

# Further teaching opportunities

This chart gives some additional ideas for using the texts in **Key Stage 2 Comprehension 1** in your teaching.

Unit title	Literacy ideas	Inspiring children's further work
<b>The Green Cross Code</b>	With the children, look at all the elements that show this is an instruction text (layout, use of imperative verbs).	Ask the children to use the same structure to write instructions about keeping safe in the playground.
<b>Games glossary</b>	Encourage the children to see how many other glossaries they can find in non-fiction books. Are they all structured the same way?	Challenge the children to find a simple non-fiction book that does not have a glossary and write one for it.
<b>The baby of the family</b>	As a class, practise clapping out the rhythm while reading the poem. Ask the children if they can work out the rhyme scheme of the poem (ABCBDEFE).	Ask the children to write a poem (not necessarily rhyming) about their own brother, sister or cousin (or one they would like to have).
<b>Invasion</b>	Ask the children to pick out examples of colloquial or speech-like language from the text.	Encourage the children to imagine they are an alien about to invade earth. Ask them to write a paragraph explaining how they feel.
<b>Octocure</b>	Ask the children if they think the poem still 'works' if you take all the funny words out and replace them with normal words. Encourage them to explain their views.	Challenge the children to make up some funny words based on another animal's name. (For example, <b>kangaroo</b> : bangaroo, sangaroo <b>chimpanzee</b> : limpanzee, wimpanzee.)
<b>Odd girls</b>	Challenge the children to make up some more 'odd pupils' who could be part of this class.	Ask the children to write a poem or a diary entry describing how it feels to be the odd one out at school.
<b>Teeth</b>	Ask the children how successful they think this is as an informative text. Can they think of anything that would improve it? (For example, diagrams, illustrations, instructions for tooth-brushing.)	Using a similar structure, ask the children to write an information report on another topic (such as muscles).
<b>Pelican</b>	Ask the children if they agree with the poet's choice of favourite words. Can they add some more favourites of their own to the list?	Challenge the class to write a poem or a description about another animal with a funny, interesting, or beautiful-sounding name.
<b>Jorvik Viking Centre, Coppergate</b>	Imagine this were a webpage. Ask the children what other features they would expect to see. (For example, photos, reviews, links to related websites.)	Encourage the children to write their own webpage or information leaflet about a tourist attraction they have visited.

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<b>City sounds heard after dark</b>	Highlight all the words in the poem that describe sounds. Can the children think of other descriptive words that could have been used?	Ask the children to write a list of sounds they can hear outside their house in the evening. Can they turn them into a poem?
<b>On the Yellow Brick Road</b>	Look at the differences in layout and wording between a playscript and a novel. Why do the children think playscripts are formatted in this way?	Divide the children into small groups and work on a performance of this playscript for the class.
<b>House on fire!</b>	The author of this piece is best known as a poet. Help the children to pick out examples of interesting, unusual or poetic language.	Challenge the children to turn this piece into a playscript. What do they need to add and what do they need to leave out?
<b>The story of Helen Keller</b>	Look for examples that tell us this text is a biography. (For example, third-person narration, chronological structure, information about the important aspects of the person's life.)	Ask the children to rewrite this piece of text as if they were Helen Keller writing her own autobiography. What needs to change?
<b>Rebecca</b>	Compare this with some other 'cautionary verses'. Explain that they were meant to be funny and exaggerated; they were parodies of 'serious' stories written for children in the 18 <sup>th</sup> century. Do the children think they are still funny?	If a poet wanted to write a cautionary story like this for children today, what topic might he or she choose? (For example, too many computer games, going to bed too late.) Ask the children to plan what the cautionary story might say.
<b>Steam train stories</b>	Find a copy of <i>The Railway Children</i> and read the opening aloud, to give children a sense of it. Encourage them to read the rest independently.	Encourage the children to write a conversation where one or both of the speakers use a dialect rather than Standard English.
<b>A great storm in Scotland</b>	Identify the language that describes the storm. Which phrase or sentence do the children think is the most vivid, and why?	Ask the children to describe a time when they have been in a storm or other extreme weather. (For example, snow, a flood or a heatwave.)
<b>Tom finds happiness</b>	Ask the children to use non-fiction books or the internet to research the life of chimney sweeps.	Encourage the children to imagine and describe a wonderful place where they would be as happy and comfortable as Tom is in this piece.
<b>The milkmaid and her pail</b>	Challenge the children to pick out as many examples as possible of traditional story language (for example, 'There was once a poor farmer ...').	Ask the children to imagine what might have happened if the milkmaid hadn't spilled the milk. They should tell the story or act it out.