



READING ZONE



4th Class Curriculum Objectives

Unit	Section	Objectives
Unit 1: The King and the Wrestler	A	Learn how to use the basic key questions: Who? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Summarise and prioritise ideas Read a story and write it in his/her own words
	G	Write in a variety of genres with greater sophistication Write about favourite characters in stories
Unit 2: Wise Aunt Alice	A	Learn how to use the basic key questions: Where? Where? Which? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Summarise and prioritise ideas Read a story and write it in his/her own words
	G	Write in a variety of genres with greater sophistication Write about favourite characters in stories
Unit 3: Window to the Past	A	Learn how to use the basic key questions: When? Who? How? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience

	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Write in a variety of genres with greater sophistication Write about favourite characters in stories
	G	Use personal reading as a stimulus to writing Discuss a story being read and predict future events and likely outcomes in it
Unit 4: So You Want to Be a Writer?	A	Learn how to use the basic key questions: Where? When? How? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Summarise and prioritise ideas Read a narrative or expository piece and summarise it
	G	Use personal reading as a stimulus to writing Create stories
Unit 5: The Three Sillies	A	Learn how to use the basic key questions: Where? Who? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Summarise and prioritise ideas Read a story and write it in his/her own words
	G	Write in a variety of genres with greater sophistication Write about favourite characters in stories

Unit 6: The Haunted House	A	Learn how to use the basic key questions: Why? How? Which? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Give sequence to ideas and events in stories Summarise and prioritise ideas
	G	Use personal reading as a stimulus to writing Discuss a story being read and predict future events and likely outcomes in it
Unit 7: The Experiment	A	Learn how to use the basic key questions: When? Who? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Become familiar with the functions of words without necessarily using technical grammatical terms: Noun
	F	Summarise and prioritise ideas Read a story and write it in his/her own words
	G	Give sequence to ideas and events in stories Summarise and prioritise ideas
Unit 8: The First Cars	A	Learn how to use the basic key questions: Where? Who? How? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Become familiar with the functions of words without necessarily using technical grammatical terms: Noun

	F	Summarise and prioritise ideas Read a narrative or expository piece and summarise it
	G	Write in a variety of genres with greater sophistication Develop an awareness of the difference between written language and oral language
Unit 9: The Cloud	A	Learn how to use the basic key questions: How? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonetic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Become familiar with the functions of words without necessarily using technical grammatical terms: adjective
	F	Summarise and prioritise ideas Read a story and write it in his/her own words
	G	Experience varied and consistent oral language activity as a preparation for writing Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material: analysis
Unit 10: Bentley's Wish	A	Learn how to use the basic key questions: Where? Who? How? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonetic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Become familiar with the functions of words without necessarily using technical grammatical terms: adjective
	F	Write about an idea to explain it to someone else Experience varied and consistent oral language activity as a preparation for writing Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material: analysis
	G	Use personal reading as a stimulus to writing Experience and enjoy playful aspects of language
Unit 11: The Upstairs Dragon	A	Learn how to use the basic key questions: When? Who? Why? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience

	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Write in a variety of genres with greater sophistication Write about favourite characters in stories
	G	Develop basic information retrieval skills: scanning and skimming Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material
Unit 12: Spider Power	A	Learn how to use the basic key questions: Where? How? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Summarise and prioritise ideas Read a narrative or expository piece and summarise it
	G	Write about an idea to explain it to someone else Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material: Analysis
Unit 13: Fionn	A	Learn how to use the basic key questions: Where? How? Why? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Write in a variety of genres with greater sophistication Write about favourite characters in stories
	G	Give sequence to ideas and events in stories Summarise and prioritise ideas

Unit 14: The Apple Tree	A	Learn how to use the basic key questions: Where? Who? How? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Write in a variety of genres with greater sophistication Write about favourite characters in stories
	G	Use personal reading as a stimulus to writing Create stories
Unit 15: Silly Bert	A	Learn how to use the basic key questions: Where? How? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Become familiar with the functions of words without necessarily using technical grammatical terms: Verb
	F	Write in a variety of genres with greater sophistication Write about favourite characters in stories
	G	Give sequence to ideas and events in stories Summarise and prioritise ideas
Unit 16: Mythical Creatures	A	Learn how to use the basic key questions: Where? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Become familiar with the functions of words without necessarily using technical grammatical terms: Verb

