

Enjoy Guided Reading

Teacher Book with Copymasters

Year 6 Book C

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For the novels:

- *The Girl from Hard Times Hill* by Emma Barnes (Accessible)
- *The Turbulent Term of Tyke Tiler* by Gene Kemp (Accessible)
- *Framed* by Frank Cottrell Boyce (Expected)
- *Hitler's Canary* by Sandi Toksvig (Expected)
- *The Animals of Farthing Wood* by Colin Dann (Confident)
- *Street Child* by Berlie Doherty (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 Girl from Hard Times Hill

by Emma Barnes

Year 6 text level: Accessible

Emma Barnes was born in Edinburgh. Her first book *Jessica Haggerthwaite: Witch Dispatcher* was published in 2001 and was shortlisted for the Branford Boase award. Her book *Wolfie* won the Fantastic Book Award in 2014. Emma Barnes now lives in Leeds and also writes scripts for radio and TV.

Book synopsis

Megan has always lived with her grandparents in Hard Times Hill, but when Megan's dad finally comes home after being in Germany at the end of the war, everything changes. She had only ever seen him when he was on leave and the last time her mum had gone out to Germany to see him so now she's worried he won't remember her. To her horror, she is also going to have to share a room with her younger sister. Megan takes a long time to adjust to her dad being back, especially as he wants them to move far away, to Newcastle, but Megan is determined not to move away from her home, her grandparents and her friends. When her grandmother finds out from her teacher that Megan has a chance to pass the eleven-plus and go to grammar school, her dad changes his plans. The evening before the eleven plus Megan is asked to look after her younger sister, which she is not happy about because she wants to go skating. While she is absorbed in the skating she doesn't see that her sister has run after a dog and a skater crashes into her and she is badly hurt. At the hospital, Megan and her dad talk for the first time and Megan tells him she doesn't want to leave. He tells her that he has a chance of a job in Cardiff so after the exam they might move there and Megan can transfer to a good school there. After a difficult start, Megan settles into her new home and new school.

Chapter synopsis

Chapter 1 (pp7–14)

Megan's mum receives a letter from dad to say that he is coming back after being in Germany at the end of the war. Megan has been living with her grandparents in Wales while her mum and sister have moved around to be with her dad. Megan is anxious because she worried that her dad won't remember her, or she won't remember him. However, she's more concerned about the fact that she has to share a room with her sister, Shirley.

Chapter 2 (pp15–21)

Megan goes to see her friend, Pam. They go out to go up the Hill with their roller skates. Along the way they meet Davy Levenson who is on his step reading. Pam and Megan talk about Davy as being strange because he is a German and Jewish, but Megan says that she likes him. Megan tells Pam about her dad coming home. They get to the Hill and skate. Megan's wheel comes off her skate and she can't fix it.

Chapter 3 (pp22–29)

Megan and Davy are asked to stay after class. Their teacher, Miss Bulmer, tells Megan that she has to try harder because she has a chance to go to grammar school. Megan doesn't think she can go to the grammar but the teacher says if she does some extra work she will have a chance. When they leave school, Pam is waiting and asks what they were talking about. Davy says that he might be going to the grammar school. Pam says that she wouldn't want to go to grammar school because it is too posh and she'd miss all her friends. Davy blurts out that Megan might go and Pam is upset and runs off.

Chapter 4 (pp30–37)

Pam is ignoring Megan. She thinks that if she doesn't do well in her exam then she won't have to go to the grammar school and she can go to the same school as Pam. When she gets home, her dad is back. When she opens her present that he brought she is disappointed because it is a doll. Her mum looks crossly at her for not appreciating it but her dad realises that she might be a bit old for the doll. She asks to go and see Pam to tell her that she isn't going to try hard in the exam but her mum is cross that she wants to go now that her dad is back.

Chapter 5 (pp38–43)

Megan tells Pam her plan and Pam is happier. Pam says that whenever they go roller skating that she'll share her skates with Megan. Although Megan is beginning to get used to her dad being back, she bumps into him in the street not realising that it is him.

Chapter 6 (pp44–49)

While they wait for fish and chips, Megan talks to her dad about roller-skating and about her broken skates. He says he will have a look to see if he can mend them. Dad talks to Megan about his childhood and Megan learns about how poor they had been. He also talks about what he did in the war.

Chapter 7 (pp50–54)

Dad has some news to tell and everyone is intrigued. He tells them that he has got a job, but it is in Newcastle. Megan's mum is very excited about moving and getting her own home. She tells Megan that she can have her own room there. Megan says that's very kind but that she doesn't mind sharing when she's not going to be there much. Mum is confused and tells her that it will be Megan's new home. Megan is shocked and says she is staying with her grandparents. She tells everyone that this is her home, that she is Megan of Hardy Hill. She runs out crying.

