

Skellig READ & RESPOND

David Almond (Hodder)

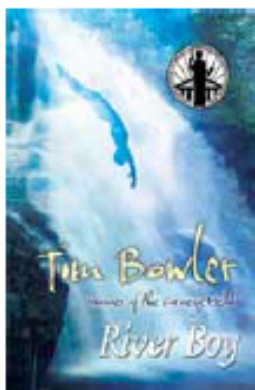
Together in class discuss Mina's views on education. Ask: *Who or what is Skellig? What is the book about? Invite them to collect key lines to talk about, such as 'truth and dreams are always getting muddled'.* In role as Mina, encourage children to write her diary extracts about what is happening. Perform and talk about 'Tyger' by William Blake. Provide time to write Michael's story for Miss Clarts in Chapter 33. Ask: *Why does Michael want to call the baby 'Persephone'?* Tell the class to read 'Mina – my story' and write a sequel to *Skellig*. (See the *Read & Respond* series for further ideas.)



Fireweed

Jill Paton Walsh (Hot Key Books)

This book benefits from background knowledge about the bombing of London in 1940 and the evacuation. Split the class in two with both halves keeping diary entries for the two main characters. Hold discussions after each chapter as this is a demanding read. Pause for 'think alouds' where children in role think aloud about their thoughts, hopes, motives, and so on. Discuss with the class what happens in the last two chapters. Ask: *Why is the story called 'Fireweed'?* Also, read *Dolphin Crossing* (Faber) by the same author (about Dunkirk).



River Boy

Tim Bowler (Oxford University Press)

This is another mysterious book and you should read it before reading it to the class. Ask: *Who, or what, is the 'river boy' and how can he be 'part of her'?* *What does Grandpa want? How can Jess 'be his hands'?* When reading Chapter 17 discuss the relationship between the painting and the river boy and Grandpa. Discuss the importance of the swim and ask: *how does this help Jess come to terms with Grandpa's death? By the end of the book who has changed and how?* At the end of the book discuss *the spirit of the river boy was in her alone*. Try to summarise what the book is about and what it means to the children. Some of these meanings might be private.



The Arrival Picture book

Shaun Tan (Hodder)

Before reading this in class you may find it handy to explain immigration, especially the migration to America at the end of the 19th century (Ellis Island). Read carefully and discuss. Study each section at a time. Ask: *What is happening?* As there are no words, the reader has to work hard! Discuss in class how the story makes you feel – and how the characters seem to feel. (Being in a new country, migrants often feel at a loss in the same way that the reader does.) Discuss the three 'helpers'. Invite the children to write the letters that they send. Ask: *What is the story about? Are all the illustrations real or in someone's imagination? Are they symbols for anything?* Encourage the class to write story sections to go with different parts of the book or diary entries for characters. Also, read other Shaun Tan books, such as *The Lost Thing*, *The Red Tree* and *Rules of Summer* which makes a good model for writing. Also, check out picture books by Armin Greder, *The Island* and *The City* (Allen & Unwin).

Reading Spine

Here is my selection of great novels for Year 6 children. Do also look out for Doris Lessing's *Through the Tunnel* (HarperCollins), which is a fabulous and challenging short story. These books are the reading rites of passage that pave the way for the great literature that lies ahead. The books are intense reads, meaty books that are crafted beautifully. They will stay with the reader forever. These books are life-changers. Do read them before sharing with the class as some touch on challenging themes.

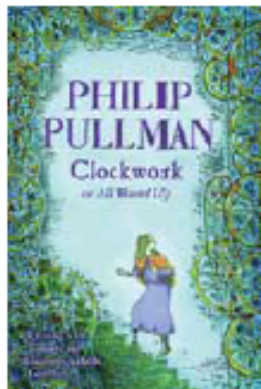


Holes

READ & RESPOND

Louis Sachar (Bloomsbury)

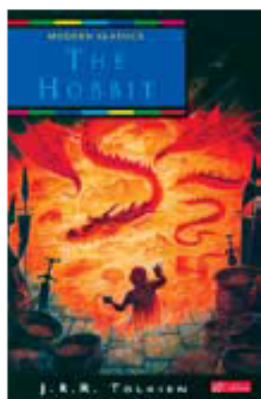
Invite the children to keep a diary for each of the key events – and by contrast, write a letter home from the camp. Together collect information about the main characters and discuss why they behave as they do. Ask: *Why did the author give Stanley a palindromic name?* Draw two timelines to track the present and past events. In role as journalists, encourage children to carry out interviews and write a news item for the start and end of the book. Ask: *Why is the book called 'Holes'?* Talk through all the possibilities. Discuss *'the holes in their lives'*. Then make a comparison with the film (it has a PG certificate, so you might want to check with parents before showing it). (See the *Read & Respond* title for further ideas.)



Clockwork

Philip Pullman (Random House)

Before reading, ask: *What does the cover suggest the book will be about?* While reading it in class create a story map of the story and show how the main events and characters interconnect. Ask: *Which are the good/bad characters? Where is your evidence?* Together compare Karl and Gretl using evidence from the text. Ask: *In what way is the book like 'clockwork'? How are our lives like clockwork? In what ways do we 'wind up the future like clockwork'?* Re-read the book and pause at the places where there is the most suspense. Ask: *How does Philip Pullman create suspense? What techniques does he use? How does he keep the reader 'all wound up'?*



The Hobbit

JRR Tolkien (HarperCollins)

With the class create maps and a timeline for the adventure. Can they write messages in runic code? Invite them to write letters to Bilbo to persuade him to join the journey. Together create a set of instructions, such as 'How to Trap a Troll'. Role play the Troll scene in lesson. Invite them to write riddles for Bilbo to use against Gollum or the Dragon. Provide time to write Gollum's story, asking: *How did he get inside the mountain and how did he come by the ring?* Together write a poem listing what you would do with a magical ring. After each key part of the story, interview a child in the role of a dwarf and ask them about what has happened or create and film news bulletins. Challenge children to draw or describe Smaug, as well as write an 'end of term report' for Bilbo. Ask: *How has the journey changed him?* Work out the underlying pattern of the Quest story – and the key archetypal characters – then create your own quest in chapters.