English Mastery **Year 3 Reading Unit 1: The BFG p.1-55**

Unit 1 Overview

	Pages	Lesson Focus		Learning Outcomes	Fluency Read	Speed Words	Vocabulary (i/o/b)	Vocabulary (6-step)
L1	***p.1-7*** ***The Witching Hour*** ***Who?***	***Fiction:*** *The BFG*	*fluency*	• *To read words accurately and fluently without overt sounding and blending* • *To re-read text to build up fluency and confidence in word reading*	When she reached the curtains, Sophie hesitated. She longed to duck underneath them and lean out of the window to see what the world looked like now that the witching hour was at hand. She listened again. Everywhere it was deathly still. The longing to look out became so strong she couldn't resist it. Quickly, she ducked under the curtains and leaned out of the window. In the silvery moonlight, the village street she knew so well seemed completely different. The houses looked bent and crooked, like houses in a fairy tale. Everything was pale and ghostly and milky-white. Across the road, she could see Mrs Rance's shop, where you bought buttons and wool and bits of elastic. It didn't look real. There was something dim and misty about that too.	• *reached* • *curtains* • *longed* • *listened* • *deathly* • *resist* • *silvery* • *crooked* • *ghostly* • *elastic* • *hesitated* • *village*	• *deathly* • *longed* • *resist* • *crooked*	• *hesitate/d* • *hesitating* • *hesitated* • *hesitant* • *hesitation* • *hesitantly*
L2			*vocabulary*	• *To apply their growing knowledge of root words, prefixes and suffixes, to read aloud and understand new words* • *To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word* • *To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context*				
L3			*comprehension*	• *To identify main ideas drawn from more than one paragraph and summarise these* • *To ask questions to improve their understanding of a text* • *To draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence* • *To predict what might happen from details stated and implied* • *To identify how language, structure, and presentation contribute to meaning*				

Additional Read: The Snatch, p.8-11

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L4	***p.12-16*** ***The Cave***	***Fiction:*** *The BFG*	*fluency*	• *To read words accurately and fluently without overt sounding and blending* • *To re-read text to build up fluency and confidence in word reading*	Directly in front of them, lying against the side of the mountain, Sophie could see a massive round stone. It was as big as a house. The Giant reached out and rolled the stone to one side as easily as if it had been a football, and now, where the stone had been, there appeared a vast black hole. The hole was so large the Giant didn't even have to duck his head as he went in. He strode into the black hole still carrying Sophie in one hand, the trumpet and the suitcase in the other. As soon as he was inside, he stopped and turned and rolled the great stone back into place so that the entrance to his secret cave was completely hidden from outside. Now that the entrance had been sealed up, there was not a glint of light inside the cave. All was black.	• *mountain* • *massive* • *rolled* • *easily* • *appeared* • *strode* • *carrying* • *entrance* • *completely* • *sealed* • *glint* • *lowered* • *shivering*	• *vast* • *appeared* • *entrance* • *sealed* • *glint*	• *direct* • *directing* • *directed* • *direction* • *directly* • *indirect* • *indirectly*
L5			*vocabulary*	• *To apply their growing knowledge of root words, prefixes and suffixes, to read aloud and understand new words* • *To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word* • *To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context*				
L6			*comprehension*	• *To identify main ideas drawn from more than one paragraph and summarise these* • *To ask questions to improve their understanding of a text* • *To draw inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence* • *To predict what might happen from details stated and implied* • *To identify how language, structure, and presentation contribute to meaning*				

Additional Read: The BFG, The Giants, p.17-29

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L7	**Non-fiction:** Roald Dahl	*fluency*	• *To read words accurately and fluently without overt sounding and blending* • *To re-read text to build up fluency and confidence in word reading*	**How Roald Dahl's Childhood Inspired His Stories** Roald Dahl's childhood gave him lots of ideas for his stories. When he was a child, the chocolate maker Cadbury's would send chocolate bars to his school for the pupils to try. This inspired Roald to write Charlie and the Chocolate Factory. He imagined inventing a new chocolate bar and getting praised by Mr Cadbury himself! Roald Dahl was also inspired by the world around him. For example, the home of the foxes in Fantastic Mr Fox was based on a huge tree near his home in a small village. He even named Sophie, the little girl in The BFG, after his first grandchild, showing how the people in his life also influenced his writing.	• *Roald Dahl* • *childhood* • *Cadbury's* • *inspired* • *imagined* • *inventing* • *praised* • *Sophie* • *grandchild* • *influenced*	• *childhood* • *inventing* • *influenced*	• *inspire* • *inspired* • *inspiring* • *inspiration* • *inspirational*
L8		*vocabulary and comprehension*	• *To apply their growing knowledge of root words, prefixes and suffixes, to read aloud and understand new words* • *To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word* • *To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context* • *To identify main ideas drawn from more than one paragraph and summarise these* • *To identify how language, structure, and presentation contribute to meaning*				
	Additional Read: The Marvellous Ears, p.30-39						
L9	***p.40-46*** ***Snozzcumbers***		***End of Unit 1 Assessment**: Independent application of fluency, vocabulary and comprehension strategies*				
	Additional Read: The Bloodbottler p.47-55						

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