

Stig of the Dump

Chapter Two

National Curriculum Objectives:

English Year 3 & Year 4: [Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence](#)

English Year 3 & Year 4: [Retrieve and record information from fiction and non-fiction](#)

Differentiation for Challenge Activity:

Section A Find out how each of the objects listed is used in the chapter.

Section B Write a brief diary entry as Barney describing the key events of the day.

Section C Decide which of the words describes the characters of Barney and Stig.

Section D Decide whether you agree or disagree with the statements given. Give a brief explanation for each statement explaining how you made your decision.

More [Stig of the Dump](#) Resources.

Did you like this resource? Don't forget to review it [here](#).

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E: (Q1) Why didn't Barney want to go to Sevenoaks with his grandmother? (C6/2b)
He wanted to see Stig again.

S: (Q15) Why do you think Barney and his sister are at their grandmother's house? (P5/2d) Personal response. Answers may refer to their parents being away on holiday or at work.

M: (Q23) Do you think Lou is Barney's older or younger sister? Explain your answer. (R2) Lou is his older sister because of the way she speaks to him. She doubts that what he says is true and thinks he is just pretending.

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S: (Q16) Why did Barney doubt that Stig was real? (P5/2d) He knew it was a strange event and his sister and grandmother didn't believe him.

D: (Q8) How did Barney check that his visit to Stig was real? (C6/2b) He felt the bump on the back of his head from the fall.

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M: (Q24) What does the description 'black diamond' tell us about the way Barney felt about the flint Stig gave to him? (C7) Barney thinks the flint is extremely precious.

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D: (Q9) What animal did Barney see that at first he thought was 'a clump of brown grass'? (P5/2d) A rabbit

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S: (Q17) How do you think Barney felt when he couldn't see the hole he had made on the previous day? (P5/2d) He felt disappointed and questioned again whether he had imagined the whole thing.

S: (Q18) What do you think the author means when he says the blackbird was making a noise that was 'too big for itself'? (C7) The bird was making a very loud sound despite being such a small creature.

E: (Q2) Why do you think the hole in the roof of Stig's den was not there the next morning? (P5/2d) Stig had mended it overnight.

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M: (Q25) What does Barney mean when he says Stig wasn't the sort of person to leave a hole in his roof? (P5/2d) Stig takes pride in his home and wouldn't like to leave his home in disrepair; he can fix things easily.

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E: (Q3) What gifts does Barney collect to give to Stig? (C6/2b) Apples and carrots

D: (Q10) What simile is used to describe the tree that leans over the pit? (C7) Like the neck of a camel.

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D: (Q11) Stig was unhappy when he was first disturbed. How did his reaction change when he realised it was Barney? (C6/2b) He grinned showing his teeth; he waved both arms over his head; he jumped about in the bottom of the pit.

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E: (Q4) What time of year does this part of the story take place in? (C6/2b) Autumn

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M: (Q26) Why do you think Barney expected Stig to take the apple in his teeth? (P5/2d) Stig was not civilised and Barney thought he would behave like an animal.

S: (Q19) What does Stig's reaction to the nettle stings tell the reader about his character? (P5/2d) He is brave and doesn't like to make a fuss; he is used to minor injuries such as this due to his way of life.

S: (Q20) Why do you think Barney chose not to make a fuss when he gets stung by the nettles? (P5/2d) He wants to be brave like Stig; he wants to impress him.

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D: (Q12) How did Barney think Stig's den could be improved? (C6/2b) By adding windows and a chimney.

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M: (Q27) Why did Barney think that Stig put the piles of white chalk far away from his den? (C6/2b) The piles of chalk would attract attention and let people know that something strange was going on.

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D: (Q13) Why didn't Barney invite Stig to lunch? (P5/2d) He thought that no one believed in Stig yet.

E: (Q5) How would you react if Barney brought Stig to lunch? (R2) Personal response. Answers may refer to being surprised or shocked.

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E: (Q6) What items was Granny throwing out that Barney thought would be useful for Stig's den? (C6/2b) Jam jars and tin cans

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M: (Q28) Barney thought to himself that 'Stig had brains'. Why do you think he said this? (P5/2d) Stig was quick to solve problems by creating new inventions; he could find solutions to the problems he faced.

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S: (Q21) What evidence is there to suggest that Barney is beginning to be resourceful like Stig? (R2) Barney was starting to create simple inventions to solve problems in a similar way to Stig; he is starting to think like him.

