

Year 5 into Year 6 Bridging Unit

English Unit Planning **The Nowhere Emporium**



people

Guidance for English Unit Planning

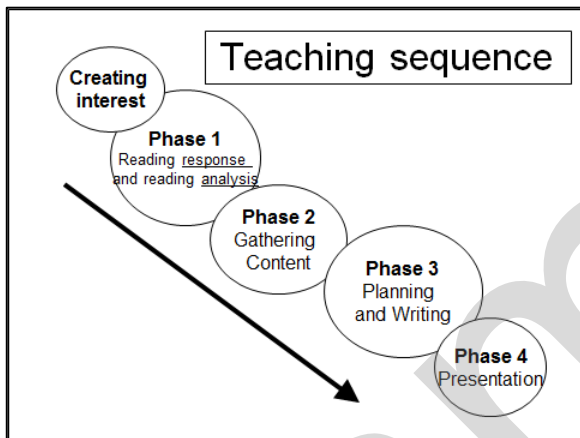
Key Learning

The *Key Learning in Reading* and *Key Learning in Writing* documents reflect complete coverage of the National Curriculum for English and provide the basis for constructing a unit of English. These frequently need breaking down further to form lesson objectives.

The Teaching Sequence

A suggested unit outline follows the teaching sequence:

- Creating Interest
- Reading:
 - Reading and responding
 - Reading and analysing
- Gathering content
- Writing
- Presentation



The amount of time spent in any one phase needs to be tailored to the needs of the class.

Writing Outcomes

Extended Writing Outcomes:

Each unit of work should result in at least two (and possibly three) extended, written outcomes. This allows children several opportunities to practise and apply newly acquired skills in context. Outcomes are identified as follows:

1. Scaffolded outcome

This is completed on a daily basis during the writing phase. It is supported through daily, whole-class, shared and modelled writing. It may be further supported by small-group, guided writing for some pupils. Each section is supported through teaching, with the children working on their own version following the teacher's model. For a narrative unit, this might appear like this:

	Teacher's Role	Children's Role
Day 1	Shared writing/modelling – story opening	Writing their own opening
Day 2	Shared writing/modelling – build up	Writing their own build up
Day 3	Shared writing/modelling – problem	Writing their own problem
Day 4	Shared writing/modelling – resolution	Writing their own resolution
Day 5	Shared writing/modelling – ending	Writing their own ending

The effectiveness of this model is enhanced by:

- feedback and marking on a daily basis and pupils being given time to respond;
- use of ideas and vocabulary gathered during earlier phases displayed on the working wall;
- displaying the shared and modelled writing from across the writing phase.

2. Independent extended writing outcome

This is a second opportunity for the children to write in the same genre or text-type, but this time, more independently. Generally, this would take one (or at most two lessons) and should take place soon after the completion of the unit. The children should have time to think, plan and discuss their ideas and they should also have access to prompts created through the unit, e.g. content from the working wall, genre checklists, word banks, dictionaries etc.

Crucially however, **there should be no adult modelling of writing to support the completion of this second outcome.**

As well as giving children another opportunity to apply their skills, this outcome is very useful to inform assessment and next steps in teaching and learning. Consequently, feedback and marking for this outcome might be less in-depth and feature on completion of the piece only. This provides an ideal opportunity for pupils to make improvements to their independent writing via redrafting and self-editing. The piece can still be used for assessment purposes, provided that the process is not over-scaffolded by the teacher and is the result of the child's own improvement.

3. Cross curricular application

This works best for non-fiction units. It usually takes place some time after the completion of the English unit and in another area of the curriculum. This provides opportunity for children to revisit text types and revise skills. Pupils should be given time to refresh their knowledge and understanding of the text type, looking back at their own writing and prompts created. Again, this outcome is particularly useful for assessment purposes and children should be given opportunity to edit and improve their own writing.

Publishing Writing

Children invariably write more effectively when they have a real audience and purpose for their writing. Thought should be given to this at the outset and shared with the children. This might involve:

- writing stories to entertain Year 2, for example: arranging an opportunity for the children to share their stories with them in small groups;
- writing, then redrafting, non-chronological reports to make a class book which is put on display in the school library;
- children reading, rehearsing and performing their own poetry to be recorded and shared on the school website.

