

# Badger Learning's Enjoy Guided Reading

## Teacher Books – What's Inside?

- Chapter-by-chapter synopses helps teachers to prepare for the guided reading session and follow lengthy storylines
- Guidance for teacher-led sessions
- Questions and answers for independent and supported work
- Follow-up writing activities provided
- 'Reviewing the book' questions provided for teachers to lead a discussion
- Answers to questions provided and linked to NC Objectives
- Coverage Sheet
- Assessment Sheets

**2 Scratch and Sniff (PCM2)**

Name ..... Date .....

**WPC Penrose Reports**

Now Penny has to write up her report. She has to include:

- exactly what she saw
- exactly what she did
- exactly what she found.

**Report**  
**Theft from Doogood's Furniture Store**  
 Date: .....  
 Attending Officer: WPC Penelope Penrose  
 Officer's statement:  
 I was on duty when a robbery was reported at Doogood's furniture store. Sergeant Snide instructed me to stay behind and count traffic cones. To my surprise, the cones went missing.  
 Then I noticed .....

Enjoy Guided Reading Year 3 Book D © Badger Learning

**Independent and supported reading questions**  
**Esio Trot**

Answer the questions after reading the sections below.

**Read pp10–19**

1. Look at page 10. What does Mrs Silver give Alfie for breakfast?
2. Look at page 13. What does Mrs Silver wish her tortoise would do?
3. Look at page 18. Mr Trot says Esio Trot is Tortoise spelled backwards – is he right?

**Read pp20–29**

4. Look at page 21. What did Mr Hoppy use to protect his carpet?
5. Look at page 24. How many tortoises did Mr Hoppy buy?
6. Look at page 29. What did Mr Hoppy use to lift Alfie up onto his balcony?

**Read pp30–40**

7. Look at pages 38–40. Why does Mr Hoppy keep replacing each tortoise with a slightly bigger tortoise?
8. Why do you think Mrs Silver didn't notice that the tortoise she believed was her pet was getting bigger?

**Read pp41–49**

9. Look at page 42. Why does Mrs Silver suddenly believe that her pet has grown enormously?
10. Look at page 48. Why does Mr Hoppy replace the bigger tortoise with one that is smaller?

**Read pp50–56**

11. Look at page 52. Why does Mr Hoppy ask Mrs Silver to marry him?
12. Look at page 52. What does Mrs Silver mean when she says, 'It's all due to Alfie'?

Enjoy Guided Reading Year 3 Book D © Badger Learning

**4 Assessing Understanding:  
 New Curriculum Reading Objectives**

**Horrid Henry and the Football Fiend (Years 3 and 4)**

✓ good understanding    ✗ poor understanding    — some understanding

Pages	Objective	Pupil	Pupil	Pupil	Pupil	Pupil	Pupil
Book introduction	5. asking questions to improve their understanding of a text						
Book introduction	7. predicting what might happen from details stated and implied						
Teacher led	1a. read easily, and fluently						
Teacher led	2. using dictionaries to check the meaning of words that they have read						
Horrid Henry Peeks at Peter's diary Teacher led; pp1–7	4. checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context						
Horrid Henry Peeks at Peter's diary Independent pp 8–21	6. drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence						
Horrid Henry and the Football Fiend	8. identifying main ideas from more than one paragraph and summarising these						
Horrid Henry Goes Shopping	3. discussing words and phrases that capture the reader's interest and imagination						
Horrid Henry's Aids Enemy	9. identifying how language, structure, and presentation contribute to meaning						
Reviewing the novel	10. participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say						
Reviewing the novel	11. be learning to justify their views about what they have read with support at the start of Year 3 and increasingly independently by the end of Year 4						
Reviewing the novel	12. identifying themes and conventions						

**General comments:**

56

# Enjoy Guided Reading

## Teacher Book with Copymasters

# Year 5 Book B

Karen Moncrieffe, J H Rice  
and Jane A C West

### For the novels:

- *The Sleeping Sword* by Michael Morpurgo (Accessible)
- *The Queen's Nose* by Dick King-Smith (Accessible)
- *Spy Dog* by Andrew Cope (Expected)
- *Aquila* by Andrew Norriss (Expected)
- *How to Train your Dragon* by Cressida Cowell (Confident)
- *The Lion, the Witch and the Wardrobe* by C. S. Lewis (Confident)



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# Introduction to Enjoy Guided Reading

‘Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development.’

(National Curriculum for English)

The importance of developing a love of reading is constantly referred to throughout the National Curriculum for English. One of its paramount aims is that children should become ‘independent, fluent and enthusiastic readers who read widely and frequently’. Teachers are expected to help children ‘to develop their love of literature through widespread reading for enjoyment’. The quality novels and stories in the **Enjoy Guided Reading** pack will help educators meet this curriculum expectation.

