



Christ the King Catholic Voluntary Academy

Reading Medium Term Plan



Name of Unit: The Boy in the Tower	NC Objectives	Chapters, vocabulary and discussion points	Term: Advent
<p>Notes Ade is pronounced Add-ee and is African in origin</p>	<p>- Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction</p>	<p>Tier 2 vocabulary: recognise; devastation Fluency practice pages: Blurb Close reading: chapter 1 Questions for discussion: Why do think this section of the novel is titled 'Before'. Based on Chapter 1, what questions do you want to ask? Comprehension question: What do you predict will happen in the story? Use evidence from the text to prove your prediction is plausible. DEAR: Chapter 2 and 3</p>	<p>Reading skills applied during this unit:</p> <p>Predicting what might happen from details stated and implied</p> <p>Discuss and evaluate writer's choice of language, including figurative language, considering the impact on the reader</p> <p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Reading books that are structured in different ways (language, structure and presentation)</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and</p>
		<p>Tier 2 vocabulary: wound; retreat Fluency practice pages: 17-18 Close reading: chapter 4 Questions for discussion: At the beginning of the chapter, Ade says that his mum is like most mums in some ways, but not in others. In what ways is she like most mums? How is she different? Comprehension question: What is your impression of the relationship between Ade and his mum? Use evidence from the text to support your answer. DEAR: Chapter 5</p>	
		<p>Tier 2 vocabulary: daunted; propel Fluency practice pages: 33-34 Close reading: chapter 6 Questions for discussion: How do you think mum feels throughout this chapter? Comprehension question: Why does the writer choose to compare Ade's mum stepping foot outside the flat to starting to climb a mountain of which you can't see the top? DEAR: Chapter 7</p>	
		<p>Tier 2 vocabulary: Twinge; desperate Fluency practice pages: 42-43 Close reading: chapter 8 Questions for discussion: P47. What do you predict will happen from the reference to 'the rain stopped and everything changed?' Comprehension question: What impression do you get of Michael's mum in this chapter? Use evidence from the text to support your answer. DEAR: Chapter 9</p>	

		<p>Tier 2 vocabulary: compacted; flickered Fluency practice pages: 53-54 Close reading: chapter 10 Questions for discussion: p.55 What is an upholsterer? Do you know what kind of houses they are (we're going to learn about them in geography later on in the year!)? Why did Michael's mum shush Ade? Show me the face you think Gaia pulled. P.56 why did Ade look away from Gaia's gaze? What does 'warming to the idea' mean? Comprehension question: What was unusual about the remains of the fallen buildings? Name two places that Ade and Gaia's make-believe monster tried ate some bricks. What would be a sensible name for this chapter? DEAR: Chapter 11, 12, 13</p>	<p>others' ideas and challenging views courteously</p> <p>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</p>
	<p>Tier 2 vocabulary: Recognise, devastation, wound, retreat, daunted, propel, twinge, desperate, compacted, flickered, debris, cordoned, sour, menacing, deserted, depend, frantic, summon</p>	<p>Tier 2 vocabulary: debris; cordoned Fluency practice pages: 67-68 Close reading: chapter 14 Questions for discussion: What is a 'pane'? What had the police done to the area by putting up the red and white tape? What do you think Ade is thinking when Gaia says the bricks look blue? What does sifting mean? Why did they decide not to have a closer look 'now'? Comprehension question: Look at the section from <i>Gaia stopped to look to "Blue?"</i>. How can you tell that Gaia is unsure of what she is about to say? Give two ways. Number the following events 1 - 5 to show the order in which they happened: Ade thanks Gaia; Ade and Gaia do the shopping; Ade and Gaia see a couple of men in yellow hard hats; Gaia thinks the bricks look blue; The men in the yellow hard hats are gone DEAR: Chapter 15, 16, 17</p>	
		<p>Tier 2 vocabulary: Sour, menacing, Fluency practice pages: 81-82 Close reading: chapter 18 Questions for discussion: Did Gaia really have a stomach ache? How do you think she was feeling, based on p1? Pause to visualise on page 85 during the paragraph with the Alsations; what could we call the line of policemen? What are they doing? How is Ade feeling during this paragraph? Can you suggest some thoughts he might have had in his head? Comprehension question: <i>'I don't think someone killed them.'</i> Gaia said. <i>I looked at her questioningly.</i> Which of the following words is closest in meaning to <i>questioningly</i>? Quizzically, dumbfoundedly, frantically, angrily <i>I decided I would run back to my tower. Why does Ade choose to run?</i> <i>Gaia looked cross for a minute. Why was Gaia cross?</i> DEAR: Chapter 19, 20, 21</p>	
		<p>Tier 2 vocabulary: deserted, depend Fluency practice pages: 96-97 Close reading: chapter 22 Questions for discussion: How is Michael's mum feeling in paragraph 1? What is she thinking? How did Ade feel when Michael's mum grabbed his wrist? What is Ade's motive when locking the door and moving the chest of drawers? How does Ade feel when he looks at Gaia's tower? How does the supermarket server feel? Is it the animals who don't like the lift?</p>	

Comprehension question: *I imagine I see an animal wandering behind me on the street. What is the difference between wandering and wondering? What is Ade's motive behind imagining an animal walking with him? Give evidence from the text to support your answer.*

DEAR: Chapter 23

Tier 2 vocabulary: revolve; considered

Fluency practice pages: 108-109

Close reading: chapter 24

Questions for discussion: How does Ade's experience in this chapter compare to yours during lockdown? Why do you think Ade was so excited the first time mum came out of her bedroom while he was at home? What are spores? How might Ade feel when he empathises with Mum on page 116? What does 'gingerly' mean? Which word in the chapter where Michael's flat is described sums up the mess it's in? (chaos). What do you think about Michael's mum's choice/accidental leaving the door open? Has that changed your opinion of Michael's mum?