Chapter 8 (pp55–62)

She is in her bedroom and she realises that no one has come up to see her. Megan's grandmother tells her to come down. Her dad tells her that they are now not going to Newcastle; her mum looks very cross. Her grandmother tells Megan that Miss Bulmer says that she has a good chance of getting into the grammar school and so she doesn't think that moving Megan now would be good. They make her promise that she will work hard and pass the exam. Megan has a dilemma: to work hard and pass and keep her promise to her family or to not pass and keep her promise to Pam.

Chapter 9 (pp63–67)

Megan's grandmother insists that she come home straight from school to do her homework. Megan gets into the habit of walking with Davy Levenson. But when she finishes her homework she races out to meet Pam. When watching a film at the cinema, Pam's brother says Megan's dad is selling dog food door-to-door. Megan says no because he is an aircraft mechanic. However, when she gets home she trips up on tins of dog food piled at the door. When she gets in, she hears her parents talking. Megan's mum is cross about not moving to Newcastle, but her dad says that they had to stay so that Megan can pass the exam. Megan realises that she has stopped dad getting his job and her mum from getting her house.

Chapter 10 (pp68–76)

Pam asks Megan to go skating, but Megan's mum asks her to look after her sister. When her mum goes out, she sneaks out with Shirley and takes her to the hill. However, Shirley doesn't stay still, races after a dog and gets hit by a skater coming down the hill.

Chapter 11 (pp77–86)

At the hospital Dad tells Megan that Shirley is going to be fine. Megan says she wants to wait to see Shirley. Dad says they can see when Shirley wakes up. Megan tells Dad that it is all her fault and he tells her that Megan's mum says it was her fault too for leaving Shirley with Megan. Megan confesses that sometimes she wished Shirley were dead and feels bad about it, but dad tells her he felt the same about his younger brother. Then she panics about how much it is going to cost for Shirley to be in hospital, but dad says not to worry, because with the new National Health Service they don't have to pay. Megan is worried about how cross her mum will be with her and says how angry they must both be because her grandmother persuaded them to stay rather than go to Newcastle. Dad says that it wasn't Megan's grandmother but his decision to stay. He says that he understands about her wanting to stay but that when she has finished school he says that they'll be moving to Cardiff. She can transfer to a good school and he can get a good job and it's much closer than Newcastle. Dad persuades Megan to try hard in her exams.

Chapter 12 (pp87–94)

Megan has moved to Cardiff with her family. She passed her exams and had a wonderful summer with Pam before moving. It takes Megan a while to settle into her new school and after a difficult day she starts to pack because she wants to go back to her grandparent's house. Shirley comes to speak to her and asks Megan to read with her. Megan remembers a book she has that she could take with her. When she finds it, her mother is reading it. She notices that her mum looks different, happier. She says to her mum to stay reading as she'll get her some tea and that she'll help to tidy up. A few days later when she got onto the bus at school she meets another girl. They talk and discover that the girl is Davy Levenson's cousin. They become friends.

Teacher-led session

Introducing the text

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

Look at the front cover and the blurb. Encourage the children to ask questions about anything they find puzzling or would want to find out more about. For example:

- What does the cover illustration show? (front cover).
- Why do you think it says ‘flashbacks’ on the front cover? (front cover).
- What type of place do you think ‘Hard Times Hill’ is? (front cover).

Objective 7: predicting what might happen from details stated and implied

- Do you think Megan will be able to change? (blurb).
- What other changes could be affecting Megan’s life? (blurb).

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.

Whilst reading, children will encounter unfamiliar words: developing understanding of these words will help them to widen their vocabulary. The teacher-led session provides the ideal opportunity to show the children how to work out the meanings of words they don’t know using contextual cues, and to teach them how to use a dictionary. They can then continue to develop these skills during independent reading.

Objective 8: identify how language, structure and presentation contribute to meaning

Ask the children to read Chapter 1. When the group has completed reading, ask them the questions below. Children who finish reading before others could jot down the answers to some of the questions in preparation for the teacher-led discussion. Examples of some possible answers for the more open questions are given; however variations on given answers may also be correct.

- What does it mean when Megan is sat there ‘with my mouth open’? (*It is showing she is surprised and shocked at the news.*)
- How does the story starting with the news that Megan’s dad is coming back rather than him actually coming back help to show Megan’s feelings? (*It helps to build up tension about all the changes happening, e.g. sharing a room and where they will live.*)

Independent and supported reading

Teacher guidance

A range of questions for the remainder of the story is provided on pp13–14. 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 on pp15–17.

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 pp21–22. 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 Literacy

Finish the letter that Megan has started to write to her grandmother. Tell her who Judith is and that her cousin is Davy Levenson.

Extension 2 Literacy (Objective 4)

Choose either Judith or Davy and write about what had happened to them during the war.