This teacher’s book provides guidance for using the **Enjoy Guided Reading** books during guided reading sessions. However, issues such as class size, the number of supporting adults and policies mean that guided reading sessions operate in a variety of ways in different schools. With this in mind, this teaching resource allows for a wide degree of flexibility allowing teachers to easily adapt the structure to fit their needs.

## Criteria for selecting titles

The books are all fiction titles and include a range of popular titles and modern classics. They contain a level of differentiation so that for each year group sample there are books that cover a range of abilities. Each pack contains six books which are broken down into three subgroups to enable you to assign the appropriate titles to your guided reading groups.

Two **Accessible** titles – for readers below the average for their year group

Two **Expected** titles – for readers at the average for their year group

Two **Confident** titles – for readers above the average for their year group

### Book titles

There are six titles in each **Enjoy Guided Reading** pack. Each title has the following accompanying guidance:

- Brief information on the author and a book summary
- A chapter synopsis
- Teacher-led session: introducing the novel and questions linked to the opening
- Questions for independent/supported work
- Answers and objectives for independent/supported work

- Follow-up activities: suggestions for reading, writing and cross-curricular tasks linked to the novel
- Reviewing the novel: questions to help teachers run a discussion session after reading the novel.

## Organising guided reading

### Chapter synopsis

This section breaks the book down into chapters, thus familiarising teachers with unknown texts.

### Teacher-led session

‘Comprehension skills develop through pupils’ experience of high-quality discussion with the teacher.’

(National Curriculum for English)

Teacher-led guided reading sessions are crucial in developing children’s reading skills. Through close discussion with the teacher, children can learn how to express their views about what they have read and provide quality answers to comprehension questions. Teachers should guide the children’s understanding through correction, explanation and the modelling of suitable answers.

### Introducing the text

The front cover and the blurb are designed to interest the reader and provide a few tantalising details that leave the reader wanting to know more. After a brief discussion of the front cover picture and reading the blurb, the teacher asks the children to consider what questions they have linked to the details revealed on the front cover and blurb. Examples of questions the children might come up with are given. Following this, the children are asked to use the details they have to predict what might happen in the story. Teachers can use the assessment tick sheet to indicate if they feel children have demonstrated understanding of the objectives.

### Beginning the story

Stories begin in different ways, for example, chapters or prologues. For each text, children are expected to read a specified amount of text and then discuss their thoughts with the teacher. The teacher may wish to listen to the children read short amounts of text in order to check for fluency and expression at this point. The teacher will then continue questioning the children. Questions will be based on a specific focus. Teachers can use the assessment tick sheet to indicate if they feel children have demonstrated understanding of the objective.

## Independent and supported reading

The expectation of the curriculum for English is that children from Year 3 upwards should gradually progress towards being able to ‘read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read’. Therefore, children need to be given the opportunity to read independently away from the teacher-led session and demonstrate understanding of the text.

This resource provides teachers with questions for each chapter, or specified sections, of the book. Written answers mean teachers can build up a portfolio that demonstrates the children’s understanding and provides useful evidence for assessment. Questions are usually arranged in blocks with several questions linked to one specific objective. This enables teachers to consider a variety of responses before making a judgement. The answers and objectives for independent work are provided on a separate sheet. Teachers can use the assessment tick sheet specific to the book to record their observations.

After the first teacher-led session, dependent on the support that is available or the lesson structure, children could read the rest of the book independently and answer the set questions. However, if possible, (especially for longer novels) teachers or teaching assistants should work with the children at various points before they complete the book, monitoring the quality of their independent work, modelling high-quality answers or asking the children the set questions verbally and discussing their responses.

### Follow-up activities

For each story a selection of follow-up activities is provided. There are activities linked to reading objectives so that further evidence of the children’s understanding may be provided. Suggestions are also given for writing activities linked to the text or extension work in other curriculum areas. Some follow-up activities are photocopyables with writing frames to help the children to organise their work if needed.

Children read at different paces, so the follow-up activities may be useful to give to those children who complete the text before other members of their reading group.

### Reviewing the novel: group discussion with teacher support

In the National Curriculum for English the importance of children being able to discuss their thoughts is clear. It states that children should use ‘discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas’.

The aim of this session is that children should learn to discuss their thoughts about a novel eloquently, expressing their viewpoint. Question prompts to help direct the conversation are provided. These should be shared out amongst the group. Following this, each child should take it in turns to ask questions and the other group members should respond.

