

Stig of the Dump

Chapter Seven

National Curriculum Objectives:

English Year 3 & Year 4: Understand what they read, in books they can read independently, by identifying main ideas drawn from more than 1 paragraph and summarising these

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

Differentiation for Challenge Activity:

Section A Write the correct spelling of each misspelt word.

Section B Use the information in the text to decide whether the statements are true or false.

Section C Number the key events in the order in which they occur in the text.

Section D Create a timeline of key events from Chapter Seven.

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E: (Q1) What time of year is it at this point in the story? (C6/2b) Easter; Spring.

S: (Q18) How long do you think it has been since Barney last visited Granny? (P5/2d) One or two months.

D: (Q9) Why did Granny spread sheets of newspaper over the table? (P5/2d) Barney and Lou were painting and she didn't want to ruin the table.

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E: (Q2) Where and when was the circus taking place? (C6/2b) Maidsford, 17th April.

D: (Q10) What does the word 'bounced' tell the reader about the way Barney and Lou entered the drawing room? (C1/2a) They moved quickly, with energy and without care.

E: (Q3) What is the name of the person who visits Granny's house? (C6/2b) Mrs Fawkham-Greene.

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M: (Q27) What does the word 'bonny' tell us about what the visitor thinks of the children? (C1/2a) They are charming and beautiful.

S: (Q19) Why do you think Barney suggested dressing as a caveman at the fancy-dress party? (P5/2d) He wanted to be like Stig.

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M: (Q28) What does the description of Mrs Fawkham-Greene's car tell us about her character? (P5/2d) She is wealthy.

D: (Q11) Why was Granny reluctant for the children to go to the party? (C6/2b) She didn't want to make costumes.

S: (Q20) Why did the children not have the heart to paint after Granny's visitor left? (P5/2d) They were disappointed they couldn't go to the party or the circus.

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E: (Q4) What did Barney bring to give to Stig? (C6/2b) Marbles

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D: (Q12) Why did Barney want the animal skins? (P5/2d) He wanted to create a costume for the fancy-dress party.

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S: (Q21) What does Barney mean when he said it was amazing what people threw away? (P5/2d) He was surprised by the things people threw away because lots of the items were still very useful.

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S: (Q22) How does Barney use the marbles? (C6/2b) He exchanges them for Stig's possessions in a similar way to money.

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M: (Q29) Stig is a generous character. Do you agree with this statement? Explain your answer. (R2) Personal response. Answers could refer to the way Stig shares his possessions and helps Barney.

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E: (Q5) How did Barney use the mop to add to his costume? (C6/2b) He used it as a wig.

D: (Q13) Why was Lou furious with Barney? (P5/2d) He had jumped out and scared her whilst dressed in his costume.

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E: (Q6) How did Lou move her body to resemble a big cat? (C6/2b) She wore the leopard skin; she wrinkled her nose; she spat; she slunk and clawed.

D: (Q14) Lou said she was a 'tame leopard'. Use a dictionary to find the meaning of the word 'tame'. (L3) Not frightened of people; trained; domesticated.

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M: (Q30) Was Barney right to suggest they sneak out to the party without Granny's permission? Explain your answer. (R2) Personal response.

S: (Q23) How do you think Granny would feel about Barney and Lou sneaking out? (R2) Personal response. Answers may refer to her being disappointed that the children went against her wishes.

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D: (Q15) How do you know Flash, the pony, thought Lou was a dangerous animal? (P5/2d) He pricked his ears, snorted and ran quickly around the paddock in alarm.

D: (Q16) What does it mean to ‘ambush’ someone? (C1/2a) It means to carry out a surprise attack by waiting in a concealed position.

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S: (Q24) Lou thought she was talking to Barney, who do you think she was actually talking to? (P5/2d) Stig

M: (Q31) ‘What was going on?’ What technique is the author using here? (C7) A rhetorical question.