Short writing

Of course, all writing must not be left until the writing phase! Writing skills need to be constantly practised and revisited throughout the reading and gathering content phases. Outcomes should be linked to a specific learning objective e.g. *LO: To infer character thoughts and feelings – Outcome: diary.*

Examples of short writing opportunities include:

- diary entries
- character profile
- dialogue exchange
- fact file
- letter to a problem page
- book review

Grammar and Punctuation

An age-appropriate grammar and/or punctuation focus should be selected for each unit, based on the genre or text type from the unit. However, it is important that teachers consider the children's current skills in relation to grammar and adjust this focus if necessary. For example, it is not appropriate to teach main and subordinate clauses to a Year 3 class who are not secure with simple sentence construction.

As well as the acquisition of grammar skills, knowledge and terminology, it is important that children are shown how to apply these appropriately in their own writing.

The process involves:

- Short, sharp grammar warm-ups - a highly effective way of introducing and practising the skills initially;
- The teacher modelling the appropriate application during the writing phase;
- Establishing the expectation that the children will apply the skills appropriately in their own writing;
- The children having opportunity to self and peer assess;
- Teacher feedback and marking which reflects the grammar or punctuation focus.

It is advisable to address one or two objectives for grammar and/or punctuation within a unit; this allows skills to be taught and secured through a 'little and often' approach.

Spelling and Handwriting

Spelling and Handwriting should be taught regularly with content taken from Lancashire *Key Learning in Writing* or directly from National Curriculum 2014.

Year 5 into Year 6 The Nowhere Emporium

English

The Nowhere Emporium – Year 5 into Y6 Bridging Unit

This unit can be adapted to the skills taught in either Year 5 or Year 6, or as a bridge from Year 5 to Year 6. For this reason, Key Learning has been referenced from both year groups. It is essential that teachers select the most appropriate Key Learning and adapt the learning strategies recommended in order to tailor the work to the specific needs of the children in their class. This half termly publication consists of a fiction unit based on the novel 'The Nowhere Emporium' by Ross MacKenzie and a non-fiction unit themed around magic or the circus. Both units have different skill focuses and writing outcomes.

Unit	Narrative – Story as a Theme Please note: Within this narrative unit, opportunities for further stretch have been referenced throughout. These opportunities have been provided to demonstrate where learning could be taken further if, and when, it is appropriate. The further stretch opportunities link to end of Year 6 expectations and are provided for children who are aiming high.	
Outcome	<ul style="list-style-type: none"> ▪ Narrative based on a model text with an innovated plot structure 	
Possible Duration	<ul style="list-style-type: none"> ▪ 4-6 weeks 	
Key Learning Reading	Year 5 into Year 6 Where possible, Key Learning statements have been matched across the two year groups in order to demonstrate progression. There are some skills in Year 5 Key Learning that do not feature in Year 6. However, it is anticipated that these skills will need to be revisited in order to consolidate learning. There will be some skills within Year 6 which will be introduced for the first time and do not feature in Year 5 Key Learning.	
	Year 5	Year 6
	<ul style="list-style-type: none"> ▪ Listen to and discuss a range of fiction and poetry which they might not choose to read themselves. 	<ul style="list-style-type: none"> ▪ Listen to, read and discuss an increasingly wide range of fiction and poetry.
	<ul style="list-style-type: none"> ▪ Regularly listen to whole novels read aloud by the teacher from an increasing range of authors 	<ul style="list-style-type: none"> ▪ Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.
	<ul style="list-style-type: none"> ▪ Make comparisons within a text e.g. characters' viewpoints of same events. ▪ Explain the meaning of words within the context of the text 	<ul style="list-style-type: none"> ▪ Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom. ▪ Explain the meaning of new vocabulary within the context of the text.

