

Enjoy Guided Reading

Teacher Book with Copymasters

Year 6 Book A

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For the novels:

- *The Portal* by Andrew Norris (Accessible)
- *The Wreck of the Zanzibar* by Michael Morpurgo (Accessible)
- *Freaks* by Kieran Larwood (Expected)
- *Sky Hawk* by Gill Lewis (Expected)
- *Noah Barleywater Runs Away* by John Boyne (Confident)
- *The Diamond of Drury Lane* by Julia Golding (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 Portal

by Andrew Norris

Year 6 text level: Accessible

Andrew Norris was born 1947 and educated at Trinity College Dublin. After leaving university he trained and taught history for a while and, whilst teaching, began writing for television. He has a number of sitcoms to his name for both children and adults alike, including *The Brittas Empire*. He has written a number of successful children's books and won the Whitbread (Costa) Children's Book Award for *Aquila* (2010).

Book synopsis

The Portal is a science fiction story about what happens when two brothers, William and Daniel, come home from school to find that their parents have, quite literally, vanished off the face of the Earth. William soon discovers that his Father's job was to operate an intergalactic portal on behalf of the Federation. William is recruited by his mysterious Uncle Larry to take over the running of the portal. Larry goes through the portal to search for the boys' parents. Despite his initial misgivings, William soon finds he has a talent for the job and begins to enjoy his new role. Uncle Larry and Federation Security fail to unearth any trace of William and Daniel's parents, but then William has a revelation that provides the key to unlocking the mystery.

Chapter synopsis

Chapter 1: (pp1–11)

Two brothers, William and Daniel Seward, come home to their remote farmhouse deep in the countryside to discover that both their parents are missing. William phones the number his Father has left for him to phone in case of an emergency. No one is there so he leaves a message on the answer machine. Their neighbours, Mrs Duggan and her daughter Amy, come over to the house. Then the boys' Uncle Larry arrives. He isn't really their Uncle but a work colleague of their Father. He hands William a letter which he claims is from William's Mother. The letter says she and the boys' Father have gone off on holiday to France. Mrs Duggan tells William he can trust Uncle Larry, but William is convinced Uncle Larry is lying.

Chapter 2: (pp12–23)

Uncle Larry drives the boys to Tesco, but it is obvious he has never driven a car or been shopping in his life. The next day a post card arrives from France. It appears to be written by his parents. William knows it is a fake. He confronts Larry and demands to know the truth about what's happened to them. Larry admits he doesn't know. However, he says he will find out. Then he takes William into Mr Seward's office at the back of the farmhouse. They go through a secret door and down an anti-gravity lift to the underground site of a Star Portal.

Chapter 3: (pp24–35)

Uncle Larry explains that the Portal is a gateway to the stars. It is part of a system of portals that link all the planets in the Intergalactic Federation together. Larry tells William that his Father is the manager of the station that houses the portal. He looks after any passengers and deals with the communication bricks that arrive. Earth is a restricted planet so only a few passengers use the portal. Larry shows William how the portal works. He wants William to run the station while he tries to find William's parents. William agrees.

Chapter 4: (pp36–47)

William explores the station. It is like a luxury hotel. Then he sees on the main screen his brother Daniel with a chainsaw. He leaves the station and goes above ground to stop Daniel from hurting himself. William finds it increasingly hard to manage the station and look after his brother and Amy. Daniel cuts his hand while scavenging for dead animals. His hobby is dissecting them and collecting their skulls. Then a VIP arrives unexpectedly at the station. William rushes to greet him but then Emma, the station computer, tells him Daniel is sick.

Chapter 5: (pp48–58)

William leaves General Ghool, the VIP, in the station while he dashes up to see Daniel. Daniel is very ill. William asks General Ghool for help. The General brings up a computerised medipac. This machine diagnoses Daniel and administers the correct treatment. General Ghool asks to be allowed to go outside the house to see the moonlight. This is against the rules, but William makes an exception for the General. Uncle Larry returns. He has no news of William's parents' whereabouts. General Ghool tells Larry how well William has looked after him.

Chapter 6: (pp59–68)

Larry tells William that he is going to go off again looking for William's parents. He tells William that he will have to take a few days off school to run the station. He shows him how to use the medipacks and gives William the Station Manager's Manual to read. Mrs Duggan cooks dinner for the boys. William is becoming increasingly worried about his parents.

Chapter 7: (pp69–77)

A passenger called Hippo White arrives at the station. He asks William if his Father has left anything for him. William takes Hippo to look in his Father's workshop. Hippo finds what he is looking for. It is a grav-sled that William's Father fixed for him. William looks in his Dad's notebook and sees that his Father repaired the grav-sled just before he disappeared. Hippo gives William a special torch as a thank-you gift. Hippo tells William not to worry about his Father as there is sure to be a simple explanation as to why he has disappeared. William wishes he knew what it was.

