

Stig of the Dump

Chapter Nine

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

Differentiation for Challenge Activity:

Section A Describe the stone age using evidence from the chapter.

Section B Rename each chapter and explain why they have chosen that name.

Section C Reflect on own knowledge of the stone age from reading the book.

Section D Write a review for an online bookstore.

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

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Stig of the Dump
Chapter Nine – Teacher Version

Page 206

S: (Q14) What does the word 'clambering' tell you about the way Lou came down from the tree? (C1/2a) Quickly and without care; clumsily.

Page 207

S: (Q15) How do you think Lou felt when she finally met Stig? (P5/2d) She was surprised and excited. She realised Barney had been telling the truth about him.

Page 208

M: (Q21) Do you think Lou's description of Stig as a 'savage spearman' was accurate? Explain your answer. (R2) Personal response. Answers could refer to Stig's gentle nature at various points in the story.

Page 209

S: (Q16) What does Barney mean when he says 'when things are usual'? (P5/2d) He means when things get back to normal in his own time.

E: (Q1) Use a dictionary to find the meaning of the word 'narrow'. (L3) Thin; small in width.

Page 210

E: (Q2) Why did Barney think Lou didn't look too different from a cave person herself? (C6/2b) She had tangled hair and ripped clothing.

D: (Q8) Why did Lou question whether Stig and his companions were actually 'cave' men? (P5/2d) They lived in huts and not caves as she had expected.

Page 212

E: (Q3) Why do you think all of the cave men were looking at Barney and Lou when they arrived? (P5/2d) They looked very unusual to the cave people as they had never seen anyone like Barney or Lou before.

D: (Q9) How did Barney and Lou know who the chief of the tribe was? (P5/2d) He was sat in the centre of the tribe; he was one of the oldest; he was dressed in silky fur; he wore jewellery.

D: (Q10) What does Barney mean when he said the rest of the people 'fell down'? (P5/2d) They bowed down to the chief.

Page 213

S: (Q17) What does it mean when the king looked 'stern'? (C1/2a) He was serious, strict and severe.

M: (Q22) What is a 'wireless'? (C1/2a) A radio

Page 214

D: (Q11) Why does Barney think Stig is describing him as a good friend? (P5/2d) He thumped himself over the heart and then slapped Barney on the back.

Page 217

D: (Q12) Do you think Lou's speech is funny? Explain your answer. (C4) Personal response.

Page 219

E: (Q4) What did the tribesman offer to Barney and Lou? (C6/2b) Two bull horns with beer inside.

Page 223

M: (Q23) '*Blankets of low mist...*'

What technique is being used here? (C7) A metaphor

Page 227

S: (Q18) Why do you think the author has written the word 'THUMP!' in capital letters? (C7) To show that it was a loud sound; to give it extra emphasis.

Page 229

M: (Q24) What does Barney mean when he says he is almost disappointed by the disappearance of the monster? (P5/2d) Based on the loud sound he heard, Barney thought it was a monster which he thought might be exciting. However, he eventually found out it wasn't: it was the group of men pulling the huge stone.

Page 231

D: (Q13) What is Lou's suggestion to make things easier? (C6/2b) To use wheels.

Page 233

E: (Q5) The king wanted the stone moved in time for what event? (P5/2d) Sunrise of Midsummer's Day.

Page 236

E: (Q6) Why did Lou want Barney and the men to stop the stone from toppling? (C6/2b) There was a baby trapped beneath it.

Page 237

S: (Q19) Use a dictionary to find the meaning of the word 'taut'. (L3) Stretched and pulled back; tight.

S: (Q20) Find your favourite words and phrases from the description of moving the stone. (R3) Personal response.

M: (Q25) What punctuation is used to show the movement in time between the Stone Age and the modern day? (C7) Ellipsis

Page 243

M: (Q26) Do you think Barney and Lou really travelled to the past? Explain your answer. (R2) Personal response. Answers must refer to evidence from the text.

E: (Q7) What was your favourite part of the story? (C4) Personal response.

