

Further teaching opportunities

This chart gives some additional ideas for using the texts in **Key Stage 2 Comprehension 3** in your teaching.

Unit title	Literacy ideas	Inspiring children's further work
Jacky Daydream remembers	Look for evidence that tells the reader that this piece is autobiographical (for example, use of first person, recalling significant incidents).	Ask the class to compare Jacqueline Wilson's experience of shopping with their own. They should write a description of what it is like to go food shopping today.
Seal saves drowning dog	This short piece contains many typical examples of newspaper-report style. (For example, the first paragraph sums up the story, and the names and ages of witnesses are given.) Ask the children how many examples they can spot.	Challenge the children to use the story in the extract as the starting point for a dramatic picture, or ask them to write a poem or short playscript about it.
You are old, Father William	This poem is a good example of a regular ABAB rhyme scheme. Ask the children to pick out the rhyming words in each verse.	Divide the class into pairs and encourage them to practise reading the poem out loud. Challenge the children to try and make it sound as funny and lively as they can.
Welsh hero Simon Weston	Compare this piece with other short biographical pieces. Can the children spot similarities and differences?	Ask the class to write a short biography of another hero, heroine, or someone else they admire.
Matilda joins Crunchem Hall	Encourage the children to spot as many examples of rich, inventive language as possible in this text.	Direct the children's attention to the descriptions of Miss Honey and Miss Trunchbull. Challenge them to write their own powerful description of an imaginary male teacher. He can be nice or nasty.
Rats	Ask the children to describe the rhyme scheme of this poem. Are there any verses that do not fit the rhyme scheme?	As a group, practise saying the poem out loud in a dramatic way.
Mischievous Tom	Look for interesting examples of colloquial language in this extract. Ask the children to 'translate' these into modern English.	Ask the children to use what they find out about Tom in this extract, to write and draw a character profile of him.
Sixteen steps to the ice-house	This concrete poem conveys the spooky atmosphere of the ice-house very effectively. Children could perform the poem chorally and act it out.	Challenge the children to write a poem or paint a picture about another spooky place. It can be real or imaginary.
Sea fever	This poem has a regular AABB rhyme scheme. It uses language that conjures up the senses, in particular, touch and hearing.	As a group, perform the poem, adding in some appropriate music, sound-effects and percussion.

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The hippogriff's tusk	The Jennings stories (from which this extract comes) are very much of their time. Ask the children to spot clues that tell us this story is set in the past.	Encourage the children to imagine they are digging in the garden or park, when they suddenly find something unusual. Ask them to describe what they have found, and what happens next.
Keepsake Mill	The language in this poem is quite allusive. It may help children to read it aloud and discuss it before they answer the questions. Look for examples of language describing sights and sounds.	This poem is about childhood memories. Prompt the children to think of and describe an incident that happened to them in the past that they can still remember.
Bilbo the hobbit meets Smaug	Read this passage aloud to the children so that they can see how skilfully the author builds the suspense up to the description of Smaug.	Encourage the children to describe how they would feel if they were Bilbo and they saw the enormous dragon in front of them. Ask them to explain what they would do next.
The woman of water	Look at the way the poem uses repetitive language patterns to great effect (for example, the repeating sequence of lines starting 'And').	Ask the children to write their own poem describing a magic spell and what it does.
Respected relative	Compare this very formal (though humorous) letter with the type of letter a child might write to their parents today.	Ask the class to imagine they are trying to persuade their parents to let them do something. Challenge the children to write their parents a very persuasive letter about it.
Toad learns a lesson?	This extract is full of clues about the characters' personalities. Ask the children to write a description of Toad and of Badger using evidence from the text.	Split the class into pairs and role-play the conversation between Badger and Toad, where Badger tries to persuade Toad to stop driving.
How music made peace	Look for clues that tell us that this story is a myth (for example, references to Greek gods and mythical creatures such as nymphs).	Do the class think that music can help to make peace in the world? Challenge them to explain their answer.
Pyramus and Thisbe	Read the extract aloud expressively. This will help the children to work out the meaning, without getting too overwhelmed by unfamiliar vocabulary and syntax.	What kind of person is Nick Bottom? Ask the children to pick out all the evidence they can from the text to explain how they know what sort of person he is.
Laws affecting women	Ask the children if they think Mrs Pankhurst makes a convincing argument in this speech. Why, or why not?	Guide the children towards a topic they feel strongly about and ask them to write a short speech arguing for their point of view.