	F	Summarise and prioritise ideas Read a narrative or expository piece and summarise it
	G	Write in a variety of genres with greater sophistication Develop an awareness of the difference between written language and oral language
Unit 17: Glooskap and the Giant	A	Learn how to use the basic key questions: Why? How? Which? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Become familiar with the functions of words without necessarily using technical grammatical terms: Adverb
	F	Summarise and prioritise ideas Read a story and write it in his/her own words
	G	Write in a variety of genres with greater sophistication Write about favourite characters in stories
Unit 18: Hans the Timid	A	Learn how to use the basic key questions: How? Who? Why? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Become familiar with the functions of words without necessarily using technical grammatical terms: Adjective
	F	Summarise and prioritise ideas Read a story and write it in his/her own words
	G	Use personal reading as a stimulus to writing Discuss a story being read and predict future events and likely outcomes in it
Unit 19: The Irish National Heritage Park	A	Learn how to use the basic key questions: Where? How? Which? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience

	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonetic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Become familiar with the functions of words without necessarily using technical grammatical terms: adjective
	F	Summarise and prioritise ideas Read a narrative or expository piece and summarise it
	G	Write in a variety of genres with greater sophistication Develop his/her ability to write using information technology
Unit 20: The Ghost	A	Learn how to use the basic key questions: Where? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonetic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Write in a variety of genres with greater sophistication Write about favourite characters in stories
	G	Write about an idea to explain it to someone else Experience varied and consistent oral language activity as a preparation for writing Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material: analysis
Unit 21: Krakus and the Dragon	A	Learn how to use the basic key questions: Why? How? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonetic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Summarise and prioritise ideas read a story and write it in his/her own words
	G	Write in a variety of genres with greater sophistication Write about favourite characters in stories

Unit 22: Stone Soup	A	Learn how to use the basic key questions: Where? How? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Summarise and prioritise ideas read a story and write it in his/her own words
	G	Write in a variety of genres with greater sophistication Write about favourite characters in stories
Unit 23: The Chernobyl Children's Project International	A	Learn how to use the basic key questions: How? Who? Why? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Summarise and prioritise ideas Read a narrative or expository piece and summarise it
	G	Write in a variety of genres with greater sophistication Write about favourite characters in stories
Unit 24: The Golden Harp	A	Learn how to use the basic key questions: Who? Why? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader

	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Write in a variety of genres with greater sophistication Write about favourite characters in stories
	G	Use personal reading as a stimulus to writing Create stories
Unit 25: A Baker's Dozen	A	Learn how to use the basic key questions: Where? Who? How? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Summarise and prioritise ideas Read a story and write it in his/her own words
	G	Write in a variety of genres with greater sophistication Write about favourite characters in stories
Unit 26: Abebe Bikila	A	Learn how to use the basic key questions: Where? Why? Which? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Write in a variety of genres with greater sophistication Write about favourite characters in stories
	G	Write in a variety of genres with greater sophistication Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material: analysis
Unit 27: On Boaster's Hill	A	Learn how to use the basic key questions: Where? How? Which? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience

	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Summarise and prioritise ideas Read a story and write it in his/her own words
	G	Use personal reading as a stimulus to writing Argue a point of view and try to persuade others to support it
Unit 28: Seán McSharry Climbs Over the Clouds	A	Learn how to use the basic key questions: Where? How? When? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Write in a variety of genres with greater sophistication Write about favourite characters in stories
	G	Use personal reading as a stimulus to writing Develop an appreciation of how the intended audience should influence the nature of a piece of writing
Unit 29: The Lady of Stavoren	A	Learn how to use the basic key questions: Where? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Summarise and prioritise ideas Read a story and write it in his/her own words
	G	Write in a variety of genres with greater sophistication Write about favourite characters in stories

Unit 30: Fooled by Words	A	Learn how to use the basic key questions: How? Who? Which? What? Develop basic information retrieval skills Use a range of aids and strategies to improve his/her command of spelling Experience different types of text
	B	Identify unfamiliar words by reference to word parts, prefixes and suffixes Play synonym and antonym games Discuss the meanings and origins of words, phrases and expressions with the teacher Become aware of new words and new connotations of words through his/her reading and writing experience
	C	Use simple dictionaries effectively: find words, find the meanings of words Become aware of new words and new connotations of words through his/her reading and writing experience Use more than one strategy when reading unfamiliar text: grapho/phonic, syntactic, contextual
	D	Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material Become an increasingly independent reader
	E	Learn to write with increasing grammatical accuracy through the process of revision and editing
	F	Write about an idea to explain it to someone else Experience varied and consistent oral language activity as a preparation for writing Continue to develop a range of comprehension strategies to deal with narrative, expository and representational reading material: analysis
	G	Use personal reading as a stimulus to writing Create stories