Chapter 8: (pp78–87)

Daniel does not seem to be missing his parents. He is too involved in his hobby of dissecting dead animals. Brin, a station manager from Q'Vaar offers to come and help William. William refuses the offer. However, he is finding it increasingly difficult to cope with looking after Daniel, as well as running the house and the station. At the end of an extremely trying day, Brin arrives and takes over from an exhausted William.

Chapter 9: (pp88–96)

Larry returns but he has no news. Brin thinks William's parents may still be on Earth. Larry wonders if they may have had an accident. He informs Federation Security and asks them to help find Mr and Mrs Seward. Mrs Duggan arrives at the house with the local vet. He has found a bag with blood on it down in the disused quarry. The bag belongs to William's Mother.

Chapter 10: (pp97–106)

The vet asks William lots of questions about where his parents are. He becomes suspicious and says he is going to call the police. Mrs Duggan knocks him unconscious with a frying pan. Brin revives him with a medipac and, at the same time, wipes the vet's memory so he remembers nothing of the incident when he wakes up. Larry hands the bag over to Federation Security. That night William has a dream about his Mum and Dad. They are piloting a boat through stormy seas, but they are safe and well. The dream reassures William.

Chapter 11: (pp107–117)

William asks Mrs Duggan to help him run the station. She is unsure as she lacks people skills. William says he will look after the passengers. William persuades Larry that this will work. Mrs Duggan and Amy move in. William advises one of his passengers, Prince Helmut, on how a modern prince can make an important contribution to society. In return, the Prince says he will use his royal privileges to access a Touchstone, a device that knows everything, to find out what has happened to William's parents.

Chapter 12: (pp118–128)

Mrs Duggan and Daniel find it very hard to get on with each other. William and Mrs Duggan talk. She explains how she already knew about the station. William figures out a strategy to help Mrs Duggan and Daniel cope with each other. But he knows that Daniel is behaving badly because he is missing his Mum and Dad. William doesn't know what to do about this, but General Ghool does.

Chapter 13: (pp129–139)

General Ghool advises William to tell Daniel the truth about everything and then involve him in helping to manage the situation. The advice works. Daniel is fascinated by the station and loves taking the passengers on guided trips round the farm to show them the local wildlife. He even gets on much better with Mrs Duggan. Larry is really impressed with the way William is handling things but he wishes he had some good news about William's parents.

Chapter 14: (pp140–148)

Prince Helmut contacts William to say the Touchstone doesn't know what has happened to William's Mum and Dad. Larry explains how the Touchstone works and is able to deduce that William's parents didn't go off together and that no one has seen or spoken to them since the day they disappeared. William starts to use his Father's workshop to repair things for the passengers. He gives Daniel an invisibility shield. Daniel uses the shields on his wildlife tours.

Chapter 15: (pp149–161)

William has trouble with three spoilt rich girls. He refuses to allow them to leave the station. They trick him and get Daniel to take them outside on a tour. They cause havoc until William tracks them down and shoots them with his wham-gun. Mrs Duggan takes the unconscious girls back to the station. One of the girls threatens to tell her mega rich Father but William has already told him. The girl backs down and seems quite taken with William.

Chapter 16: (pp162–172)

The rich girl's Father contacts William to apologise for her behaviour. William befriends another passenger and helps him forget his worries for a while as together they play with a model of a Starfleet warship. The model is a present that William's Father has left for the passenger. The passenger tells William about the disused portal he wanted William's Father to make operational again as part of a money making scheme. He has no idea if William's Father ever did so and neither does William.

William loves running the station but is growing increasingly alarmed that no one is any closer to solving the mystery of his parents' disappearance.

Chapter 17: (pp173–184)

A VIP called Lady Dubb arrives at the station. She has a heart attack. William uses a medipac and puts her on Life Support. Life Support uses William's energy to keep Lady Dubb alive. Suddenly William finds himself trapped inside Lady Dubb's mind. Lady Dubb helps him to find his way back into his own body. Brin, Daniel and the others arrive and are able to revive William and get help for Lady Dubb – though it is a very close call.

Chapter 18: (pp185–194)

William's heroic effort in saving Lady Dubb's life has made him famous. Messages of congratulation come in from all over the galaxy. Many of the messages are from people who know his Father. William realises what a special man his Father is. Larry tells William that he has the same qualities as his Father. He has the gift of understanding other people and making them feel happy. He wants William to take over his Father's job as station manager. Williams feels he can never replace his Father. Larry tells William that it is time to face the truth. It is unlikely that he will ever see his parents again.