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E: (Q7) What sort of objects covered the walls in the Fawkham-Greene house? (C6/2b)
Trophies; heads of gazelles, hartebeest and gnus; bunches of spears and assegais, leather shields; racks of swords and daggers and old guns.

M: (Q32) Do you think it is old-fashioned to refer to the boys as ‘rough’ and the girls as ‘twittering’? Explain your answer. (C4) Personal response. Answers could refer to gender stereotypes.

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M: (Q33) What technique has the author used when describing ‘flickering flames from the big fireplace’? (C7) Alliteration

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S: (Q25) Find the meaning of the word ‘hullabaloo’. (L3) A commotion or a fuss.

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D: (Q17) Why did the leopard turn its attention to Stig? (P5/2d) It had decided that Stig was a more dangerous enemy than Lou.

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S: (Q25) What do you think the verbs ‘bumped’ and ‘clattered’ tell the reader about the way Barney moved down the stairs? (C1/2a) Quickly and without care.

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E: (Q8) Who were the men in the truck with the guns? (C6/2b) Bottom’s circus

M: (Q34) Barney is becoming more mischievous. Do you agree? Explain your answer. (R2) Personal response. Answers could refer to the change in Barney from the first chapter and how he is now more willing to take chances and risk.

Stig of the Dump
Chapter Seven – Comprehension

Section A

1. What time of year is it at this point in the story? (C6/2b)

2. Where and when was the circus taking place? (C6/2b)

3. What is the name of the person who visits Granny's house? (C6/2b)

4. What did Barney bring to give to Stig? (C6/2b)

5. How did Barney use the mop to add to his costume? (C6/2b)

6. How did Lou move her body to resemble a big cat? (C6/2b)

7. What sort of objects covered the walls in the Fawkham-Greene house? (C6/2b)

8. Who were the men in the truck with the guns? (C6/2b)

Section B

9. Why did Granny spread sheets of newspaper over the table? (P5/2d)

10. What does the word ‘bounced’ tell the reader about the way Barney and Lou entered the drawing room? (C1/2a)

11. Why was Granny reluctant for the children to go to the party? (C6/2b)

12. Why did Barney want the animal skins from Stig? (P5/2d)

13. Why was Lou furious with Barney on page 160? (P5/2d)

14. Lou said she was a ‘tame leopard’. Use a dictionary to find the meaning of the word ‘tame’. (L3)

15. How do you know Flash, the pony, thought Lou was a dangerous animal? (P5/2d)

16. What does it mean to ‘ambush’ someone? (C1/2a)

17. Why did the leopard turn its attention to Stig? (P5/2d)

Section C

18. How long do you think it has been since Barney last visited Granny? (P5/2d)

19. Why do you think Barney suggested dressing as a caveman at the fancy-dress party? (P5/2d)

20. Why did the children not have the heart to paint after Granny’s visitor left? (P5/2d)

21. What does Barney mean when he said it was amazing what people threw away? (P5/2d)

22. How does Barney use the marbles? (C6/2b)

23. How do you think Granny would feel about Barney and Lou sneaking out? (R2)

24. Lou thought she was talking to Barney, who do you think she was actually talking to? (P5/2d)

25. Find the meaning of the word ‘hullabaloo’. (L3)

26. What do you think the verbs ‘bumped’ and ‘clattered’ tell the reader about the way Barney moved down the stairs? (C1/2a)

Section D

27. What does the word ‘bonny’ tell us about what the visitor thinks of the children? (C1/2a)

28. What does the description of Mrs Fawkham-Greene’s car tell us about her character? (P5/2d)

29. Stig is a generous character. Do you agree with this statement? Explain your answer. (R2)

30. Was Barney right to suggest they sneak out to the party without Granny’s permission? Explain your answer. (R2)

31. ‘What was going on?’ What technique is the author using here? (C7)

32. Do you think it is old-fashioned to refer to the boys as ‘rough’ and the girls as ‘twittering’? Explain your answer. (C4)

33. What technique has the author used when describing ‘flickering flames from the big fireplace’? (C7)

34. Barney is becoming more mischievous. Do you agree? Explain your answer. (R2)

Stig of the Dump
Chapter Seven – Challenge Activity

Section A

The following words are all taken from the text, however they have all been spelt incorrectly. Write the correct spelling of each word. Use the text and a dictionary to help you.

cirkus	
helpfull	
beests	
animul	
sheelds	
reflecshion	
partys	
stayble	
cuboard	
umbreller	

Section B

Use the information in the text to decide whether these statements are true or false.

	True	False
Lou enjoys dressing up as a leopard.		
Stig was hiding in the woods on their walk to the party.		
The children didn't want to go to the party.		
Lou suggested the leopard hunting game.		
Barney gave Stig sweets in exchange for the animal skins.		
Stig was afraid of the leopard.		
The leopard escaped from the travelling circus.		

Stig of the Dump
Chapter Seven – Challenge Activity

Section C

Number these key events in the order in which they occur in the text.

Lou suggests a leopard hunt as a game to play.	
Men from the circus explain that a leopard has escaped.	
Mrs Fawkham-Greene invites Barney and Lou to the party.	
Mrs Fawkham-Greene organises a dance at the party.	
Barney and Lou sneak out to the party.	
Barney and the boy dressed as the Indian see two leopards outside.	
Barney and Lou arrive at the party.	
Mrs Fawkham-Greene tells the children to go inside the house.	
Lou creeps up behind Barney and jumps out at him.	
Barney and Lou hold hands.	
Barney hits the leopard's tail with his axe.	

Stig of the Dump
Chapter Seven – Challenge Activity

Section D

Create a timeline of key events for this chapter. Some of the events have already been included.

Mrs Fawkham-Greene visits
Granny's house.

Barney and Lou arrive at the fancy-
dress party.

Men from the circus arrive to
explain a leopard has escaped.

Stig of the Dump
Chapter Seven – Challenge Activity

Section A

The following words are all taken from the text, however they have all been spelt incorrectly. Write the correct spelling of each word. Use the text and a dictionary to help you.

cirkus	circus
helpfull	helpful
beests	beasts
animul	animal
sheelds	shields
reflecscion	reflection
partys	parties
stayble	stable
cuboard	cupboard
umbreller	umbrella

Section B

Use the information in the text to decide whether these statements are true or false.

	True	False
Lou enjoys dressing up as a leopard.	✓	
Stig was hiding in the woods on their walk to the party.	✓	
The children didn't want to go to the party.		✓
Lou suggested the leopard hunting game.	✓	
Barney gave Stig sweets in exchange for the animal skins.		✓
Stig was afraid of the leopard.		✓
The leopard escaped from the travelling circus.	✓	

Stig of the Dump
Chapter Seven – Challenge Activity

Section C

Number these key events in the order in which they occur in the text.

Lou suggests a leopard hunt as a game to play.	6
Men from the circus explain that a leopard has escaped.	10
Mrs Fawkham-Greene invites Barney and Lou to the party.	1
Mrs Fawkham-Greene organises a dance at the party.	5
Barney and Lou sneak out to the party.	2
Barney and the boy dressed as the Indian see two leopards outside.	7
Barney and Lou arrive at the party.	5
Mrs Fawkham-Greene tells the children to go inside the house.	9
Lou creeps up behind Barney and jumps out at him.	3
Barney and Lou hold hands.	4
Barney hits the leopard's tail with his axe.	8

Stig of the Dump
Chapter Seven – Challenge Activity

Section D

Create a timeline of key events for this chapter. Some of the events have already been included.

Personal response. Answers could include:

Barney and Lou sneak out of
Granny's house.

Mrs Fawkham-Greene visits
Granny's house.

Stig follows Barney and Lou to the
party.

Barney and Lou arrive at the fancy-
dress party.

Lou suggests the children play a
game of leopard hunt.

A real leopard appears at the
party.

Men from the circus arrive to
explain a leopard has escaped.

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 Seven paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than Seven 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