The teacher should advise the children on how they should take it in turns to answer. It might be that the children within the group who wish to answer questions put their hands up and the questioner chooses who is to answer. The teacher may need to help the children develop rules of discussion such as listening to what others have to say.

Although the children should not shout over each other, and must listen to what others have to say, it is good if these discussion sessions are a little lively. When children are enthusiastic about wanting to share their thoughts and have lots to say about a novel this shows they have truly engaged with the story. This is to be encouraged, but the discussion must be managed. After the children become experienced at discussion, the role of the teacher will lessen as they will be more able to discuss their novel independently. Dependent on the group dynamic and children's abilities, this may happen quickly or after several sessions. At this stage the teacher will take a less pivotal role, occasionally joining in the discussion, encouraging children to elaborate on answers, but mostly observing the children.

Teachers can use the tick sheet provided to record if children actively participate in the discussion. However, the discussion will reveal a lot more than just the children's ability to voice their views sensibly. Teachers will be able to see whether or not the children have good general comprehension of the story, and if they can justify their views using evidence from the story. Teachers may wish to make more extended notes beyond the tick sheet at this stage. Once the children become competent at conducting the discussion independently, this will give the teacher more opportunity to record their responses.

Children may become so skilled at discussion that, on occasion, the teacher may feel confident enough to let the children operate the session independently. However, it is important that the usual practice is that the teacher or teaching assistant is around to observe and make notes as book discussions reveal so much about the children's understanding of what they have read.

During this session, teachers can help pupils explore themes and discuss the conventions associated with the particular style and genre of the story. Teachers might also like to draw the children's attention to any unusual features: many great children's books step outside of convention and break the rules. Indeed, in many cases, it is differing from the norm that serves to make such books special and appealing to children.

## **Assessment**

Questions and activities for the reading sessions are linked to objectives from the national curriculum. A tick sheet is provided so that teachers can monitor the children's understanding. A coverage sheet can be found in the appendix, which provides an indication of where the objectives are addressed in each book.

## A final word

Reading 'feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds'.

(National Curriculum for English)

The exciting range of literature and the associated activities provided in our **Enjoy Guided Reading** pack will help your pupils achieve the foremost goals of the reading curriculum: to ensure that children read with confidence and understanding, and fundamentally, 'to establish an appreciation and love of reading'.

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# 1 The Sleeping Sword

by Michael Morpurgo, Illustrated by Michael Foreman

*Year 5 text level: Accessible*

Michael Morpurgo OBE, FKC, AKC (b. 1943) and Children's Laureate 2009–11 is a prolific writer of books for children.

[www.michaelmorpurgo.com](http://www.michaelmorpurgo.com)

## Book synopsis

Bun Bendle lives on the small island of Bryher in the Scilly Isles. He becomes blind after he hits his head on a rock in a swimming accident. He fills his days by listening to audio books and making up stories which he dictates into a recorder. His favourite story is about the legendary King Arthur. He decides to weave a tale that combines his own predicament with the one experienced by Arthur. In his story, Bun discovers a sword and shield in a tomb on his father's farm. The sword seems to possess an enormous power. Then, in a story within a story, he dreams that the ghost of one of Arthur's knights appears to him and tells him that he must undertake a quest to return the sword, Excalibur, to Arthur. Bun obeys and takes his best friend Anna with him to meet the King. Bun succeeds in the quest and when he wakes up he finds he can see again. His made-up story ends at this point. However, in reality he is still blind. He carries on with his life as before but then events from the story he wrote start to reoccur in reality. Bun knows that if he only believes he will find light at the end of his dark tunnel.

## Chapter synopsis

### Before I wrote my story (pp1–3)

Bun explains what it's like for him to be blind. He talks about all the things that he misses seeing and doing. He explains that he copes with his situation by listening to audio books and by making up stories and dictating them into a recording machine. His favourite stories are about King Arthur. Bun says that he has written a book for his best friend, Anna. What follows is that story.

### Chapter 1: The Dive of My Life (pp5–10)

Bun's friends, Liam and Dan, call for Bun. They want him to go swimming with them. Bun doesn't want to go. Then he changes his mind and goes after them. He hopes Dan's big sister Anna will be there. Bun loves Anna. She is there, so Bun dives off the quay into the sea to try and impress her. Then he remembers nothing more.

### Chapter 2: 'Not a Mummy Mummy' (pp11–14)

Bun wakes up in hospital. He is covered in bandages like an Egyptian mummy. He learns how Dan, Liam and Anna saved his life after he dived onto a rock. He thinks he is going to be fine and is delighted that Anna has come to see him.

