

# Further teaching opportunities

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

Unit title	Literacy ideas	Inspiring children's further work
<b>London goes wild</b>	Identify all the aspects of this text that tell us it is a newspaper report. Compare it with a more recent report of a football match. How is it similar or different?	Ask the children to write a report about a school sports match. Challenge them to make it sound as exciting as possible.
<b>How to make a wormery</b>	Ask the children to point out the aspects of the text that show it is a set of instructions. Encourage them to try following the instructions. Are they easy or hard to follow?	Encourage the children to write their own set of instructions for looking after a pet or growing a plant.
<b>Why?</b>	Look at the way each verse is structured around a question beginning 'Why'. Ask the children if they think the answers are reassuring. Why, or why not?	Ask each child to imagine they are Susanna. Encourage them to explain why they are feeling so upset on bonfire night.
<b>Dogs are good for you!</b>	Ask the children to find all the facts in the piece, which help to explain why dogs might be good for people.	Ask the class to think of a pet they have, or one they would like to have. Ask them to make a list of all the advantages of owning that pet.
<b>The 'ration book' Olympics</b>	Look closely at the text to find as many clues as possible about what life was like in Britain under rationing.	Challenge the children to think of as many differences as they can between the 1948 Olympics and the 2012 Olympics.
<b>Robin Hood</b>	There is plenty of figurative language in this piece. Ask the children to find as many examples as they can.	Ask the class to write a character description of Robin Hood, based on this piece and on anything else they know about him.
<b>The veiled lady</b>	Even if you had never heard of Sherlock Holmes before, you could work out a lot about him from this piece. Challenge the children to find as much information as possible from within the text.	Divide the class into pairs, and direct them to act out the scene. Encourage the children to make their voices as expressive as possible.
<b>Battered by hurricane winds</b>	Challenge the children to think of a subheading for each paragraph.	Ask the children to imagine they are a TV news reporter telling the audience about the storms. They should use their imaginations, along with information from the report.
<b>The thrill of wartime work</b>	The language in this piece is typical of its time but feels very old-fashioned now. Ask the children to identify as many examples of old-fashioned language as possible and 'translate' them into modern English.	Ask the class to write a diary entry about Peggy's first week. Do they think Peggy will enjoy working on a farm? What kinds of things might she end up doing?

Unit title	Literacy ideas	Inspiring children's further work
<b>Arthur's sister turned to stone</b>	There is scope for inference in this passage. Ask the children how they think Arthur feels as he rides away. How does his sister feel at the end of the piece? What might this tell us about their relationship?	Direct the children to research some more stories about King Arthur, and write their own version of one of them.
<b>Overheard on a saltmarsh</b>	This is an interesting example of a conversational poem, and the rhyme scheme is unusual. Ask the children to pick out the rhyming words. Is there any pattern?	Ask the class to act out the poem with a partner, making the conversation as creepy and realistic as possible.
<b>The arrival of a rugged seaman</b>	The dialogue in this passage conveys character very clearly. Ask the children what kind of person they think the rugged seaman is and why they think this.	Challenge the class to make up their own pirate character. Ask each child to imagine he or she came to their house, and write a conversation they might have.
<b>The scarecrow</b>	The language in this poem is difficult because it is old-fashioned, literary, and figurative. Work through it together and think of alternatives for phrases such as 'glittering rime' and 'stiff as mail'.	Encourage the children to think about other characters (birds, animals or people) that spend a lot of time outdoors. Ask them to choose one and write a description of their life.
<b>Holy horrors</b>	Challenge the children to tell you the main idea of the whole piece, and the main ideas of each of the paragraphs.	Challenge the children to design a gargoyle, then draw a picture and label it.
<b>De</b>	Read Thomas Hood's poem, 'No', to the children. What similarities and differences can they see?	Ask the children if they agree with the picture the poet paints in this poem. Challenge them to write their own description of December. Can they make it sound more fun?
<b>Alice meets the Cheshire cat</b>	Introduce the children to some of the other extraordinary characters from Lewis Carroll's 'Alice' stories. (For example, the Mad Hatter, Tweedledum and Tweedledee, the White Rabbit.)	Ask the children to write a character profile of the Duchess. What does this piece tell you about her? What kind of person is she?
<b>The fox repaid in his own coin</b>	This story is structured similarly to a fable. Ask the children what they think the moral of the story is and why.	Divide the children into small groups, and challenge them to act out the story for the rest of the class.
<b>Digging</b>	Identify all the words and phrases that call on the sense of smell.	Take the children to the playground and invite them to close their eyes. What can they smell? Challenge them to identify at least two smells.