

Year 6 Reading Text LTP & Rationale.

Text - The Silver Sword Term - Summer 1 (post SATs) & Summer 2

Week 1:

RIC: Chapters 1 to 4.

VIPERS/ Assessment Foci:

Explanation questions relating to the nature and motivation of the characters introduced in these early chapters.

Structure of texts: consider why the author introduces the children and then reverts to the father's story.

What do the children think the significance of the boy in Chapter 4 is?

Homework: pre-read of Chapters 5 to 8.

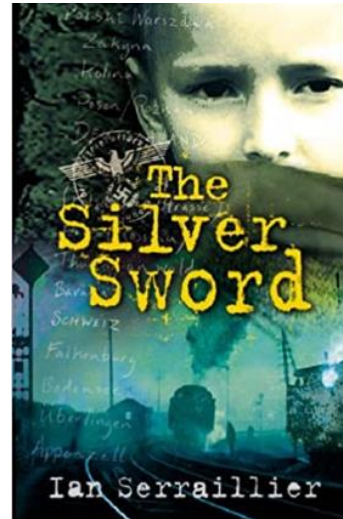
Non-fiction linked texts - suggestions:

Newspaper report about Auschwitz - concentration camp in southern Poland

<https://www.bbc.co.uk/news/world-europe-50743973>

Travel blog - Warsaw

<https://www.earthtrekkers.com/best-things-to-do-in-warsaw-poland/>



Week 2:

RIC: Chapters 5 to 8.

VIPERS/ Assessment Foci:

Writer's use of language - what do specific adjectives tell us?

Explore the use of similes and metaphors (a significant feature of Serraillier's work)

Explore the use of personification.

How does the author create a feeling of tension? How does he use language to build sympathy for the children?

Homework: pre-read of Chapters 9 to 12.

Non-fiction linked texts - suggestions:

https://kids.kiddle.co/Warsaw_Uprising

This is a child-appropriate information text that gives more details about the uprising that is described in Chapter 8 from the perspective of the children.

Week 3:

RIC: Chapters 9 to 12.

VIPERS:

Development of inference skills.

Use of vocabulary - in Chapter 12 when describing the scene at the food kitchen and consequences for the children.

Homework: pre-read of Chapters 13 to 16.

Non-fiction linked texts - suggestions:

Explanation text - Tuberculosis.

<https://www.nhs.uk/conditions/tuberculosis-tb/> (provides enough detail for understanding in an appropriate way)

OR

Consider using modern day recounts of child refugees - perhaps in the news currently to compare the experiences with that of Ruth, Jan & Bronia.

Week 4:

RIC: Chapters 13 to 16.

VIPERS:

Summary - the key points of the story so far.

Summary - the key characteristics of the characters.

Predict - the outcomes of the children's journey/ prediction of events within chapters.

Homework: pre-read of Chapters 17 to 20.

Non-fiction linked texts - suggestions:

The Berlin Blitz - to enable the children to understand that it wasn't just English cities that were blitzed.

https://www.ducksters.com/history/world_war_ii/battle_of_berlin.php

Newspaper article - chimpanzee escape.

<https://www.bbc.co.uk/news/uk-northern-ireland-47186124>

Week 5:

RIC: Chapters 17 to 20.

VIPERS:

Explanation questions - potentially relating to Jan's crimes; the reason for his lenient sentence; the nature of Ruth's role within the group; the motivation for the Wolff family's aid and the link to what happened to their own sons.

Further inference practice as required - emotions and motivation of characters.

Homework: pre-read of Chapters 21 to 24.

Non-fiction linked texts - suggestions:

Diary of a refugee - could be of this period or more modern.

Week 6:

RIC: Chapters 21 to 24.

VIPERS:

Questions structured to allow the children to practise each of the VIPERS foci - or to further consolidate inference or vocabulary.

Homework: Write a summary of the story so far or create a timeline of the story.

Non-fiction linked texts - suggestions:

Instruction text - linked to the children's escape by canoe.

<https://gopaddling.info/canoeing-for-beginners-getting-started/>

Week 7 & 8:

The remainder of the text can be read during Reading at 3 during the final two weeks of Summer 2.

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Rationale/ link to curriculum:

This text was chosen so that the children could explore a classic author and story that relates to their study of WW11 in the context of the treatment of the Jewish people - linked to the study of the Kindertransport as part of RE.

This book tells the story of the incredible courage, resilience and ingenuity of a group of children that survive against all odds and undertake an incredible journey to reunite with their parents.

This text has been positioned at the end of Year 6 reflecting the maturity that is needed to engage with the issues explored here. It exposes the children to real life traumas that they have not experienced - in the context of war.

On the other hand, the key themes of resilience & overcoming challenge can be related to the experience of transition.

Links to intent:

This text has clear links to many features of our intent statement.

Through engaging with the story, our pupils can explore how through understanding ourselves and having faith in others, we can survive even the harshest challenges.

There is a clear message that self-belief (confidence) is key to survival and successful outcomes - the children never lose sight of what their ability to achieve this.

Throughout the story, all the children come to understand themselves and their part in the 'family' they create. This reinforces the idea that 'families' can be diverse - it is the way we care for each other that really matters.

Through the character of Jan, we see how we should appreciate the role that animals play in improving our world.

We can also explore the value of food in nurturing our bodies - as the children struggle to obtain the food they need to survive.

Links to PSHE/CARE:

The key themes in this novel are the importance of hope and protecting the people we love.

The importance of family is a constant message through the text- all the key events are driven by the need to protect family.

There are important moral questions raised through the choices that Jan makes in the quest to survive and protect his new 'family'.

Key Vocabulary:

billet	A short term place to stay for soldiers.
barracks	A building or a group of buildings where soldiers live.
curfew	A rule that everyone must stay at home between particular times - usually at night during a war.
debris	Broken or torn pieces of something larger (usually scattered over an area).
dispirited	Feeling that there is not much hope in a situation or the resolution of a problem.
distraught	Extremely worried, nervous or upset.
derelict	Not cared for/ in an very bad state of repair.
emaciated	Very thin and weak - usually due to illness or extreme hunger.
ghetto	An area of a city, where people of a particular race or religion live together but apart from other people.
gorge	A deep, narrow valley with steep sides (often formed by a river).
impoverished	Being extremely poor/ not having enough money.
indifferent	Not thinking about or being interested in someone or something.
mangy	Describing something that is old and/ or dirty and has been used a lot.
melancholy	Feeling sad and very unhappy.
mirage	An image of something that seems far away but doesn't actually exist.
monotonous	Not changing and hence is boring.
peasant	A person with little money and a low social position, often working a small area of land.
pickpocket	A thief that takes items out of pockets or bags - especially in a crowd.
refugees	A person who has escaped from their own country for political, economic reasons or because of war.
repentant	Feeling sorry for an action.
Storm troopers	A soldier in the private army of the Nazi party in Germany before/ during World War II
usurp	To take control of a position of power when you have no right to.