### **Chapter 3: Inside My Black Hole (pp15–18)**

When the doctor removes the bandages, Bun realizes he is blind. He is in despair. Anna says he is still the same person he ever was and that maybe one day he will see again. Bun's only comfort is Anna's friendship.

### **Chapter 4: Only One Way Out (pp19–24)**

When Bun comes back home everyone does their best to cheer him up. Anna brings him CDs and audio tapes. Bun sinks deeper into despair as he realizes that he can't remember large parts of his life before the accident. He tells no-one this. Then he realizes that he will have to go to a 'special' school for the blind on the mainland and leave behind everything and everyone he loves. This is the final straw for Bun.

### **Chapter 5: Hell Bay (pp25–30)**

When his parents are sleeping, Bun leaves the house and makes his way to the cliff top overlooking Hell Bay. He has decided he can no longer go on living and wants to kill himself. Anna stops him. He pours out his heart out to her and promises he will never attempt such a thing again.

### **Chapter 6: One of Us (pp31–36)**

Bun asks Anna how she knew to come and save him. She says she heard a voice in her head, which woke her while she was dreaming. Anna, Dan and Liam get up a petition to keep Bun on the island. Everybody signs it. They also persuade Bun's parents that they don't have to send Bun away to a 'special' school.

### **Chapter 7: 'Be Happy. Don't Worry' (pp37–44)**

Bun stays on the farm and his mother teaches him as best she can. He also has lessons in Braille from a blind lady. He helps his father out on the farm. However, Bun realises it is costing his parents more than they can afford to keep him at home. He listens to his audio tapes about a young boy who finds King Arthur and his dog. The young boy, like Bun, lives on the Scilly Isles. Bun knows the story so well it seems as if it had actually happened to him.

### **Chapter 8: 'Be an Angel, Bun' (pp45–48)**

One afternoon, when Bun is listening to the tale of *Sir Gawain and the Green Knight*, Bun's mum asks him to fetch his father in for his tea. Bun makes his way to the potato field where his father is ploughing, but suddenly the ground opens up beneath his feet and he falls into a deep hole. He tries to haul himself out but his father is driving the tractor straight towards the hole.

### **Chapter 9: Dry Bones (pp49–56)**

Bun's dad sees Bun and stops the tractor just in time. He takes Bun home but goes back to the hole to investigate. He bursts back into the house full of excitement. The hole is an ancient grave and Bun's dad has found an old sword and shield in it. Bun's mum doesn't want anything to do with the discovery but Bun's dad says he's going to go and bring the sword and the shield into the house so that they can have a good look at them.

### **Chapter 10: 'Isn't that Magical?' (pp57–62)**

Bun is too excited to concentrate on his homework and when his father brings back the sword and shield he can't wait to touch them. When he does, he is shocked at the effect the sword has on him. He can feel its power exploding into sparks inside his head. His mum and dad are amazed that the weapons are in such good condition but Bun refuses to touch them again.

### **Chapter 11: 'No Such Thing as Luck' (pp63–70)**

Bun is convinced the grave is from the time of King Arthur. His mum and dad say they will put the weapons back in the grave the next morning and then report their find. Bun can still feel the glow from the sword inside his head. He decides to wait until his parents are asleep and then go back into the kitchen and hold the sword again. However, he feels himself falling asleep. He decides to go down to the kitchen in his dream. He likes dreaming because, when he dreams, he can see.

### **Chapter 12: In My Dreams (pp71–76)**

Bun holds the sword and a ghostly figure appears. It is Bedevere from the Court of King Arthur. Bedevere tells how he betrayed Arthur's trust many years ago by taking the sword and now he cannot rest in peace until it is returned to Arthur. He says Merlin has chosen Bun to be the one who undertakes this quest. Bun knows in his heart that he can find Arthur but he can't do it alone – he needs Anna to help him.

### **Chapter 13: The Quest Begins (pp77–80)**

Bun goes to Anna's house and wakes her. He tells her all that has happened. Anna believes him though she wonders if they are both dreaming. Then she holds the sword, Excalibur, and is convinced that what is happening is real. They board a ghost ship at the quay and set off on their quest.

### **Chapter 14: Ghost Ship (pp81–84)**

Bun feels as if he has done all this before. Anna is scared and Bun starts to panic. Then he holds Excalibur and he knows that no harm will come to them. Six swans fly over their heads. They see an island that looks like the head of a sleeping warrior. The swans land on the island and the ghost ship stops by the shore.

### **Chapter 15: Metamorphosis (pp85–88)**

The swans turn into six black queens. Anna thinks they look like witches. They lead Bun and Anna into a tunnel. Bun knows they are going to meet Arthur. He has been here before.

