

Further teaching opportunities

This chart gives some additional ideas for using the texts in **Key Stage 2 Comprehension 4** in your teaching.

| Unit title | Literacy ideas | Inspiring children's further work |
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| The rooks' parliament | Look at the way the poem uses a mixture of simple and figurative language to describe why the author likes rooks. | Take the children into the playground and see how many different birds they can spot. Ask them to choose one and describe it carefully. |
| Tudor wedding | Ask the children to pick out examples of language in this passage that draw on the senses, in particular, sight. | Ask the children to imagine that they are guests at the wedding. Encourage them to describe what they would wear, see, hear, smell and touch. |
| The way through the woods | Encourage the children to clap out the rhythm of this poem. Ask if they can hear how it sounds a bit like a horse's hooves cantering (especially from line 19 onwards). | As a group, say the poem out loud. Try to make it sound as spooky and atmospheric as possible. |
| Chocolate | Ask the children what kind of person they think the young Roald Dahl was, judging by the passage. Can they find evidence for their views? | Inspire the children to design their own chocolate bar. They could draw a labelled picture or write a mouth-watering description. |
| Two owls | Prepare a detailed comparison of the two poems. How many similarities and differences can the children find? | Challenge the children to explain to a partner which poem they prefer and why. |
| Mammoth find | Challenge the children to sum up the main point of this newspaper report in just two or three sentences. | Using the information in the newspaper article, ask the children to write a detailed description, or draw a labelled picture of the baby mammoth. |
| Poems that entertain | Compare the forms of the five poems. Ask the children if they can find out the names of the different forms featured here (couplet, cinquain, limerick, haiku, sonnet). | Ask the class to explain which of these poems they think is the funniest and why. Which poem do they think works least well and why? |
| Child employment | Look for examples of formal language in this official document. | Challenge the children to think of good headings for paragraphs 2 and 3. |
| To the cuckoo | Play a recording of a cuckoo's song to the children, and then read the poem aloud. Ask the children if they think the poem describes the song effectively. Why, or why not? | Read some other poems by William Wordsworth. Ask the children to choose the one they like best and learn part of it by heart, or draw a picture to go with it. |

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| The magic of shells | Go through the passage and pick out as many facts as possible. Ask the children to find some statements of opinion. | Task the children with thinking of an effective heading for each of the paragraphs. |
| Our toilsome journey | Look at the way the author describes the physical setting in this extract. Ask the children to find some particularly effective phrases that help them imagine it. | Ask the class to imagine that David fell asleep while on watch and woke to find troops approaching. Encourage them to describe what he would do next. |
| Diogenes and the Cynics | Encourage the children to sum up the main point of each paragraph in one sentence. | Ask the children to imagine they lived in Greece in the time of Diogenes. Would they have wanted to join the Cynics? Challenge them to explain why or why not. |
| Welcoming Grace | This passage contains old-fashioned language, both in dialogue and in narrative. Explore the meanings of unfamiliar words with the children. | Ask the children if this passage makes them feel sorry for Giles. Can they explain why or why not? |
| Scott of the Antarctic | Look at how the passage persuades the reader that Scott's actions were heroic. Ask the children to find examples of words and sentences that help to lead to this conclusion. | Do the children think that Scott and his fellow-travellers were brave or foolish (or both) in attempting their journey? |
| Scott's last letter | Look for examples of old-fashioned colloquial English (for example, 'tight corner' and 'fresh from harness'). Ask the children if they can work out what they mean. | How do the children think Scott's wife would have felt as she read this letter? Ask them to describe how she might have reacted to it. |
| Carried with a mighty force | This whole passage consists of just five very long sentences. Try turning each of them into a sequence of shorter sentences. Ask the children if they think this helps make the passage easier to understand. | Challenge the children to describe the scene in the passage in their own words, making it as exciting and realistic as possible. |
| Victorian Christmas | Ask the children to look out for evidence about Scrooge in the passage. What do they learn about him? | As a group, use percussion, music and sound-effects to create a soundscape which you could play along to a dramatic reading of the passage. |
| From father to son | Read the passage aloud to the children as expressively as possible, to help them understand the meaning. Ask them to summarise the main message once they have heard the passage. | Ask the children to imagine that they are a mother or father, and they want to give some advice to a hot-tempered son or daughter. What would they tell them? |