Extension 3 Cross-curricular

Research what happened to Britain after the war. Find out what year the National Health Service started and what impact it had on people. See if you can find out more about any changes or events that happened up to 1952.

PCM 1 Literacy (Objective 13)

Write a comparison of Megan's life in Cardiff and in Hardy Hill.

PCM 2 Literacy

In the character of Miss Bulmer, write a school report for Megan.

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 p21 could be photocopied, cut out and handed out to each child. 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.

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.

- What is the theme of the book? (*It's about change. The wider change that is happening in Britain; the introduction of the NHS, fathers coming back from the war etc. as well as changes in a girl's life: growing up, schools etc.*)
- How well does the author show the wider changes that are happening? (*When Shirley gets hurt Megan learns about the National Health Service; Megan is not poor as her dad had been when he was her age, which shows that more people are better off than they had been before the war.*)

Independent and supported reading questions

The Girl from Hard Times Hill

Answer the questions after reading the chapters/sections below.

Chapter 2

1. Why do you think Davy Levenson is so quiet?
2. How important is roller skating to Megan?

Chapter 3

3. What does the simile 'clam-like ways' mean?
4. What does the metaphor 'going to turn into a swan any time soon' mean?

Chapter 4

5. How do the different characters react to dad arriving?
6. How differently do mum and dad react to Megan saying that she doesn't play with dolls any more?

Chapter 5

7. What is Megan's plan about not going to grammar school?
8. What do you think dad is celebrating?

Chapter 6

9. What was rationing?
10. What was the war like for dad?

Chapter 7

11. What is the impact of Megan feeling smug that she knew there was a secret to then knowing what the secret actually is?
12. How is Megan's shock described?

Chapter 8

13. What is Megan's dilemma?
14. Do you think Megan is being fair on her parents?
15. What do you think Megan should do: pass or fail the exam?

Chapter 9

16. Why doesn't mum want Shirley with her?
17. What is the climax of the story?

Chapter 10

18. How is Megan feeling?
19. Do you think Megan will change after her sister's accident?

Chapter 11

20. Why do you think the author started the chapter this way and then has a flashback to when Megan left her grandparents?
21. What words and/or phrases show that Megan is not settling into her new school?

Chapter 12

22. At what point do you think that Megan has changed?
23. How does meeting Judith help Megan?

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Answers with objectives

The Girl from Hard Times Hill

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 2

Objective 4: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

1. He is an outsider; he probably knows that people think he is strange
2. Because she has asthma she is not good at sports but it doesn't matter when she is skating.

Chapter 3

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

3. A clam is a creature that is hard to open and Davy is compared to the clam because he is normally so quiet.
4. Megan is comparing herself to a swan: they are grey and 'ugly' when they are young but beautiful when they are grown. Megan is saying that she isn't going to be like that.

Chapter 4

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

5. Everyone is very happy except Megan who is feeling shy.
6. Dad is understanding but mum is cross.

Chapter 5

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

7. She plans to fail the exam so she can go to the same school as Pam.

Objective 7: predicting what might happen from details stated and implied

8. Children's own answers.

Chapter 6

Objective 2: checking that the text makes sense to them, demonstrating understanding through discussion and exploring the meaning of words in context

9. Food was rationed during World War 2 and after so that everyone would have equal amounts of food so that food stocks would last.

10. It was boring, waiting for the next plane to fix, it wasn't as exciting as Megan had thought.

Chapter 7

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

11. It highlights Megan's shock and upset about leaving.

12. She says that it was if a bucket of water had been tipped over her; she feels 'ice-cold'; her hands were shaking; her chest was burning; she feels sick.

Chapter 8

Objective 2: checking that the text makes sense to them, demonstrating understanding through discussion and exploring the meaning of words in context

13. She has made her parents stay so she can pass the exam but she has promised her friend that she won't.

Objective 4: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

14. Children's own answers.

15. Children's own answers.

Chapter 9

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

16. Because she is going out with dad and doesn't want her.

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

17. When Shirley gets hurt: she runs off after a dog and gets knocked down by someone roller-skating.

Chapter 10

Objective 4: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

18. She is worried about her sister; feeling guilty; worried about what her mum thinks of her.

Objective 7: predicting what might happen from details stated and implied

19. Children's own answers.

Chapter 11

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

20. Children's own answers.

21. 'Nobody stopped and said hello to me; 'I didn't feel I fitted in anywhere'; the teachers were 'strict and sarcastic' .

Chapter 12

Objective 4: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

22. When she is thinking of leaving: before she would have just run away but now she realises that her mum is happy and that she should stay and help.

23. Judith is connected to her old home by being Davy's cousin; they are both outsiders.



1

The Girl from Hard Times Hill (PCM1)

Name Date

Cardiff or Hardy Hill?

Write a comparison of Megan's life in Cardiff and in Hardy Hill.

Cardiff	Hardy Hill

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