### **Chapter 16: Arthur, High King of Britain (pp89–91)**

They find Arthur and his dog in a vast cavern. Excalibur is no longer heavy but almost weightless. Bun sees Arthur's whole life pass before his eyes. Arthur comes towards him but Bun isn't afraid. He gives Arthur back his sword. Arthur is overjoyed to have it. Arthur welcomes both Bun and Anna and asks Anna to give him his shield.

### **Chapter 17: The Sleeping Sword (pp93–100)**

Bun tells Arthur he remembers how Arthur once saved him from drowning. Bun can't say when this happened, he only knows it did. Arthur says he always hoped he'd see Bun again. Bun tells Arthur about Bedevere. Arthur forgives Bedevere for his betrayal. Arthur tells them of his loneliness and how he longs to be the High King of Britain again. He says it will happen, for Merlin has said it will, but he has no idea when that day will come.

### **Chapter 18: End of the Quest (pp101–108)**

Arthur asks Bun to thrust Excalibur deep into a rock in the cavern so that, when the right time comes, Arthur will be able to pull the sword from the stone and fulfill the prophesy. Bun doesn't think he will be able to do this but he succeeds easily. Then Bun and Anna leave the cave and return to the ghost ship. They return home with the six swans flying over their heads. Anna and Bun promise each other that they will never tell anyone about their adventure. Bun returns home to his bed, certain that he has imagined nothing. The adventure was real.

### **Chapter 19: 'Is It Really True?' (pp109–113)**

When he wakes up the next morning Bun can see. He rushes downstairs and tells his parents. Soon everyone on the island hears the news. When Anna comes to see him she claims to know nothing about the events of the previous night or the dream they shared. Anna laughs saying Bun should be celebrating the miracle of getting his eyesight back, not talking about dreams.

### **After I Wrote My Story: (pp114–118)**

Anna has a new computer and Bun gives her the story to type up. Anna loves it. Bun is delighted when she reads it to him. He makes her promise to tell no one about it. Then Bun goes to meet his father who is ploughing the potato field. The ground gives way beneath his feet and he falls into a hole. The tractor is coming straight towards the hole. Bun doesn't panic, he knows that all will be well, just as it was in his story. All he has to do is believe in it.

## **Teacher-led session**

### **Introducing the text**

Ask the children if they have read any other books by Michael Morpurgo. What do they expect from this author? (Michael Morpurgo's books are widely read. His children's stories are usually centred around a child protagonist who is in some form of plight or difficulty. His research is often very detailed and many of his novels are adventures based in an historical setting.)

Ask the children if they have heard of the illustrator, Michael Foreman. They may remember Michael Foreman's name as the illustrator of *Toro! Toro!*, and should recall that he is an author/illustrator.

Look at the front cover. How have the publishers attempted to persuade you to buy this book? (*They have referenced the author's best-known work, War Horse, which is now a play and a film.*)

Why have the publishers chosen to use a photograph rather than one of the illustrator's drawings? *(There could be numerous reasons for this choice but it suggests that the events may be real or that The Sleeping Sword may also be made into a film.)*

**Objective 7:** predict what might happen from details stated and implied

Read the information on the back cover. Why have the publishers chosen to include an extract as well as a blurb? *(The extract allows readers to see an example of writing. An exciting part of the story has been used.)*

What do you think might happen in the story? *(There is sufficient information between the blurb and the extract to make a reasonable prediction of the story. We are told that Bun Bendle has been struck blind but that an ancient man with a familiar sword will change him. It is likely that this will be an historical novel where the protagonist's blindness will in some way be changed.)*

**Objective 5:** asking questions to provide clarification and deepen their understanding of a text

Ask the children to look at the map of the Isles of Scilly. Do they know where these islands are? What would they like to find out about them before they start reading the story?

This story will feature references to the Arthurian legends. The book mentioned in this chapter, *Arthur, High King of Britain*, is another book written by Michael Morpurgo. Are there any questions that the children want to ask about King Arthur before they begin their independent/supported reading?

NB Chapter 17 begins with a reference to Michael Morpurgo's earlier novel, *Arthur, High King of Britain*, an extract of which can be found on Michael Morpurgo's website.

<http://michaelmorpurgo.com/images/uploads/book-excerpts/arthur.pdf>

Less-confident readers may wish to read the extract before they begin reading this novel although doing so may reduce the element of suspense.

## **Beginning the story**

**Objective 1a:** read easily, and fluently

During the teacher-led session, occasionally, the teacher may wish to listen to children read individually. This is usually best organised by all the children reading silently and the teacher moving round the table selecting specific children to read aloud. It is not advised that the usual practice is that the children take it in turns to read a page at a time. This often leads to the children switching off when they have had their turn and therefore not engaging with the text.

