

<p>Text: Varjak Paw Author: SF Said Year Group: 3/4</p>	
INTENT	
Reason text was chosen	<p>chosen for the rich vocabulary and descriptive writing subject matter linked to pupil's interests in class (cats) Varjak Paw is written as a series of relatively brief chapters so lends itself to a serialised read over a period of time. Engaging 'gothic' illustrations linked to the text.</p>
Link to topic/experiences	Ancient civilisation links - Mesopotamia
Context	<p>Published in 2003 – contemporary language and plot. Written by a British author, set in a British city – a location children can either relate to or have experienced via media. Written from the point of view of cats. Comparison between the comfort of living in a house as a cat Vs living on the streets. This story is engaging through pacy storytelling and the emerging message of the importance of friendship and loyalty. Family relationships play an important role in the plot. Use of dream sequences throughout. These refer to Varjak Paw learning 'The Way' (a secret marshal art for cats) and describe ancient Mesopotamia.</p>
IMPLEMENTATION	
<p>Characterisation Main characters and influential characters in text.</p> <ul style="list-style-type: none"> • used in role-play • descriptive writing • alternative viewpoints • impact on narrative 	<ul style="list-style-type: none"> • Varjak Paw, a very young kitten and the main protagonist of the story • Jalal the Paw, A Mesopotamian blue cat who ventured out into the Outside and found a home with the Countessa. • Elder Paw, Varjak's grandfather and one of the few who remembers (part of) The Way of Jalal • Sally Bones, the mysterious white cat who lords over the West Side of the city. She knows "The Way" • Razor, Sally Bones' lieutenant • Ginger, the ruler of the East Side of the city • The Contessa, The old woman who owns the family of Jalal • The Gentleman, a mysterious man who appears one day at the Contessa's house • The Black Cats, two black cats that accompany The Gentleman; perfect fighting machines that are almost invulnerable • Cludge, a dog who Varjak meets and who saves him from the Gentleman • Julius Paw, Varjak's older brother • Father, Son of Elder Paw, Father of Jay, Jerome, Jethro, Julius, and Varjak • Aunt Juni, Mother to Jasmine, Aunt to Jay, Jethro, Jerome, Julius, and Varjak • Mother, Mother of Jay, Jethro, Jerome, Julius, and Varjak • Holly, Varjak's future mate. • Tam, a tabby cat and Holly, and Varjak's best friend
<p>Setting</p> <ul style="list-style-type: none"> • what is the setting? • Descriptive writing • Vocabulary development 	Comfortable house / city streets / Mesopotamia

<p>Vocabulary Higher level vocabulary Vocabulary outside our time period</p> <p>Use a thesaurus to find synonyms. Discuss why words have been chosen and the effect these have on the reader. Explain how words can capture the interest of the reader. Discuss new and unusual vocabulary and clarify the meaning of these. Find the meaning of new words using the context of the sentence.</p>	<p>ancestor bristled Outside tutted Scorched through Varjak's veins corrupted deliberately 'like a broken toy' sheer CRACK cackled mad jumble spluttered growled bellowing cowering desolate, potent, murky, rancid,</p>	<p>wrenched neutral, shuddered scoffed radiating swaggered strutted forage tinny momentum quivered contempt sneered snorted enthralled, intoxicating, conquest</p>
<p>Vipers and NC Inference</p>	<p>draw inferences such as inferring characters' feelings, thoughts and motives from their actions e.g. I think Leon volunteers because he wants to prove that magic is real justify inferences with evidence Consolidate the skill of justifying them using a specific reference point in the text. Use more than one piece of evidence to justify their answer.</p>	
<p>Retrieval</p>	<p>check that the text makes sense to them, discuss their understanding and explain the meaning of words in context ask questions to improve their understanding of a text identify main ideas drawn from more than one paragraph and summarise these identify morals and messages in a story Confidently skim and scan texts to record details. Using relevant quotes to support their answers to questions. Retrieve and record information from a fiction or non-fiction text.</p>	
<p>Prediction</p>	<p>predict what might happen from details stated and implied Justify predictions using evidence from the text. Use relevant prior knowledge as well as details from the text to form predictions and to justify them. Monitor these predictions and compare them with the text as they read on.</p>	
<p>Explanation</p>	<p>participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say Discussing words and phrases that capture the reader's interest and imagination. Identifying how language, structure, and presentation contribute to meaning. Recognise authorial choices and the purpose of these.</p>	
<p>Summarising</p>	<p>Use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. Identifying main ideas drawn from more than one paragraph. Summarise whole paragraphs, chapters or texts Highlight key information and record it in bullet points, diagrams, maps etc</p>	
<p>IMPACT</p>		
<p>Pupil voice- passion for the text. Are the children able to discuss the story? Impact on writing - write in the style of the author (dream sequences, adventure story) Comprehension activities Termly test results</p>		