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D: (Q14) Barney and Stig make a good team. Do you agree with this statement? Explain your answer. (R2) Personal response. Answers may refer to the way the characters cooperated to solve problems.

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E: (Q7) What gift did Stig give to Barney at the end of the chapter? (C6/2b) An arrow-head shaped like a Christmas tree.

M: (Q29) Barney said he wouldn't be back until Christmas. Do you think Stig will still be there at Christmas? Explain your answer. (R2) Personal response.

M: (Q30) Stig can't understand Barney when he speaks to him. How do Barney and Stig manage to communicate with each other? (C6/2b) They communicate through body language, facial expressions and gestures.

S: (Q22) Stig is a barbarian. Do you agree with this statement? Explain your answer. (R2) Personal response. Answers could refer to Stig's way of life in comparison to Barney's.

Stig of the Dump
Chapter Two – Comprehension

Section A

1. Why didn't Barney want to go to Sevenoaks with his grandmother? (C6/2b)

2. Why do you think the hole in the roof of Stig's den was not there the next morning? (P5/2d)

3. What gifts does Barney collect to give to Stig? (C6/2b)

4. What time of year does this part of the story take place in? (C6/2b)

5. How would you react if Barney brought Stig to lunch? (R2)

6. What items was Granny throwing out that Barney thought would be useful for Stig's den? (C6/2b)

7. What gift did Stig give to Barney at the end of the chapter? (C6/2b)

Section B

8. How did Barney check that his visit to Stig was real? (C6/2b)

9. What animal did Barney see that at first he thought was ‘a clump of brown grass’? (P5/2d)

10. What simile is used to describe the tree that leans over the pit? (C7)

11. Stig was unhappy when he was first disturbed. How did his reaction change when he realised it was Barney? (C6/2b)

12. How did Barney think Stig’s den could be improved? (C6/2b)

13. Why didn’t Barney invite Stig to lunch? (P5/2d)

14. Barney and Stig make a good team. Do you agree with this statement? Explain your answer. (R2)

Section C

**15. Why do you think Barney and his sister are at their grandmother’s house?
(P5/2d)**

16. Why did Barney doubt that Stig was real? (P5/2d)

17. How do you think Barney felt when he couldn’t see the hole he had made on the previous day? (P5/2d)

18. What do you think the author means when he says the blackbird was making a noise that was ‘too big for itself’? (C7)

**19. What does Stig’s reaction to the nettle stings tell the reader about his character?
(P5/2d)**

20. Why do you think Barney chose not to make a fuss when he gets stung by the nettles? (P5/2d)

21. What evidence is there to suggest that Barney is beginning to be resourceful like Stig? (R2)

22. Stig is a barbarian. Do you agree with this statement? Explain your answer. (R2)

Section D

23. Do you think Lou is Barney’s older or younger sister? Explain your answer. (R2)

24. What does the description ‘black diamond’ tell us about the way Barney felt about the flint Stig gave to him? (C7)

25. What does Barney mean when he says Stig wasn’t the sort of person to leave a hole in his roof? (P5/2d)

26. Why do you think Barney expected Stig to take the apple in his teeth? (P5/2d)

27. Why did Barney think that Stig put the piles of white chalk far away from his den? (C6/2b)

28. Barney thought to himself that ‘Stig had brains’. Why do you think he said this? (P5/2d)

29. Barney said he wouldn’t be back until Christmas. Do you think Stig will still be there at Christmas? Explain your answer. (R2)

30. Stig can't understand Barney when he speaks to him. How do Barney and Stig manage to communicate with each other? (C6/2b)

Stig of the Dump
Chapter Two – Challenge Activity

Section A

Here are six objects mentioned in this part of the story. How do Barney and Stig use each object in this chapter?

| Object | How is it being used in this chapter? |
|--|---------------------------------------|
| A broken cast-iron shoe-scraper | |
| A small tin baby bath | |
| The brush from the end of a vacuum cleaner | |
| A broad-brimmed lady's straw hat | |
| Empty tin cans | |
| Empty jam jars | |

Section B

Create a short diary entry for Barney explaining what he did with Stig on that day.

Dear Diary,

Today I visited Stig again: we had so much fun. First of all...

Stig of the Dump
Chapter Two – Challenge Activity

Section C

Highlight the words you associate with each character. Use a dictionary to find the definitions if needed.