Chapter 19: (pp195–207)

Lady Dubb insists on seeing William to thank him for saving her life. They talk about the dangers involved in sharing minds. Lady Dubb reveals that when they did she saw that William knows that his parents are all right. At first William is stunned then he realises Lady Dubb is right, he does know exactly what has happened to his parents.

He tells the others that he thinks his Mother fell in the quarry and killed herself. Then his Father used the medipac to put her on life support. He couldn't use the portal to get her to a surgeon because there were too many complications so he used the old time portal that he had repaired. Unfortunately, the old portal takes three and a half years in real time to transport its passengers, although, to those passengers time passes instantaneously. William is convinced his Mother and Father are still in that portal and will be for several years. Brin says, if William is right, he will have a medical team waiting for them as soon as they arrive. They will be able to operate on William's Mum and save her.

They check the old portal and discover that William's theory is correct. William's Father has left a message for him there but, in his hurry, he forgot to send it to the station computer which is why he and William's Mother appeared to vanish without trace.

Chapter 20: (pp208–214)

William and Daniel decide to record messages every day for their parents to read when they finally emerge from the portal. William tells them how everything is under control, how all their friends are supporting them. He knows things will be different when they return but is confident that they will approve of everything that he and Daniel have done. Then, out of the corner of his eye, he is sure he sees his Mother and Father as they were in his dream, only this time his Father smiles at him.

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.

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

Look at the book together. Encourage the children to read the front cover and the blurb. Encourage them to flick through the book to reveal its format.

- Do you like the cover?
- What does the title tell you about the story?
- What clues are there about what type of story (or genre*) this will be?
- Does the blurb encourage you to read the book?
- What is the effect of the sentences beginning: 'Imagine...'?
- What is the effect of the questions at end?

*Note: Teachers may want to introduce the term science fiction at this stage, before beginning reading, although further discussion of this genre will follow later in the unit.

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.

Ask the children to read the first two chapters pp1–23. When the group has completed reading, ask them the following questions. Children who finish reading before others could jot down the answers to some of the questions below 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 the opening sentence tell us about what this story will be about? (*The story could be about the mystery of what happened to William's parents. It will be about trying to find the parents, bringing them back.*)
- Was there anything else in the opening paragraphs that made you think the events to come will be out of the ordinary? (*For example, Timber, the dog collects a girl called Amy – this should be the other way around.*)
- Do you think that Uncle Larry is who he says he is? Explain why you think this. (*He doesn't know how to drive a car, and has never heard of Tesco; he appears to be lying about the disappearance of William's parents.*)

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 pp17–19. 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 Literacy (Objective 3)

Design a piece of futuristic technology using the ideas in the book as your inspiration e.g. a *medipac* (p50), a *grav-sled* (p75), an invisibility shield (p148) or a *Wroviaan battlecruiser* (p166). Use a glossary of science words to make up a name for your machine by combining words such as *genes* and *atoms* to make a *genetic atomiser* (what would that do?). Use PCM 1a to draw your design.

Draw and label a diagram of your machine. Write a set of instructions for using the machine. Use plenty of technological sounding words such as 'flux stabiliser' when labelling the designs.

Extension 2 Literacy (Objective 3)

Design a 'Wanted' poster for an intergalactic criminal who is on the run and who may try and use the portal. Remember the poster (a poster 'blank' is supplied for this activity) should include:

1. His or her name (and any aliases he or she may use, e.g. Zarg Skriker AKA Maggle Qikkill.)
2. Age, height, and physical description.
3. What he or she is wanted for.
4. Any weapons he or she may be armed with.
5. The amount of the reward and where to go to claim it.

Extension 3 Cross-curricular

The universe is an amazing place. The people who study it are called astronomers. Find out what you can about astronomy and explore the universe yourself by going to http://www.kidsastronomy.com/solar_system.htm

PCM 1a and b Literacy (Objective 3)

Design a piece of futuristic technology and label your design. Draw your design in the space provided.

PCM 2 Literacy (Objective 3)

Design your own 'Wanted' poster in the space.

PCM 3 Literacy (Objective 4)

Write a character profile of one character from a list. Add to their profile as you read more.

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 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

Objective 13: compare characters, settings, themes and other aspects of texts

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.

- Have you read stories in this genre before? (*Open, examples will include aliens, space or time travel and advanced and futuristic technology. NB: a simple explanation for children is that science fiction stories have some basis in 'real' science and the author elaborates the fiction from his/her imagination.*)
- Which parts of the story especially were examples of science-fiction writing (things that don't yet exist)? (*e.g. the portal itself, medipac, grav-sled etc.*)
- Do you know any other stories that have a portal or doorway to another world? (*Open.*)

Independent and supported reading questions

The Portal

Answer the questions after reading the chapters/sections below.