Stig of the Dump
Chapter Nine – Comprehension

Section A

1. Use a dictionary to find the meaning of the word 'narrow'. (L3)

2. Why did Barney think Lou didn't look too different from a cave person herself? (C6/2b)

3. Why do you think all of the cave men were looking at Barney and Lou when they arrived? (P5/2d)

4. What did the tribesman offer to Barney and Lou? (C6/2b)

5. The king wanted the stone moved in time for what event? (P5/2d)

6. Why did Lou want Barney and the men to stop the stone from toppling? (C6/2b)

7. What was your favourite part of the story? (C4)

Section B

8. Why did Lou question whether Stig and his companions were actually ‘cave’ men? (P5/2d)

9. How did Barney and Lou know who the chief of the tribe was? (P5/2d)

10. What does Barney mean when he said the rest of the people ‘fell down’? (P5/2d)

11. Why does Barney think Stig is describing him as a good friend? (P5/2d)

12. Do you think Lou’s speech is funny? Explain your answer. (C4)

13. What is Lou’s suggestion to make moving the stone slab easier? (C6/2b)

Section C

14. What does the word ‘clambering’ tell you about the way Lou came down from the tree? (C1/2a)

15. How do you think Lou felt when she finally met Stig? (P5/2d)

16. What does Barney mean when he says ‘when things are usual’? (P5/2d)

17. What does it mean when the king looked ‘stern’? (C1/2a)

18. Why do you think the author has written the word ‘THUMP!’ in capital letters on page 227? (C7)

19. Use a dictionary to find the meaning of the word ‘taut’. (L3)

20. Find your favourite words and phrases from the description of moving the stone. (R3)

Section D

21. Do you think Lou’s description of Stig as a ‘savage spearman’ was accurate? Explain your answer. (R2)

22. What is a ‘wireless’? (C1/2a)

23. ‘*Blankets of low mist...*’
What technique is being used here? (C7)

24. What does Barney mean when he says he is almost disappointed by the disappearance of the monster? (P5/2d)

25. What punctuation is used to show the movement in time between the Stone Age and the modern day? (C7)

26. Do you think Barney and Lou really travelled to the past? Explain your answer. (R2)

Stig of the Dump
Chapter Nine – Challenge Activity

Section A

Find examples of words and phrases from Chapter Nine which describe the sounds and sights seen in the Stone Age.

Stig of the Dump
Chapter Nine – Challenge Activity

Section B

Create a new title for each chapter of the book. Give a brief explanation of why you have made this choice.

Current Title	My Title
The Ground Gives Way	
I have chosen this title because	
Digging With Stig	
I have chosen this title because	
It Warms You Twice	
I have chosen this title because	
Gone-A-Hunting	
I have chosen this title because	
The Snargets	
I have chosen this title because	
Skinned and Buried	
I have chosen this title because	
Party Manners	
I have chosen this title because	
Midsummer Night	
I have chosen this title because	
The Standing Stones	
I have chosen this title because	

Stig of the Dump
Chapter Nine – Challenge Activity

Section C

Use the text to create a list things you have learnt about life in the Stone Age.

Stig of the Dump
Chapter Nine – Challenge Activity

Section D

Write a review of ‘Stig of the Dump’ for an online bookshop. What would you like to tell people about it? Who would you recommend it to? What bits did you enjoy or dislike? Complete the following review sharing your opinions.

Stig of the Dump

Author:	
Published:	
Age Range:	
Star Rating:	☆ ☆ ☆ ☆ ☆
Review:	

Stig of the Dump
Chapter Nine – Challenge Activity

Section A

Find examples of words and phrases from Chapter Nine which describe the sounds and sights seen in the Stone Age.

Answers could include:

- Skin skirt
- Flint spear
- Savage spearman
- Cluster of huts
- Shelters made of a few long branches tied together
- Roof thatched with leaves and bracken
- Sitting round the fire
- Smells of roasting meat
- Meat on spits
- Circle of firelight
- A man dressed in silky fur with necklaces made from animals' teeth
- Drinking from a bull's horn
- The thump of the standing stones being carried along
- Tribesmen pulling on ropes
- Men working long poles to make the stone slab move

Stig of the Dump
Chapter Nine – Challenge Activity

Section B

Create a new title for each chapter of the book. Give a brief explanation of why you have made this choice. **Personal response. Answers must refer to the text.**

Current Title	My Title
The Ground Gives Way	
I have chosen this title because	
Digging With Stig	
I have chosen this title because	
It Warms You Twice	
I have chosen this title because	
Gone-A-Hunting	
I have chosen this title because	
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I have chosen this title because	
Skinned and Buried	
I have chosen this title because	
Party Manners	
I have chosen this title because	
Midsummer Night	
I have chosen this title because	
The Standing Stones	
I have chosen this title because	

Stig of the Dump
Chapter Nine – Challenge Activity

Section C

Use the text to create a list things you have learnt about life in the Stone Age.

Personal response. Answers could include the following:

- They hunted animals for food
- They wore animal skins
- They warmed themselves with a campfire
- They cooked food on a fire
- They made jewellery from bones and animals' teeth
- They not only lived in caves, they also lived in shelters made from natural materials
- They lived in small groups
- They didn't speak English
- They had traditions and beliefs associated with Midsummer (the Sun)
- The wheel had not been invented

Stig of the Dump
Chapter Nine – Challenge Activity

Section D

Write a review of ‘Stig of the Dump’ for an online bookshop. What would you like to tell people about it? Who would you recommend it to? What bits did you enjoy or dislike? Complete the following review sharing your opinions.

Stig of the Dump

Author:	Clive King
Published:	1963
Age Range:	7 – 9 years
Star Rating:	☆☆☆☆☆ Personal response
Review:	Personal response. Answers should refer to their own opinions of the story and it’s characters, including who they would recommend the book to and why as well as their favourite and least favourite parts of the story.

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