

Stig of the Dump

Chapter Eight

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 Find examples of verbs from the chapter.

Section B Find examples of adjectives and verbs from an extract.

Section C Discuss views on whether the character of Stig is real or not.

Section D Find clues that tell the reader Barney and Lou have travelled back to the Stone Age.

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Stig of the Dump
Chapter Eight – Teacher Version

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D: (Q7) What clues, other than the title, are given to show this chapter takes place during summer time? (C6/2b) The clues include: a summer mosquito was whining about; Barney was in bed and it was still light outside; it would be daytime for hours yet; it was hot and stuffy.

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E: (Q1) What did Barney want to do because it was the shortest night? (C6/2b) Stay awake all night so he could understand what it was like not to sleep.

E: (Q2) What made Barney eventually fall asleep? (C6/2b) Thinking of figures such as Stig's age.

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S: (Q13) Why do you think Barney's heart was 'thumping' when he thought of going to see Stig at night? (P5/2d) It would be exciting to break the rules to see his friend.

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D: (Q8) Why was it as 'light as day' outside that night? (C6/2b) The moon was large and bright in the sky.

S: (Q14) Barney thought of how dark it would be in the pit. Why do you think this led Barney to asking Lou to go with him? (P5/2d) He thought it would be scary in the pit alone.

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D: (Q9) How does Lou feel about going to see Stig? (P5/2d) She is sceptical but excited.

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E: (Q3) How did Barney know it was midnight on his way over to see Stig? (P5/2d) He heard the chimes of a distant church clock strike twelve.

M: (Q21) When Barney and Lou head to the chalk-pit, they find it is not there. What do you think has happened? (P5/2d) There has been a shift in time. They have travelled back in time to the Stone Age.

M: (Q22) Why do you think the author has chosen to set this chapter at this time? (C7) It gives the chapter a spooky and mysterious atmosphere and makes it more tense.

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M: (Q23) What clues does the author leave that something special and strange is going to happen to Barney and Lou? **(P5/2d)** The hairs on the back of Barney's and Dinah's necks rose up.

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S: (Q15) Dinah the dog went off 'in pursuit' of the stag. What does 'in pursuit' mean? **(C1/2a)** She was following it closely; she chased it.

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S: (Q16) The author describes Flash as moving 'like the wind'. What technique is being used here? **(C7)** Simile

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D: (Q10) What does the word 'cautiously' tell us about the way Barney and Lou move through the wood? **(C1/2a)** Slowly and carefully; without making a sound; avoiding danger.

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M: (Q24) Find an example of a rhetorical question on this page. **(C7)** 'Or was it a camp?'

D: (Q11) Who do you think the people are? **(P2/2e)** Other cave men and women like Stig. They could be Stig's family.

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M: (Q25) What does Stig's invention tell us about him in his own time compared to the modern day? **(P5/2d)** He is still inventive; he is still seen as an outsider.

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S: (Q17) Why was Stig walking 'sulkily' away from the camp fire towards the trees? **(P5/2d)** He was cross because he had been prevented from playing his musical instrument; he felt humiliated.

S: (Q18) Why did Barney and Lou not reveal themselves straight away? **(P5/2d)** They hadn't met the people around the camp fire before and they didn't know how they would react.

E: (Q4) Who or what gave Barney and Lou away? **(C6/2b)** Dinah the dog

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D: (Q12) Describe how Barney moved through the tree. **(C6/2b)** He inched himself along the branch; he hung underneath it; he crawled upside down between two limbs.

E: (Q5) What animal does the author compare Barney to when he is moving through the tree? (C6/2b) A sloth

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M: (Q26) 'The two trees shook hands high in the air.' What technique is being used here? (C7) Personification

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S: (Q19) Why do you think the word 'CRACK' is written in capital letters? (C7) To show it was a loud sound; to give it emphasis.

E: (Q6) What happened to Barney at the end of the chapter? (C6/2b) He fell from the tree.

M: (Q27) The chapter ends in a cliff-hanger. Explain what this means. (T4) The chapter ends at an exciting point (Barney falling from the tree) and the reader doesn't know what is going to happen next.

S: (Q20) Predict what you think will happen next in the story. (P2/2e) Personal response.