Barney

| | | | | |
|-------------|--------------|------------|----------|-----------|
| mature | moody | generous | angry | crafty |
| lonely | naïve | shy | trusting | scary |
| intelligent | resourceful | untruthful | fearful | curious |
| adventurous | wary | confident | skilled | sensitive |
| kind | bad-tempered | anxious | boring | cheerful |

Stig

| | | | | |
|----------|---------------|---------|-------------|-----------|
| content | logical | giving | miserable | sly |
| solitary | sophisticated | quiet | trusting | scary |
| clever | skilled | timid | fearful | curious |
| daring | cautious | assured | resourceful | sensitive |
| caring | grumpy | anxious | stupid | upset |

Stig of the Dump
Chapter Two – Challenge Activity

Section D

Read the following statements. Decide whether you agree or disagree with each one and give a brief explanation of how you came to that answer.

Stig is not real: Barney imagines him.

Stig has no family or friends.

Stig enjoys living in this way.

Stig is extremely intelligent.

Stig is the perfect type of friend for Barney.

Stig is a cave man from the Stone Age.

Stig of the Dump
Chapter Two – Challenge Activity

Section A

Here are six objects mentioned in this part of the story. How do Barney and Stig use each object in this chapter?

| Object | How is it being used in this chapter? |
|--|--|
| A broken cast-iron shoe-scraper | Used to dig out the chalk |
| A small tin baby bath | Used to carry the chalk to another location and later as part of the fireplace |
| The brush from the end of a vacuum cleaner | Used by Barney as a clothes brush |
| A broad-brimmed lady's straw hat | Used as a cargo-sling |
| Empty tin cans | Used to make a chimney for the den |
| Empty jam jars | Used to make a window for the den |

Section B

Create a short diary entry for Barney explaining what he did with Stig on that day.

Dear Diary,

Today I visited Stig again: we had so much fun. First of all

Personal response. Answers could refer to some of the following key events from the day, such as:

- Going to visit Stig
- The carrots and the apples
- Digging out chalk with Stig
- Making a chimney from tin cans
- Making a window for the den
- Being given the arrow-head by Stig

Stig of the Dump
Chapter Two – Challenge Activity

Section C

Highlight the words you associate with each character. Use a dictionary to find the definitions if needed.

Barney

| | | | | |
|-------------|--------------|------------|----------|-----------|
| mature | moody | generous | angry | crafty |
| lonely | naïve | shy | trusting | scary |
| intelligent | resourceful | untruthful | fearful | curious |
| adventurous | wary | confident | skilled | sensitive |
| kind | bad-tempered | anxious | boring | cheerful |

Stig

| | | | | |
|----------|---------------|---------|-------------|-----------|
| content | logical | giving | miserable | sly |
| solitary | sophisticated | quiet | innocent | scary |
| clever | skilled | timid | fearful | curious |
| daring | cautious | assured | resourceful | sensitive |
| caring | grumpy | anxious | stupid | upset |

Other word choices could be given if justified with a suitable explanation.

Stig of the Dump
Chapter Two – Challenge Activity

Section D

Read the following statements. Decide whether you agree or disagree with each one and give a brief explanation of how you came to that answer.

Stig is not real: Barney imagines him.

Personal response. Answers could refer to the unlikely nature of meeting a person like Stig or could refer to the physical evidence of Stig's existence e.g. bump on the head, gifts from Stig such as the arrow-head and the piece of flint.

Stig has no family or friends.

Personal response. Answers could refer to there being no evidence of friends or family in the text.

Stig enjoys living in this way.

Personal response. Answers could refer to the way Stig is extremely proud of his home or could refer to the potential comforts available in the 'real world'.

Stig is extremely intelligent.

Personal response. Answers could refer to the way Stig uses everyday objects to solve problems or could refer to the way he cannot communicate with Barney through speech.

Stig is the perfect type of friend for Barney.

Personal response. Answers could refer to the way they cooperate well with each other.

Stig is a cave man from the Stone Age.

Personal response. Answers could refer to the characteristics and behaviours of Stig and how this is similar to someone from the Stone Age.