**Objective 2:** clarify – checking that a text makes sense, demonstrating understanding through discussion and exploring the meaning of words in context

*The Sleeping Sword* is written in the first person. It also features a book within a book and children will need to understand this premise before they start reading Bun's story. To further complicate matters, part of Bun's story is a retelling of a dream. The readers have to be on their toes to understand what is real, related and dreamt!

- Ask the children to read the chapter, 'Before I wrote my story'.
- Ask the children if there is anything about this introduction that they do not understand. Confirm, by looking at the contents' page, that this is Bun's introduction to a story he has created and that the final chapter, 'After I wrote my story', will return the reader to the present.
- Ask the children to keep a list of words that they are not sure of before checking that the children understand the vocabulary used, e.g. Braille, quay, mooring ropes.

## Independent and supported reading

### Teacher guidance

A range of questions for the remainder of the story is provided on pp15–16. Children may work through these independently or with support. How this is organized will be dependent on the support available in the classroom and the ability of the group.

Teachers may photocopy the questions and give them to the children to work on whilst they are reading the book. It is advised that teachers monitor the children's progress at regular intervals during this time. If possible, at different points, adults should work with children discussing the quality of their answers, and modelling suitable responses. They might also ask them some of the questions verbally and keep a record of their response using the assessment tick sheet.

Questions are linked to the same objective, for one, or more often, several chapters. This approach means teachers can easily monitor the children's strengths and weaknesses. Children can practise the skills needed for answering questions linked to particular objectives and teachers can check their understanding. The objectives and the answers to the questions are provided on pp7–19. Teachers can keep a record of the children's understanding using the assessment tick sheet. Encourage children to number their answers to make it easier for the teacher to track their work.

### Follow-up activities

The extension activities provide the opportunity to develop further reading skills and use the text as a stimulus for literacy and cross-curricular work. The use of writing frames in the Photocopy Masters (PCMs) helps to support the children in their work. As children read at different paces, the teacher may find the follow-up activities particularly useful to extend the learning of children who complete the novel before other members of their group.

### **Extension 1 Cross-curricular**

Be a history detective and see if you can find any evidence that King Arthur really existed.

This website may help you:

<http://www.historyforkids.org/learn/medieval/history/earlymiddle/arthur.htm>

### **PCM 1 Literacy (Objective 4)**

Hot seating: Ask the children to choose to be either Bun or Anna. Then, in role, have them answer questions about that character.

### **PCM 2 Literacy (Objective 6)**

Draw a cartoon strip/storyboard identifying four or five key points from the story so far.

### **PCM 3 Literacy (Objective 2)**

Ask the children to read to the end of the book and then have them make a list of questions they want to ask Michael Morpurgo about what he has written in the book. This activity will help the children to clarify exactly what is happening in the various stories within stories in the book.

### **PCM 4 Literacy (Objective 3)**

Have an adult take on the role of Michael Morpurgo and sit in the 'Author's chair'.

The 'author' must answer the questions the children have prepared in Follow-up activity 3 and justify what he has written.

## **Reviewing the novel: group discussion with teacher support**

This session will cover the following objectives and also demonstrate if children have good overall comprehension of the text.

**Objective 10:** participate in discussion about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

The conversation starters on p24 could be photocopied, cut out and handed around amongst the children. Then they could take it in turns to ask and answer questions within the group. The teacher's role here is to monitor, assess understanding and help children to elaborate on their answers where necessary.

**Objective 11:** provide reasoned justifications for their views

The aim is that children should be able to express their opinions clearly and be able to support their viewpoint with relevant evidence.

- How does this book compare to other Michael Morpurgo books you have read?
- Do you think the characters are believable?
- What is the best part of this book?
- Would you now like to read the related book, *Arthur, High King of Britain*? (An extract is available at <http://michaelmorpurgo.com/images/uploads/book-excerpts/arthur.pdf>)

**Objective 12:** identify and discuss themes and conventions

After the children have completed the review activity, the teacher could lead into a discussion on themes and conventions. This is an area of understanding that often requires teacher support to develop. Some appropriate questions and suitable answers are given below. However, teachers should be aware that the children may have their own ideas which can also have validity.

- Does the story have a message for the reader? (*There is always hope.*)
- What could readers learn from the story about life? (*There is always someone to trust and confide in.*)
- Which characters discussed in this book are from the Authurian legends? (*King Arthur, Bedevere, Berlin, Lancelot, Guinevere, Mordred, Gawain, Percival, Tristram (also Bercelet, Arthur's dog and, of course, his sword, Excalibur.)*)
- Did this story feel like a continuation of an Arthurian legend? (*There is a clear theme of overcoming an obstacle (Bun's blindness), magic and redemption. All of these features are compatible with a legend.*)

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## Independent and supported reading questions

### *The Sleeping Sword*

Answer the questions after reading the chapters/sections below.

#### **Chapter 1: The Dive of My Life (pp5–10)**

#### **Chapter 2: ‘Not a Mummy Mummy’ (pp11–14)**

1. How did these people feel after Bun’s accident?
  - Bun’s mother;
  - Bun.

#### **Chapter 3: Inside My Black Hole (pp15–18)**

#### **Chapter 4: Only One Way Out (pp19–24)**

Explain the effect of the following phrases:

2. ‘I was drowning in blackness.’
3. ‘made me feel less alone inside my black hole of despair,’ ‘sank into a deep sadness, a bottomless pit of bitterness and self-pity.’

#### **Chapter 5: Hell Bay (pp25–30)**

#### **Chapter 6: One of Us (pp31–36)**

4. Why did Bun pick up the boathook?
5. On p26 Bun ‘barks’ his knee. What does this mean?
6. Who went to see Bun’s parents to convince them to allow Bun to stay?

#### **Chapter 7: ‘Be Happy. Don’t Worry’ (pp37–44)**

#### **Chapter 8: ‘Be an Angel, Bun’ (pp45–48)**

7. What are the main events in these two chapters?

#### **Chapter 9: Dry Bones (pp49–56)**

#### **Chapter 10: ‘Isn’t that Magical?’ (pp57–62)**

8. Bun has a surprising reaction when he holds the sword. What do you think could happen next?

#### **Chapter 11: ‘No Such Thing as Luck’ (pp63–70)**

#### **Chapter 12: In My Dreams (pp71–76)**

9. What is shown by the illustration on p68-69?
10. Why is there a change of font in Chapter 12?

11. Both Chapters 11 and 12 end with short repetitive phrases ('I would go. I would go in my dreams'; 'There was only one person I wanted to help me on this quest, only one person I could trust.'). What effect does this have on the reader?

**Chapter 13: The Quest Begins (pp77–80)**

**Chapter 14: Ghost Ship (pp81–84)**

**Chapter 15: Metamorphosis (pp85–88)**

12. On p79, Tresco Channel is described as 'moon-dappled and dancing'. What is the effect of this personification?
13. On p81 Bun and Anna are 'cocooned entirely in a sudden dense fog.' What is the effect this metaphor?
14. On p87 the phrases 'golden glow' and 'silent procession' are used. What do you notice about these phrases?

**Chapter 16: Arthur, High King of Britain (pp89–91)**

**Chapter 17: The Sleeping Sword (pp93–100)**

**Chapter 18: End of the Quest (pp101–108)**

15. What is the difference in the way that Bun and Anna feel in the presence of King Arthur?
16. How does Arthur feel when he is holding Excalibur?
17. On p106, the verbs 'see', 'feel', 'hear' and 'smell' are italicised. Why is this?

**Chapter 19: 'Is It Really True?' (pp109 – 113)**

**After I Wrote My Story: (pp114–118)**

18. This novel is a dream within a book within a book! It requires the reader to work quite hard to understand what is happening. Do you think the book is too complicated for some people or do you think that most will understand it?
19. How did the author expect you to feel when you realised that Bun had not regained his sight in real life?
20. Do you think that Bun will repeat his adventures and return a sword to King Arthur? Do you think his sight will be restored?
21. Would you recommend this book to others? Write a short review that tells readers about the characters, setting and plot (be careful not to give too much away!).

## Answers with objectives

### ***The Sleeping Sword***

The answers below provide the teacher with general guidance as to how the majority of children with good understanding will respond to the text. Questions answered correctly are likely to be variations of the answers given below answered in different degrees of detail. However, teachers should be aware that there may be other possible answers than the ones given below for some of the more open-ended questions.

The quality of the children's answers will demonstrate comprehension at different levels. Of course, answers for the literal questions may be quickly judged as correct or incorrect. For questions that require longer answers, some children may answer fully and demonstrate good understanding. Other children will answer in a minimal manner, but get the answer basically correct. This clearly shows some understanding; however they may need encouragement to answer questions in more depth, referring to the text in order to explain their ideas fully. Teachers can note their judgement on whether or not children have met the specified objective using the assessment tick sheet.

#### **Chapter 1: The Dive of My Life (pp5–10)**

#### **Chapter 2: 'Not a Mummy Mummy' (pp11–14)**

**Objective 4:** draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence

1.
  - His mother was feeling weepy but optimistic.
  - Bun was in physical pain but was not worried. He was cheerful enough to play a trick on his friends and overjoyed that Anna had come to see him.

