



What should I already know?

Our last text helped you to develop lots of different reading and writing skills. You learnt to: Develop positive attitudes to reading and understanding by reading and discussing a wide range of fiction, non-fiction and reference books. Read books that are structured in different ways and reading for a range of purposes

Identify and discuss themes and conventions in and across a wide range of writing. Make comparisons within and across books. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. Note and develop initial ideas, drawing on reading. In writing we learnt about using speech marks, coordinating phrases, using commas and how to structure different texts. You had to plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form. Draft and write by selecting appropriate grammar and vocabulary. Use a range of devices to build cohesion within and across paragraphs. Evaluate and edit by proposing changes to vocabulary, grammar and punctuation. Proof-read for spelling and punctuation errors. Perform your own compositions, using appropriate intonation, volume, movement so that meaning is clear.

What will I know by the end of the unit?

I will be able to:

- Make meaning from illustration and text
- Ask questions and clarify my understanding
- Scan and close reading a text
- Make predictions, evaluate and summarise a text
- Read an illustration and moving image
- Examine and use nonfiction explanatory voice
- Manipulate language and meaning through use of homophones and expressions
- Use paragraphs to organise my ideas
- Use persuasion through explicit use of modal verbs, conjunctions, bias
- Use descriptive and scientific language by focusing on verb prefixes
- Understand and use the terms nouns, pronouns and determiners. Apply this knowledge to my writing for cohesion
- Use commas and parenthesis to clarify meaning in my writing.

Vocabulary

ceremony	Formal religious or public event
tradition	Customs or beliefs passed down among a group of people
lamenting	Expressing feelings of sadness
refresh	To give new strength or energy
squirming	Wiggle or twist the body from side to side
highlands	An area where there are many mountains or where the land is high above sea level
shimmering	To shine with a light that seems to move slightly
continent	One of the great divisions of land of the Earth- such as Africa, Europe, North America
timber	Trees that are grown in order to produce wood
seedlings	A young plant that is grown from a seed
Wangari	The central character of the story, a very wise woman.
mugumo	A spreading fig tree
mubiru muiru	A type of tree grown in Africa
mukinduri	A type of tree that provides firewood
mukuyu	A sycamore fig tree that provides shade and can be used for weaving
mukawa	A type of tree that is good for providing fencing, full of thorns to keep out predators