Whole Class Guided Reading – Teaching Guide

- Give each pair a copy of the book to read individually or as a whole class.
- The teacher should use the teacher version. It tells you where to pause after each page and provides questions for you to ask. The colours refer to our levels so that you can direct specific questions at specific students (their version does not have these colours or show them which is mastery, etc.). The questions are also numbered in the order they appear on the comprehension sheet.
 - Beginner – (Red)
 - Easy – (Blue)
 - Tricky – (Orange)
 - Expert – (Green)
- The children can record their answers to the questions at the end of the shared read/discussion or in a different session by using the comprehension sheet. The questions have been re-grouped into abilities so that you can assign sections to specific children.
 - Section A – Beginner
 - Section B – Easy
 - Section C – Tricky
 - Section D – Expert
- The codes at the end of each question refer to the interim statements and the reading objectives from the New National Curriculum for England (a guide to the codes can be found at the end of this document).

Comprehension

| | | |
|----------|-------|--|
| Year 1/2 | C1/1a | Discussing word meanings, linking new meanings to known vocabulary |
| | C2 | Answer simple, information retrieval questions about texts* |
| | C3 | Drawing on what they already know from background information and vocabulary provided by the teacher |
| | C4 | Discussing and expressing views about a wide range of texts |
| | C5/1c | Discussing the sequence of events in texts and how items of information are related |
| Year 3/4 | C1/2a | Explaining the meaning of words in context |
| | C4 | Discussing and expressing views about a wide range of texts |
| | C6/2b | Retrieve and record information from fiction and non-fiction |
| | C7 | Identifying how language, structure and presentation contribute to meaning |
| Year 5/6 | C1/2a | Exploring the meaning of words in context |
| | C4 | Discussing and expressing views about a wide range of texts |
| | C6/2b | Retrieve, record and present information from fiction and non-fiction |
| | C7 | Identifying how language, structure and presentation contribute to meaning |
| | C8/2h | Making comparisons within and across texts |
| | C9 | Distinguish between statements of fact and opinion |

Predictions and Making Inferences

| | | |
|----------|-------|---|
| Year 1/2 | P1 | Link the text to their own experiences |
| | P2/1e | Predicting what might happen on the basis of what has been read so far |
| | P3/1d | Making inferences on the basis of what is being said and done |
| | P4 | Answering and asking questions |
| Year 3/4 | P2/2e | Predicting what might happen from details stated and implied |
| | P4 | Asking questions to improve their understanding |
| | P5/2d | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence |
| Year 5/6 | P2/2e | Predicting what might happen from details stated and implied |
| | P4 | Asking questions to improve their understanding |
| | P5/2d | Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence |

Language for Effect

| | | |
|----------|-------|---|
| Year 1/2 | L1 | Recognising and joining in with predictable phrases |
| | L2 | Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear |
| Year 3/4 | L3 | Using dictionaries to check the meaning of words they have read |
| | L4 | Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action |
| Year 5/6 | L2 | Learning a wider range of poetry by heart |
| | L4 | Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience |
| | L5/2g | Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases |
| | L6/2f | Identify and explain how content is related and contributes to meaning as a whole |
| | | |

*not currently a curriculum objective

Summarising

| | | |
|----------|-------|--|
| Year 1/2 | S1 | Discussing the significance of the title and events |
| Year 3/4 | S2/2c | Identifying main ideas drawn from more than Two paragraph and summarising these |
| Year 5/6 | S2/2c | Summarising from more than Two paragraph, identifying key details which support the main ideas |

Themes and Conventions

| | | |
|----------|-------|---|
| Year 1/2 | T1/1b | Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them |
| | T2/1b | Considering the particular characteristics of the above texts |
| Year 3/4 | T3 | Reading texts that are structured in different ways and reading for a range of purposes |
| | T4 | Identifying themes and conventions in a wide range of texts |
| | T5 | Recognising some different forms of poetry |
| Year 5/6 | T2 | Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions |
| | T4 | Identifying and discussing themes and conventions in and across a wide range of writing |

Reading for Pleasure

| | | |
|----------|----|--|
| Year 1/2 | R1 | Listening to and discussing a wide range of fiction and non-fiction texts |
| | R2 | Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say |
| | R3 | Discussing their favourite words and phrases |
| Year 3/4 | R1 | Listening to and discussing a wide range of fiction and non-fiction texts |
| | R2 | Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say |
| | R3 | Discussing words and phrases that capture the reader's interest and imagination |
| Year 5/6 | R2 | Participate in discussions 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 |
| | R3 | Discussing words and phrases that capture the reader's interest and imagination |
| | R4 | Recommending texts that they have read to their peers, giving reasons for their choices |