#### **Chapter 3: Inside My Black Hole (pp15–18)**

#### **Chapter 4: Only One Way Out (pp19–24)**

**Objective 8:** discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

2. This gives the impression of an overwhelming blackness against which Bun cannot struggle.
3. Bun is in a dark place not only because of his blindness but because of his despair and sense of isolation. Some children may perceive the phrase more literally and explain that there is no possible escape from a 'black hole'. There is no end to which Bun's spirit can fall.

#### **Chapter 5: Hell Bay (pp25–30)**

#### **Chapter 6: One of Us (pp31–36)**

**Objective 1b:** read with good understanding (demonstrated through answering literal questions e.g. – who, what, when, where, which, how many)

4. To feel his way.

5. He scraped or grazed his knee.
6. Anna, Liam and Dan.

### **Chapter 7: 'Be Happy. Don't Worry' (pp37–44)**

### **Chapter 8: 'Be an Angel, Bun' (pp45–48)**

**Objective 6:** summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

7. Something like: Bun stays at home and starts to learn Braille. He hears his parents arguing about money. He listens to his audio tapes. Bun is asked to bring his father in for tea but he falls into a deep hole. He tries to get out but the tractor is coming straight towards the hole.

### **Chapter 9: Dry Bones (pp49–56)**

### **Chapter 10: 'Isn't that Magical?' (pp57–62)**

**Objective 7:** predict what might happen from details stated and implied

8. Children should now be able to link this part of the story with the back cover information. Bun will undoubtedly hold the sword again causing an ancient man to appear. There are clues in the extract that Bun might regain his sight.

### **Chapter 11: 'No Such Thing as Luck' (pp63–70)**

### **Chapter 12: In My Dreams (pp71–76)**

**Objective 3:** identify how language, structure and presentation contribute to meaning

9. Bun falling asleep and in his dreams there is a strange, head-shaped island.
10. It signifies Bun's dream sequence.
11. It creates a cliffhanger effect, building tension and making the reader want to continue to the next chapter.

### **Chapter 13: The Quest Begins (pp77–80)**

### **Chapter 14: Ghost Ship (pp81–84)**

### **Chapter 15: Metamorphosis (pp85–88)**

**Objective 15:** understand the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, personification, imagery, style and effect

12. It makes the water seem alive and mystical, enhancing the dream state.
13. They are completely enveloped and surrounded. Sometimes the verb is used to denote security but in this instance it denotes a sense of imprisonment.
14. 'Golden glow' is alliterative; the sound of the phrase 'silent procession' echoes the quietness of the black queens.

### Chapter 16: Arthur, High King of Britain (pp89–91)

### Chapter 17: The Sleeping Sword (pp91–100)

### Chapter 18: End of the Quest (pp101–108)

**Objective 14:** consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text

15. Bun remembers Arthur as his rescuer and is comfortable in his presence. Bun is able to answer Arthur's questions. Anna is wide-eyed and hesitant. She is also curious.
16. Arthur is excited to hold Excalibur after all this time. He is pleased that Merlin considers him to be fit to be a king once more.

**Objective 3:** identify how language, structure and presentation contribute to meaning

17. They are italicised for emphasis. Anna assumes she is imagining or dreaming the events but her senses tell her that what is happening is real.

### Chapter 19: 'Is It Really True?' (pp109 – 113)

#### After I Wrote My Story: (pp114–118)

**Objective 11:** provide reasoned justifications for their views

18. Check pupils' answers: all opinions are valid with appropriate justification.
19. There is a strong sense of disappointment, which is reflective of Bun's own disappointment.
20. Pupils may expect that the process of finding hidden treasures will be repeated. They may also argue that Bun's story is unlikely to be repeated in real life and that he has merely fallen into a field drain.

**Objective 9:** recommend books that they have read to their peers, giving reasons for their choices

21. Check children's answers.



# 1

## The Sleeping Sword (PCM1)

Name ..... Date .....

### State of mind

You can discover more about Bun's state of mind and why he and Anna are such good friends by asking them these questions. Make up some more of your own to explore these issues further.

#### Bun

- Why do you like Anna so much?
- Why didn't you listen when Anna tried to warn you not to dive into the water?
- What do you miss most about not being able to see?
- Why don't you want to go to the 'special' school in Exeter?
- Why do you like stories about King Arthur and the Knights of the Round Table so much?

#### Anna

- Bun is a lot younger than you, so why do you like him?
- How did you feel when you found out Bun was blind?
- Why do you think Bun should stay on the island and not go to a 'special' school?
- Do you think Bun will ever be able to see again?