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	<ul style="list-style-type: none"> Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. 	<ul style="list-style-type: none"> Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.
		<ul style="list-style-type: none"> Provide reasoned justifications for their views.
		<ul style="list-style-type: none"> Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation.
	<ul style="list-style-type: none"> Infer characters’ feelings, thoughts and motives from their actions and justify inferences with evidence. 	<ul style="list-style-type: none"> Infer characters’ feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation.
	<ul style="list-style-type: none"> Predict what might happen from information stated and implied. 	<ul style="list-style-type: none"> Predict what might happen from information stated and implied.
	<ul style="list-style-type: none"> Scan for key words and text mark to locate key information. 	<ul style="list-style-type: none"> Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.
	<ul style="list-style-type: none"> Through close reading of the text, re-read and read ahead to locate clues to support understanding. 	<ul style="list-style-type: none"> Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.
	<ul style="list-style-type: none"> Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation 	<ul style="list-style-type: none"> Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation
	<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech. 	<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument.
	<ul style="list-style-type: none"> Explore, recognise and use the terms metaphor, simile, imagery. 	<ul style="list-style-type: none"> Explore, recognise and use the terms personification, analogy, style and effect.
	<ul style="list-style-type: none"> Explain the effect on the reader of the authors’ choice of language 	<ul style="list-style-type: none"> Explain the effect on the reader of the author’s choice of language and reasons why the author may have selected these words, phrases and techniques
Key Learning Writing	<p>Year 5 into Year 6</p> <p>Where possible, Key Learning statements have been matched across the two year groups in order to demonstrate progression. There are some skills in Year 5 Key Learning that do not feature in Year 6. There will be some skills within Year 6 which will be introduced for the first time and do not feature in Year 5 Key Learning.</p>	
	<p>Year 5</p> <ul style="list-style-type: none"> Create complex sentences by using relative clauses with relative pronouns who, which and that e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill. 	<p>Year 6</p>

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<ul style="list-style-type: none"> ▪ Create and punctuate complex sentences using ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board. 	<ul style="list-style-type: none"> ▪ Manipulate sentences to create particular effects.
<ul style="list-style-type: none"> ▪ Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests. 	
<ul style="list-style-type: none"> ▪ Demarcate complex sentences using commas in order to clarify meaning. 	
	<ul style="list-style-type: none"> ▪ Use repetition of a word or phrase to link ideas between paragraphs.
	<ul style="list-style-type: none"> ▪ Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved.
<ul style="list-style-type: none"> ▪ Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently 	<ul style="list-style-type: none"> ▪ Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then.
<ul style="list-style-type: none"> ▪ Select the appropriate language and structures 	<ul style="list-style-type: none"> ▪ Select the appropriate structure, vocabulary and grammar.
<ul style="list-style-type: none"> ▪ Note and develop ideas. 	<ul style="list-style-type: none"> ▪ Use a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning.
<ul style="list-style-type: none"> ▪ Think how authors develop characters and settings (in books, films and performances). 	<ul style="list-style-type: none"> ▪ Compare how authors develop characters and settings (in books, films and performances)
<ul style="list-style-type: none"> ▪ Select appropriate structure, vocabulary and grammar. 	<ul style="list-style-type: none"> ▪ Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.
<ul style="list-style-type: none"> ▪ Blend action, dialogue and description within and across paragraphs. 	<ul style="list-style-type: none"> ▪ Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"
<ul style="list-style-type: none"> ▪ Use different sentence structures with increasing control (see VGP). 	<ul style="list-style-type: none"> ▪ Consciously control the use of different sentence structures for effect.
<ul style="list-style-type: none"> ▪ Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 	<ul style="list-style-type: none"> ▪ Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning
<ul style="list-style-type: none"> ▪ Proofread for spelling and punctuation errors. 	<ul style="list-style-type: none"> ▪ Proofread for grammatical, spelling and punctuation errors.

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Core text The Nowhere Emporium by Ross MacKenzie

Texts to supplement core text

- *Harry Potter and the Philosopher's Stone* by JK Rowling
- *Leon and the Place Between* by Grahame Baker-Smith
- *Madame Pamplemousse and Her Incredible Edibles* by Rupert Kingfisher
- *The Elsewhere Emporium* by Ross MacKenzie (Book 2 in trilogy)
- *The Invention of Hugo Cabret* by Brian Selznick
- *The Mystery of the Clockwork Sparrow* by Katherine Woodfine
- *The Otherwhere Emporium* by Ross MacKenzie (Book 3 in trilogy – to be released September 2020)
- *The Wonder* by Faye Hanson