Stig of the Dump
Chapter Eight – Comprehension

Section A

1. What did Barney want to do because it was the shortest night? (C6/2b)

2. What made Barney eventually fall asleep? (C6/2b)

3. How did Barney know it was midnight on his way over to see Stig? (P5/2d)

4. Who or what gave Barney and Lou away? (C6/2b)

5. What animal does the author compare Barney to when he is moving through the tree? (C6/2b)

6. What happened to Barney at the end of the chapter? (C6/2b)

Section B

7. What clues, other than the title, are given to show this chapter takes place during summer time? (C6/2b)

8. Why was it as ‘light as day’ outside that night? (C6/2b)

9. How does Lou feel about going to see Stig? (P5/2d)

10. What does the word ‘cautiously’ tell us about the way Barney and Lou move through the wood? (C1/2a)

11. Who do you think the people are? (P2/2e)

12. Describe how Barney moved through the tree. (C6/2b)

Section C

13. Why do you think Barney’s heart was ‘thumping’ when he thought of going to see Stig at night? (P5/2d)

14. Barney thought of how dark it would be in the pit. Why do you think this led Barney to asking Lou to go with him? (P5/2d)

15. Dinah the dog went off ‘in pursuit’ of the stag. What does ‘in pursuit’ mean? (C1/2a)

16. The author describes Flash as moving ‘like the wind’. What technique is being used here? (C7)

17. Why was Stig walking ‘sulkily’ away from the camp fire towards the trees? (P5/2d)

18. Why did Barney and Lou not reveal themselves straight away? (P5/2d)

19. Why do you think the word ‘CRACK’ is written in capital letters? (C7)

20. Predict what you think will happen next in the story. (P2/2e)

Section D

21. When Barney and Lou head to the chalk-pit, they find it is not there. What do you think has happened? (P5/2d)

22. Why do you think the author has chosen to set this chapter at this time? (C7)

23. What clues does the author leave that something special and strange is going to happen to Barney and Lou? (P5/2d)

24. Find an example of a rhetorical question on this page. (C7)

25. What does Stig’s invention tell us about him in his own time compared to the modern day? (P5/2d)

26. ‘The two trees shook hands high in the air.’ What technique is being used here? (C7)

27. The chapter ends in a cliff-hanger. Explain what this means. (T4)

Stig of the Dump
Chapter Eight – Challenge Activity

Section A

A verb is a word which shows an action. Find examples of verbs from Chapter Eight.

Section B

Look at Barney’s description of the camp from page 197 onwards. Find examples of adjectives and adverbs which are used to describe and add detail to the scene.

Adjectives	Verbs

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Chapter Eight – Challenge Activity

Section C

‘Stig is just a figment of Barney’s imagination.’

Do you agree with this statement? Explain your answer below. Remember to support your ideas with evidence from the text.

Section D

Find all the clues that tell the reader Barney and Lou have travelled back in time to the Stone Age.

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Chapter Eight – Challenge Activity

Section A

A verb is a word which shows an action. Find examples of verbs from Chapter Eight.
Examples could include:

sitting	lying	squatting	tumbling
sleeping	chasing	teasing	holding
hitting	cooking	stalking	carrying

Section B

Look at Barney’s description of the camp from page 197 onwards. Find examples of adjectives and adverbs which are used to describe and add detail to the scene.

Adjectives	Verbs
wild	sitting
fierce	lying
large	squatting
hollow	sleeping
small	chasing
dark	teasing
grey	holding
white	hitting
clear	cooking

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Chapter Eight – Challenge Activity

Section C

‘Stig is just a figment of Barney’s imagination.’

Do you agree with this statement? Explain your answer below. Remember to support your ideas with evidence from the text.

Personal response. Answers must make reference to the text and could include quotations. Reference could be made to the other characters being able to see Stig at various points in the story, such as the Snargets and the children at the party.

Section D

Find all the clues that tell the reader Barney and Lou have travelled back in time to the Stone Age.

Answer could refer to:

- The stag which were no longer native to that part of the country
- The small size of the chalk-pit compared to its size today
- The appearance of the countryside compared to how it looks in the modern day
- The absence of buildings in the area
- The camp
- The people in the camp and their appearance
- The activities undertaken by the people in the camp

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