Comprehension question: Why has the writer chosen to repeat the word 'horrible'? *Inside, the flat looked like it had been turned upside down and shaken really hard.* What impression does that give you of the way in which Michael's family left their flat? Give evidence to support your answer.

DEAR: Chapter 25

Tier 2 vocabulary: frantic, summon

Fluency practice pages: 128-129

Close reading: chapter 26

Questions for discussion: Why do you think the TV and the taps had stopped working? How do you think Ade feels when the lights won't come on? Why do you think none of his animals came to him that night? What does bizarre mean? How do the descriptions throughout this chapter reflect Ade's mood? Use evidence from the text to support your answer.

Comprehension question: Referring to page 130, name three sounds that Ade could hear when he woke up. Based on this chapter, what impression do you get of what's currently happening outside the tower? Use evidence from the text to support your answer.

DEAR: Chapter 27

Tier 2 vocabulary: Luxuriate, stale

Fluency practice pages: 145-146

Close reading: chapter 28

Questions for discussion: What words might you use to describe how Ade feels when he drinks the water? Why does Ade like the picture on the water bottle? Why does Ade tell Mum everything's okay? Why does the author use the word 'stale' to describe the emptiness of the building? How does Ade feel when he goes inside? What do you predict is going to be inside?

Comprehension question: Order these events as they happen in the chapter; using information from this chapter, tick each box to show whether the information is true or false; why does Ade try to pour the water without spilling any?

DEAR: Chapter 29, 30

Tier 2 vocabulary: entangle, strain

Fluency practice pages: 158-159

		<p>Close reading: chapter 31 Questions for discussion: What do you visualise during this description of the Blutchers? What does 'mass' mean in this context? What does 'swarm' mean? Why doesn't Ade think the man in the photo is Obi? How does Ade feel about Obi? What are you wondering? Comprehension question: Based on this chapter, what is your impression of Obi? DEAR: Chapter 32, 33</p>	
		<p>Tier 2 vocabulary: Prop, craggy Fluency practice pages: 176-177 Close reading: chapter 34 and 35 Questions for discussion: Who wrote 'Boy'? Why does the author choose to use the phrase 'fills my head with colour'? How does that compare to the descriptions Ade gives of his life quite regularly? Why doesn't Ade feel like he can ask Obi anything yet? What are your predictions for the next chapter? Comprehension question: 'sits down heavily' suggest about the way Obi is feeling when he returns? Why? DEAR: Chapter 36</p> <hr/> <p>Spend more time on comprehension questions today and less time on vocab Tier 2 vocabulary: chide Fluency practice pages: 190-191 Close reading: chapter 37 Questions for discussion: Why does the author choose to use the phrase 'pinkly glad' to describe how Ade is feeling? Why can't they wash themselves? Why does Ade appreciate Dory and Obi's attitudes towards Mum? Comprehension question: What does the phrase 'zapping me in the face' suggest about Ben's stare? What does the phrase 'spitting the words from her mouth' suggest about the way Michael's mum used to speak to Ade? Based on this chapter, what is your impression of Ben? DEAR: Chapter 38 - this is a really sad/tricky chapter. Teachers MUST read this first and decide which bits they want to read and which bits they want to paraphrase. In any case, please collect the books in first so that the children just listen to you read this, not follow along.</p> <hr/> <p>Tier 2 vocabulary: Cluster, cumbersome Fluency practice pages: 204-205 Close reading: chapter 39 Questions for discussion: It's interesting that the trees are thriving now. Why do you think that is? Why does Ben 'try to make his lips smile'? Can you think of a 'golden coloured afternoon' that you've ever experienced? What are your predictions for the next chapter? Comprehension question: Which of these are facts and which are opinions? Obi has left some water outside the door; the room that they keep the dirty plates in smells; the porridge tastes nice when it has the golden syrup on it; Obi seems different when Ben is with them. Why does Ade have to help Obi? DEAR: Chapter 40</p> <hr/> <p>Tier 2 vocabulary: Convince, certainty Fluency practice pages: 221-222 Close reading: chapter 41</p>	

		<p>Questions for discussion: Dory is singing to herself when Ade walks in: how does this suggest she is feeling? Why don't people take photos when they're unhappy? Do you agree that Ade isn't a hero? Who do you think it is outside?</p> <p>Comprehension question: Based on what has happened so far in the story, write a sensible prediction of what might happen when Ade goes outside.</p> <p>DEAR: Chapter 42-60</p>	
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