Chapter 1

1. Why does the author begin the story in this way?

Chapter 2

2. Why is the postcard on p16 set out in italics?

Chapter 3

3. Why do you think the author used the word 'glue' to describe the portals p24?

Chapter 4

4. Can you find words or phrases that are meant to make the discovery of Daniel with the chainsaw odd or amusing?

Chapter 5

5. What do you think the word 'mesmerized' means on p54? Make a guess before looking in a dictionary.

Chapter 6

6. What has the author revealed so far about Timber the dog? What more would you like to know?

Chapter 7

7. Is there anything in this chapter that you (like William) found puzzling?

Read Chapters 8–13.

Chapter 8

8. Both William and Daniel experience the disappearance of their parents. How do they react differently?

Chapter 9

9. How do you think William feels when he hears the news of the discovery of his mother's bag?

Chapter 10

10. How do William's feelings change during the dream? (p105)

Chapter 11

11. Why does William ask Mrs Duggan to help him?

Chapter 12

12. What evidence is there that Daniel and Mrs Duggan do not get on too well?

Chapter 13

13. Write down the most important thing that happened in this chapter.

Read to the end of the story.

Chapter 14

14. Summarise the tasks that William completes in Chapter 14.

Chapter 15

15. Write a paragraph summing up the antics of Derma and Hermione.

Chapter 16

16. Which word in the description of the ship on p168 shows that it moved slowly?

Chapter 17

17. Why does the author use the figurative phrase sea of memories rather than, say, a collection, or sequence? (p179)

Chapter 18

18. Based on what has happened so far do you think William's parents will ever be found? Explain your ideas.

Chapter 19

19. What questions do you have about this part of the story?

Chapter 20

20. Does everything make sense to you in this final chapter? What do you think William means when he says 'things could never go back to the way they were before'?



Answers with objectives

The Portal

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

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

1. The author is stating the obvious; of course you would remember something like that happening. It would be the most dramatic thing that had ever happened, but the way he says it makes it sound fairly ordinary.

Chapter 2

2. It separates it from the main text; it makes it stand out; it's not the main story, it shows that it's the postcard.

Chapter 3

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

3. It is hard to describe in a literal way, so he uses the idea of glue because the portals 'stick' or 'join' the Federation worlds together.

Chapter 4

4. William is describing an idyllic scene of beauty and tranquillity etc. and includes the oil dripping on the chainsaw blade in his description, which is completely out of place.

Chapter 5

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

5. The idea here is completely captured or entranced by the scene; hypnotized is, perhaps, the closest in meaning (the word 'mesmerize' dates back to an 18th-century Austrian physician named Franz Anton Mesmer (1734–1815) who invoked trance-like states in his patients through the use of magnets and psychological suggestion.)

Chapter 6

6. He is no ordinary dog. He is more like a person. He understands human speech and can fetch things; Mrs Duggan expects him to know the difference between a two different types of screwdriver, for example. Children might want to think about how he became like this.

Chapter 7

7. Open.

Chapter 8

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

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

8. William is anxious about what may have happened to his parents whereas Daniel seems to be more concerned about his collection of animal skulls.

Chapter 9

9. Open. He is intelligent enough to work out that this is not good news. He is likely to be alarmed, worried, etc

Chapter 10.

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

10. The storm on the ship represents William's fears for the safety of his parents, but later when he sees his parents he is reassured everything will be alright.

Chapter 11

11. He takes Brin's advice to enlist help, and Mrs Duggan is the obvious choice because she's known to the family; he wouldn't want to bring in outside help because it would complicate things.

Chapter 12

12. Plenty of evidence to chose from: Daniel's disobedience, lots of shouting, Mrs Duggan taking his skull collection etc.

Chapter 13

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

13. Daniel agrees to help; he and Mrs Duggan get on.

Chapter 14

14. Open. Running the household, organise Mrs Duggan, Amy and Daniel, looking after the bricks, fitting a circuit board, repairing a Star Portal etc.

Chapter 15

15. They disobey William and go outside. They take advantage of Daniel's age to get him to let them out, they alarm a woman motorist, refuse to return when asked etc.

Chapter 16

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

16. Lazy.

Chapter 17

17. A sense that he is wading through his memories that they are swirling about him like the sea.

Chapter 18

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

18. Open.

Chapter 19

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

19. Open.

Chapter 20

20. Open. Answers to the second part may refer the fact that William, especially, has changed as a result of all that has happened over the events of the story.

1 The Portal (PCM1a)

Design a piece of futuristic technology.

Describe what the technology does and how it works.

Make up some technological sounding words such as a flux stabiliser when labelling your design.

Remember all new technology must:

- meet a specific need
- be an improvement on anything that already exists
- be cost effective
- have the 'WOW' factor!

Name of this technology:

Function:

Controls:

Special features:

Materials needed to make it: