to write a PEE paragraph about the character of the Warden **[PEE prompts worksheet]**
* Understand the key events of the novel
* Be able to create titles that explore the characters, themes and events in the novel
* Understand how to skim and scan a text for vital information
* Be able to extract key information and take notes from a text
* Class to debate the possible genre of *Holes*
* Pupils to discuss the Western genre and make links to the novel
* Know the key information of main characters
* Be able to analyse a main character
* ow how the subplots link together
* Be able to explore the links within the novel
 | National CurriculumCritical thinking (1.4); Author’s craft (2.2); Reading for meaning (2.2); Creativity (1.2)* What typical features do you find in a fantasy story?
* How do we explore fantasy maps and settings?
* How many different themes can we find in fantasy stories?
* To explore and observe some of the features of Fantasy texts.
* **Identify the key features of a horoscope**
* **To analyse the likelihood of horoscopes being real**
* To be able to make predictions about a book using clues from the front cover and blurb
* Class reading of chapters
* Create summaries of chapters for revision purposes
* What can we predict about Percy Jackson from the cover, what fantasy ingredients does it contain?
* How does Percy’s special educational needs contribute to his character?
* To explore the use of instructions and be able to use them in their own writing**.**
* How are key plot events portrayed on film?
* What is foreshadowing? Can we predict events
* How do we explore issues, events or problems from different perspectives?
* Can we connect our own and others’ ideas and experiences in inventive ways?
* To explore contextual images
* To be able to carry out independent research
* Ask pupils to make notes comparing plot differences between film and book
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**ACCELERATED READER CURRICULUM PLAN**

**KEY STAGE 4**

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|  | **AUTUMN TERM** | **SPRING TERM** | **SUMMER TERM** |
| **GROUPS 4 & 5****Scheme of Work** | Class ReadThe BreadwinnerIndependent Reading | Class ReadAbominationIndependent Reading | Class ReadFaceIndependent Reading |
| **Example of Tasks** | National CurriculumNational CurriculumCritical thinking (1.4); Author’s craft (2.2); Reading for meaning (2.2); Creativity (1.2)* Explore the book cover and blurb to make a prediction about the novel
* Prediction using timelines
* Class discussion on Afghan history
* Class write Taliban law
* Character analysis
* Class reading of chapters
* Create summaries of chapters for revision purposes
* Use talk as a tool for clarifying ideas.
* Answer questions drawing on relevant evidence or reasons
* Plan, proofread and present a text with a purpose in mind
* Exploring writing and reading quotations
* Discuss and model advertisements
* Discuss format and language of diaries
* Make brief, clearly organised notes of key points for later use (time lines, spider diagrams etc).
* Comprehension exercise
* Punctuation exercises
* Revision work on complex sentences
* Recognise how writers’ language can enhance meaning.
* Identify the difference between informal and formal writing and use of language appropriate to the genre of the text.
* Write a book review for The Breadwinner
 | National CurriculumCritical thinking (1.4); Author’s craft (2.2); Reading for meaning (2.2); Creativity (1.2)* Introduction to the novel – class discussion of novel, series, films, themes and characters.
* Class reading of chapters
* Create summaries of chapters for revision purposes
* Pupils to complete the comprehension questions
* Class discussion of Point Evidence Explanation, its importance and use.
* Front cover analysis/first day at school
* Brainstorm of characters
* Character profiles
* Exploring– Agony aunt letters
* Role play of conversation between Scott and Martha
* Point Example Comment/Diary entry
* Point Example Comment questions
* Exploring Postcard from Martha
* Internet café chatroom conversation
* Abomination quiz
* Completion of next chapter
* E-mail (ICT Lesson)
* Newspaper classified adverts.
* Endings/ predictions
* Book review/book jacket
 | National CurriculumCritical thinking (1.4); Author’s craft (2.2); Reading for meaning (2.2); Creativity (1.2)* Explore the book cover and blurb to make a prediction about the novel ·
* Prediction on setting
* Class discussion on Identity
* Class write their own assumptions on gang culture and racism
* Character analysis ·
* Class reading of chapters
* Create summaries of chapters for revision purposes
* Use talk as a tool for clarifying ideas.
* Answer questions drawing on relevant evidence or reasons
* Plan, proofread and present a text with a purpose in mind
* Exploring writing and reading quotations
* Discuss and model advertisements
* Discuss format and language of diaries
* Make brief, clearly organised notes of key points for later use (time lines, spider diagrams etc).
* Comprehension exercise
* Punctuation exercises
* Revision work on complex sentences
* Reading for meaning - Skim and scan reading
* Recognise how writers’ language can enhance meaning.
* Identify the difference between informal and formal writing and use of language appropriate to the genre of the text.
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