

Year 6 Reading Text LTP & Rationale.

Text - The Boy at the Back of the Class by Onjali Q. Rauf Term - Autumn 2



Week 1:

Pre-read: P1-13

RIC: Reading and Comprehension based on P1-13 (chapter 1) VIPERS - varied.

Reading at 3/Homework: P14-48

Non-fiction linked texts: P31 refugee mentioned for the first time: Newsround - What is a refugee with text and videos to aid explanation (also consider using page 302 of the book) <https://www.bbc.co.uk/newsround/48660079>

Week 2:

RIC: Reading and Comprehension based on P40-48 VIPERS - Retrieval

Reading at 3/Homework: P49-89 - Get pomegranates for this week.

Non-fiction linked texts: P50 mentions the Poppy sculpture at the Tower of London in 2014 - Following website describes why they were there and where all those poppies are now (with interactive map)

<https://www.wherearethepoppiesnow.org.uk/about/>

Week 3:

RIC: Reading and comprehension based on P50-60 VIPERS - Inference

Reading at 3/Homework: P90-132

Non-fiction linked texts: Syria facts for kids

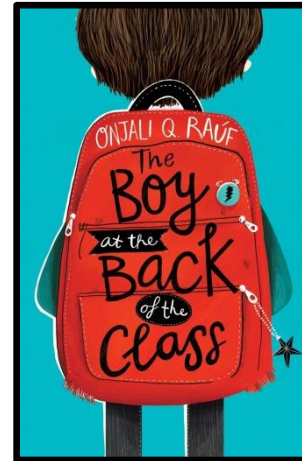
<https://www.ducksters.com/geography/country.php?country=Syria>

Week 4:

RIC: Reading and comprehension based on P90-99 VIPERS - Prediction and Explain (On first read do not go past p95 - "So fantastic even Brendan-the Bully didn't know what to do.")

Reading at 3/Homework: P133-178

Non-fiction linked texts: P129 link to WW2 and mention of Jewish refugees - WW2 fact books.



Week 5:

RIC: Reading and comprehension based on P153-161 VIPERS - Vocabulary

Reading at 3/Homework: P179-220

Non-fiction linked texts: P199 Changing of the guards mentioned -

<https://www.royal.uk/changing-guard>

Week 6:

RIC: Reading and Comprehension based on P179-187 VIPERS - Varied

Reading at 3/Homework: P221-262

Non-fiction linked texts: Coldstream guards information text -

<https://www.army.mod.uk/who-we-are/corps-regiments-and-units/infantry/coldstream-guards/>

Week 7:

RIC: Reading and Comprehension based on P221-234 VIPERS - Varied

Reading at 3/Homework: P263-296

Non-fiction linked texts: The following pages of the book have non-fiction based information about refugees, inspirations for the book and the author's thoughts.

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Key Vocabulary

Grades	The classes that the children are in within the school. Similar to school years.
Seclusion	A place away from others for someone to complete an activity.
Refugee	A person who has been forced to leave their country in order to escape war, persecution, or natural disaster.
Immigrant	A person who comes to live permanently in a foreign country.
Migrant	A person who moves from one place to another, especially in order to find work or better living conditions.
Carer	A family member or paid helper who regularly looks after a child or a sick, elderly, or disabled person.
Kurdish	The Iranian language of the Kurds.
Arabic	The Semitic language of the Arabs, spoken by some 150 million people throughout the Middle East and North Africa.
Economy	The state of a country or region in terms of the production and consumption of goods and services and the supply of money.
Refuge Bag	A bag that is full of rubbish.
Border Restrictions	The way a country may control the way in which people enter the country.
Lawyers	A person who practises or studies law, especially (in the UK) a solicitor or a barrister or (in the US) an attorney.
Ministers	A head of a government department.
Parliament	The highest legislature, consisting of the Sovereign, the House of Lords, and the House of Commons
Appeal	To make a serious, urgent, or heartfelt request or to apply to a higher court for a reversal of the decision of a lower court.
High Court Judge	Someone appointed to decide cases in a supreme court of justice.
State	A country.
Piccadilly/Jubilee/Victoria Line	Tube lines that serve different parts of London.
Paramedic	A person trained to give emergency medical care to people who are seriously ill with the aim of stabilizing them before they are taken to hospital.
Lieutenant	A rank in the British Army.
Bigotry	Intolerance towards those who hold different opinions from oneself.

Rationale:

Prior Learning:

Children will have experienced news stories relating to refugees and issues of immigration/Brexit etc. through watching Newsround and being part of assemblies both in this year group and in previous year groups.

In PSHE and assemblies children will have been taught values of acceptance. Children will have been exposed to children of other cultures and backgrounds through these also.

Links to Year 6 curriculum:

A main theme of this book is the transition to a new school and having someone that is looking out for you and helping you to settle in. This will help the children firstly with settling into the new year group with a new teacher and potentially new class mates.

Further down the line, the lessons learnt from the book will help with transition into secondary school - a completely new environment.

Links to intent:

The book has a central theme of diversity and difference. This relates brilliantly to the intent statement of exposing the children to different cultures and ways of life. It gives the children an appreciation of diversity of those who are coping with different problems and situations whether that be coming from a less well-off background, another country or having issues with parents and home life. It is crucial for highlighting the responsibility of being a good citizen and helping out others who may be going through a tough period.

It highlights issues around us in the world and the challenges that we all will have to face as we grow up. It highlights an issue that is not often reported on from all perspectives and this helps them view the challenges of a changing world and shows them how they, as children, can help even now. This in turn will help them view the situation from this light in the future.

It is learning that is beyond the curriculum and our classroom setting.

Links to PSHE/CARE:

Confidence: This book promotes confidence in starting out in a new setting. It also highlights confidence in going to help others and take the lead when others may lack confidence.

Respect: Respecting people from other backgrounds. Not listening to others opinion on that person before knowing all the facts and making your own mind up.

Enthusiasm and other cultures: Having the enthusiasm for learning about other cultures and accept them even though it may not be your belief.