Online media links

- Clip from the film *Charlie and the Chocolate Factory* (1971 Rating U): YouTube: Gene Wilder: Pure Imagination: <https://www.youtube.com/watch?v=SVi3-PrQ0pY>
- Clip from the film *Harry Potter and the Philosopher's Stone* (2001 Rating PG): YouTube: *Diagon Alley – Harry Potter and the Philosopher's Stone*: <https://www.youtube.com/watch?v=z-WEzhyc3DY>
- Clip from the film *Hugo* (2011 Rating U): YouTube: Hugo Opening: <https://www.youtube.com/watch?v=aSTnmEEotCQ&t=85s>
- Clip from the film *Mr. Magorium's Wonder Emporium* (Rating U): YouTube: 'Mr. Magorium's Wonder Emporium – Trailer': https://www.youtube.com/watch?v=m4jAPm_YYI
- Clip from the film *The Greatest Showman* (2017 Rating PG): YouTube: The Greatest Showman | "The Greatest Show" Lyric Video | Fox Family Entertainment: <https://www.youtube.com/watch?v=RW61RQZojMQ>
- Website: *The Secret Door – Step Through To The Unknown – Safestyle*: <http://ww3.safestyle-windows.co.uk/the-secret-door/>
- YouTube: *Mr Benn – (Full Episodes)*: <https://www.youtube.com/watch?v=0GYJ7H-oqnY&list=PLLhOnau-tupRahc55SIt7g6huhuJSQeDJ>
- YouTube: *Teachers TV – Writing a Mystery Story – Jewellery Box*: https://www.youtube.com/watch?v=aJ8onkCF_II

All hyperlinks were correct and fully functioning at the time of publication (July 2020). Titles have been included alongside hyperlinks to enable teachers to locate texts/clips/resources should the hyperlinks no longer work in the future.

Suggested Texts

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English

Creative Learning Opportunities and Outcomes

Creating interest

This phase will focus on engaging the children and developing vocabulary which will be used throughout the unit.

- To begin this unit and before you have introduced the core text 'The Nowhere Emporium', explore images of magical shops. Below are 4 illustrations of magical shops, one is taken from The Nowhere Emporium's front cover – the others are artists impressions of magical shops.
- Illustration taken from Nowhere Emporium (*scroll down to see image taken from the book – can be enlarged by clicking*): <https://www.mrripleysenchantedbooks.com/2015/02/mr-ripleys-enchanted-books-ross.html>
- *Magical Shop image 1*: <https://cdnb.artstation.com/p/assets/images/images/012/983/059/large/veronika-firsova-fantasy-shop.jpg?1537471794>
- *Magical Shop image 2*: <https://cdnb.artstation.com/p/assets/images/images/010/556/995/large/shawn-lee-744890701978360690.jpg?1525068624>
- *Magical Shop image 3*: <https://www.deviantart.com/noldofinve/art/A-bit-of-magic-703194031>
- Display one of the images below on the board, such as, *Magical Shop image 1*:
<https://cdnb.artstation.com/p/assets/images/images/012/983/059/large/veronika-firsova-fantasy-shop.jpg?1537471794>
- Ask the children to write a list of all the things they can see in the image (*nouns – revision of Y2 skill*). List the nouns on the board and now ask the children to describe each item using an adjective (*noun phrase – revision of Y2 skill*). Remind children that adjectives need to add something new / earn their place. Encourage children to think carefully about their adjective choices by modelling on the board- using either a thesaurus or www.wordhippo.com to improve vocabulary.
- Now model how these noun phrases can be expanded (*expanded noun phrase – revision of Y4 skill*), such as, 'the glowing lamp' would become 'the glowing lamp **with** ornate glass panels'.
- Display the other three pictures on the children's tables in the classroom. You may wish to assign different tables different images. Ask the children, in groups, to repeat the process modelled on the board: give the children a short amount of time to write down nouns for what they can see, then return to these nouns and add adjectives and finally create expanded noun phrases.
- If possible, allow each group to have the opportunity to see all of the images (by passing the images around) to see if they can edit / add to the other groups images.
- Once the task is completed, ask the children to feedback – selecting the three phrases they think are the most effective. Ask the children to give reasons for their selection and list good examples on the working wall – still

Learning outcomes

- Children will be able to list nouns based on an image
- Children will be able to select effective adjectives to create noun phrases based on an image
- Children will be able to create expanded noun phrases to describe an image
- Children will be able to, independently and with group support, create noun phrases to describe images.

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encouraging children to edit and improve and modelling this, if and where appropriate (this vocabulary will come in useful when the children write about their own magical shops in the unit).

- Following this activity, the children could be asked to complete one of the following short written outcomes:

List poem (a poem which is written as a list of items):

- Model to the children how to collate some of the noun phrases for one of the images into a list poem. Explore how sometimes the noun or an adjective + noun is more effective than just a list of expanded noun phrases. For **further stretch** with certain children, you may wish to explore how cohesive devices, such as *repetition of words and phrases (Y6 skill)*, could be used to add emphasis and improve the overall cohesiveness of the poem. An example of a list poem based on The Nowhere Emporium illustration could be:

Magical shop

Wonder, awe, intrigue.
Golden-hued lamps with ornate glass panels,
Towering bookshelves,
Magic in the air.

Rich velvet curtains,
Majestic lion perched,
Suit of armour levitating
Magic in the air.

A song based on 'The Greatest Showman'

- Alternatively, use the words and phrases generated to create a song about a magical shop.
 - Watch this clip from the film, The Greatest Showman (2017 Rating PG): 'YouTube: The Greatest Showman | "The Greatest Show" Lyric Video | Fox Family Entertainment: <https://www.youtube.com/watch?v=RW61RQZojMQ>
- Ask the children to imagine that they have been asked to create a song for a magical shop to encourage customers to visit it. Explore the lyrics to 'The Greatest Show' song and discuss how they could be innovated and changed to create a new song based on a magical shop.
- Allow the children the opportunity to test out new vocabulary to see what works / what is most appropriate.
- Once the children have written their new songs, you could perform them to the rest of the class / video to place on the school blog / website.

- Children will be able to reflect upon the effectiveness of their noun phrases – suggesting and making changes to enhance effects and clarify meaning.

- Children will be able to write their own list poems based on a magical shop.
- Some children will be able to use cohesive devices to add emphasis to their poem**

- Children will be able to write their own songs based on a magical shop.

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words selected for different groups of children within the classroom.) Model to the children how to use a semantic map to explore one of these words. Allow the children the opportunity to create their own semantic map based on one of the selected words.

- Shared read and enjoy the *Prologue* (pages 7-10) with the children. Allow children the opportunity to visually see the text as it is being read – either through copies of the text or displaying the text on the board. Provide opportunities for the words which the children explored to be discussed within the context of the text. If you had assigned certain groups certain words, they may be given the opportunity to explain their word to the class when it appears and discuss its meaning within the text.
- After reading once, provide the children with a 'senses table', such as the one below:

See / Touch	
Hear	Taste and Smell

- Read the prologue again – asking the children to close their eyes and listen for words or phrases in the text which link to these senses.
- After re-reading, model to the children how to scan for these words and phrases in the text and place a few examples in your table, for example:

See / Touch	
Curious crowd...jostled for position Darkened windows Bricks the colour of midnight...shimmered and sparkled	
Hear	Taste and Smell
The place was abuzz with rumour and hearsay	Toasted coconut

- Children will be able to shared read the opening chapter and explain the meaning of their new vocabulary within the context of the text.

- Children will be able to scan for words and phrases from the text related to senses.

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- After modelling, allow the children the opportunity to complete their own 'senses tables'. The table may be adapted for different learners by reducing the number of senses you want them to focus on, e.g. the senses of see / touch are easier to find than smell / taste. It may also be useful for the children to have their own copy of this piece of text so that they can highlight when scanning for the information.
- Once the children have completed their senses table, allow them the opportunity to explore their findings and reflect on whether they think the opening to the text is effective through class discussions. Pose questions such as, '*Which senses have been used the most in this prologue?*' '*Why do you think this is?*' '*Which words or phrases do you think are most effective in this opening and why?*'

Short writing opportunity:

- Using their senses table, ask the children to create a free-verse (no rules) poem titled 'The Nowhere Emporium' – selecting the words and phrases from their senses table which they think were the most effective. An example opening to a free-verse poem based on this could be,

The Nowhere Emporium
Built from bricks the colour of midnight,
Shimmered, sparkled,
Golden gate so fine and intricate
Dazzling fireworks
Sparks and shimmers spelled out:
Bring your imagination

- Return back to the prologue – this time breaking the text up into separate scenes and assigning each scene to a different group of children, such as these six scenes:
 - **Scene 1:** Start of page 7, 'The shop from nowhere...' to middle of page 8, 'The Nowhere Emporium'
 - **Scene 2:** Middle of page 8, 'There was a glimmer...' to end of same paragraph, '...atmosphere like mist.'
 - **Scene 3:** Page 8, paragraph opening 'The shop's door swung open.' To end of page 8, '...melting ice.'
 - **Scene 4:** Start of page 9, 'A dove emerged...' to end of second paragraph on page 9, '...as they fell.'
 - **Scene 5:** Final paragraph on page 9, 'Everybody who gathered...' to end of same paragraph '...find out what was waiting.'
 - **Scene 6:** Start of page 10 'Two days later...' to middle of page 10, 'Within a day he too...'
- Ask the children to read their scene as a group and create a freeze-frame to represent this scene (imagining this is the illustration / photograph which could appear in the book below their section of text). Explain that they must think carefully about their facial expressions / body language in order to communicate what is happening in the scene.

- Children will be able to explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.

- Children will be able to create a free-verse poem based on the prologue.

- Children will be able to create a still based on a scene within the text.

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- Once the children have created their scene, take a photo of each. You may also wish to act as a 'roving reporter' whilst the children are representing their freeze-frame: select children within the still to unfreeze and ask them basic retrieval questions such as, *who are you? what is happening?* Your questioning may then move to more inferential questions such as, *why is everyone excited, what do you think this building is? – why?*

Short writing opportunity: Grammar skill application - complex sentences using ing opening clauses / manipulate sentences for effect

- Using the photos taken from the children's stills, model how to create a descriptive paragraph based on their image. Take one group's photo which depicts one of the scenes listed above. Ask the class to jot down verbs which link to the picture, such as 'peering', 'gawping', 'gasping' etc. Now model how to use one of these verbs to create an 'ing opener' sentence. Model how to then develop this into a short paragraph – thinking about other sentence types which you could include. Ask the children to think about which type of sentences would be most effective to describe the paragraph and why?
- For **further stretch**, if some children have been looking at the grammar skill 'create and punctuate sentences using simile starters', ask them to include a simile starter sentence in their descriptive paragraph too.

Chapter 1 – A Chance Encounter (pages 7-10)

- Chapter 1 introduces two main characters, 'Daniel' and 'the man in the suit' and one minor character, 'Spud Harper'. You may wish to set up role on the walls for these characters in the classroom which can be added to as the story continues. Alternatively, you may assign different characters to different groups of children in the classroom so that they can create their own role on the walls.
- Shared read Chapter 1 with the children and explore any words or phrases that the children are unsure of. Pose questions, using the Lancashire Reading Domain prompts to support, at key points in the chapter such as,
 - Retrieval (2b): *Who is chasing Daniel? What is St. Catherine's – how do you know? How does Daniel escape?*
 - Inference (2d): *What impression of Daniel / The man in the suit / Spud Harper do we get in Chapter 1? The shop is magic. Find evidence in the chapter to support this statement.*Model how to answer these questions using a range of reading strategies such as, skimming and scanning and close reading.
- Explore the scene when Daniel first enters the shop (page 13, 'The shop was a cave of wonders.' to the end of the first paragraph on page 14, '...pages trying to get out'.) Re-read this section to the children and as you are reading, ask the children to close their eyes and visualise the scene. Now ask the children to 'paint a picture' of this scene: allow the children a short amount of time to do a quick sketch of the scene in their books. Ask the children to annotate their sketch with words and phrases taken directly from the book. To move the children's learning from basic retrieval to inference, model how to use the prompt, 'I can say because the text says ...' for this scene, e.g. 'I can say the battered book seems special or magical because in the text it says it '...had begun to tremble' and books don't usually move.' After

- Children will be able to infer the thoughts of feelings of characters within a text.

- Children will be able to write a descriptive paragraph which includes different sentence structures, such as ing opening clause sentences.
- Children will be able to explore which sentence structures are most appropriate to describe the scene and explain why.
- Some children will be able to create and punctuate sentences using simile starters to describe their scene.

- Children will be able to create 'role on the walls' for different characters within the novel; retrieving information and inferring thoughts and feelings for the character.

- Children will be able to respond to the Lancashire Reading Domain prompts.

- Children will be able to use reading strategies such as close reading of the text, skimming and scanning to locate clues to support understanding.

- Children will be able to create a visual image based on a section of text