About the book

Stig of the Dump was first published in 1963, and has never been out of print. It is a modern children's classic, much loved by generations of young readers. In this exciting adventure, mid-20th century Barney accidentally meets and quickly befriends Neolithic Stig, who lives in an abandoned, rubbish-filled chalk pit. Stig's resourcefulness and quick-thinking challenge stereotypical views of 'cavemen', and Barney learns much from his new friend. The two share a mutual trust and understanding, despite there being no common language, somehow finding other ways to communicate.

Today's children may envy Barney's freedom to roam and explore unsupervised, reflecting a different world socially. The pair encounters an unfriendly family gang – the Snargets – whom they manage to fool. They also discover a pair of burglars, leading the police to their loot, and meet an escaped leopard when attending a fancy dress party. Barney and his sister Lou spend holidays with their Granny, but when Barney tells them about Stig, they don't believe him. Eventually, though, Lou comes face to face with the boy from the past on Midsummer's Eve, when she and Barney are mysteriously transported back to Stig's time.

The book raises some interesting issues for discussion, such as hunting, smoking, recycling and animals in circuses, as well as exploring themes of friendship and trust. There are obvious historical links to life in the Stone Age, including cave paintings and the use of flint tools.

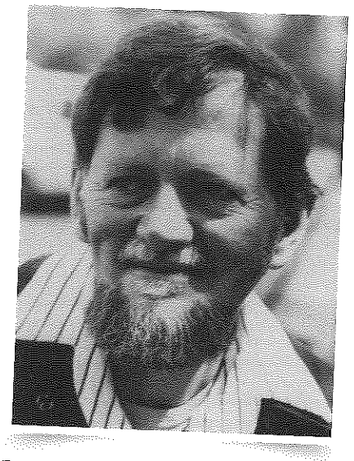
About the author

Clive King was born in Richmond, London in 1924, but he spent much of his childhood in the village of Ash, Kent, where, like his hero Barney, he rummaged around in a rubbish-strewn chalk pit. He has said that Ash was a boring place, and he invented Stig to liven it up a bit!

As a sub lieutenant in the Royal Naval Voluntary Reserve from 1943–46, one of King's roles was escorting wartime Arctic convoys, for which he received the Arctic Cross medal. Through this, and his later work in a variety of positions for the British Council, he has visited many parts of the world.

King studied English and Russian at Downing College, Cambridge and has written stories since his childhood. Since becoming a full-time writer in the 1970s, he has written 16 children's novels and three plays. He has said that A.A. Milne was an early influence, and in a different way so were the many tribal people he came across on his travels. 'I have travelled quite a lot and I have met so-called "primitive" people abroad. They are not primitive people, they are not so different from us,' he says, which describes Stig pretty well.

King now lives in rural Norfolk, in a house which he and his wife rescued from demolition. He is as resourceful as Stig himself: an original recycler.



Key facts

Stig of the Dump

Author: Clive King

Illustrator: Edward Ardizzone

First published: 1963 by Penguin Books Ltd

Awards: BAFTA Children's Award in 2002, for the BBC series

Did you know: *Stig of the Dump* has been twice adapted for television, in 1981 and 2002. The 2002 version is available on DVD. The story has also been presented on stage and two audiobook versions are available.

Meeting Stig

Display the media resource 'Chalk quarry' from the CD-ROM. Read the first paragraph of the book. Ask the children to predict what might happen, discussing their suggestions. Read on silently to 'And the ground gave way.' Ask the children for their observations. Note the mention of chalk being used on blackboards. Read on to 'Or Something!' Discuss the mainly visual description of the chalk pit. Ask what the opening tells us about Barney. (He takes risks, enjoys adventures, takes things calmly.) What do the children think will happen next?

Ask the children to read silently up to 'dark part of the cave', then take turns to read it aloud, using expressive voices and noting the punctuation, particularly for the dialogue. Ask: *Why is only Barney speaking?* (Stig doesn't seem to have any language.) Read the next paragraph aloud, asking the children to consider question 7 on the Guided Reading bookmark, noting the rhythm of the description, alliteration (for example, 'bric-à-brac and old brock') and rhyme (for example, 'stones and bones').

Reading on, discuss how Stig and Barney manage to communicate when they have no shared language. Together, find examples showing that the boys trust each other (for example, Stig lets Barney into his cave and Barney is happy to go in). At the end of the chapter, ask the children to predict what might happen next. To prepare for the next session, they should read Chapter 2, considering question 1 on the Guided Reading bookmark.

Getting to know you

Recap Chapter 2, focusing on the Guided Reading bookmark task. What examples can the children give of the boys' developing friendship? (They exchanged presents, shared tasks, learned from each other.)

Read Chapter 3 up to 'solid ice in them', noting the change in season from summer to winter. Ask: *How does this help to take the story forward?* (It shows passage of time; offers new challenges to Stig.) Which sections of the description do the children think work well, and why?

Read on to 'round his knees'. Ask: *What words and phrases does the author use to show us how Stig is feeling?* (For example, 'crawled out of his nest', 'squatted miserably'.) *Why is Barney worried?* (Stig sneezes, has no fire, can't be bothered to cut wood.) Read about Barney fetching the axe, up to 'again and again', noting how this enlivens Stig, changing the atmosphere and speeding up the pace.

Ask the children to take turns reading aloud the description of the boys cutting down the tree, up to 'It was fine snow.' Ask: *What pictures do you have of the activity from the way it is described? Can you imagine doing this yourselves? Why, or why not?* As they read on, ask them to consider question 9 on the Guided Reading bookmark, noting changes in atmosphere.

Ask the children to read Chapter 4 for the next session, focusing on question 10 on the Guided Reading bookmark, about hunting.

Going hunting

Invite the children's responses to the Guided Reading bookmark task from the previous session, discussing their opinions on hunting. Read Chapter 4 up to 'exciting walk'. Ask: *Why does Stig not understand when Barney tries to explain about hunting?* (no shared language; not Stig's kind of hunting) Read to 'we might see one'. Ask: *Why doesn't Barney understand Stig shooting the squirrel, pigeons and*

pheasant? (He expects to hunt foxes.) Read on to 'couldn't eat'. Ask: *What is the difference between their ideas of hunting?* (Stig hunts for food, not for sport.)

Continue reading to 'I'd like to know', asking the children to focus on Guided Reading bookmark question 2, which focuses on Barney's feelings. What would he think when Stig growled and bit the dog, for example?

Read on to 'horses were meat!'. Ask: *How do we know Stig is an experienced hunter?* (His approach, he is observant, his skill with a bow and arrow.) Ask the children to continue reading the description of Lou's hunting experience, up to 'like an *arrow*'. What would Lou be feeling and thinking? Read to the end of the chapter, where Lou catches her first glimpse of Stig, which sets her wondering. Ask: *What would Lou's thoughts be here?* (She may begin to believe a little in Barney's stories of Stig.)

The Snargets

Focus the children's attention on question 5 on the Guided Reading bookmark, reading the ending of Chapter 4 from 'Lou, after directing' and the opening of Chapter 5 to 'in his pockets'. Ask them to look back at previous chapters to see where this pattern of the setting is repeated. Can they suggest why the author chose this structure? (Maybe going from known to unknown to known, providing security.)

Read on to 'Like this, see?' Ask: *What would Barney think, finding other boys in the pit?* Ask the children to read silently up to 'that's all!', focusing on question 8 on the Guided Reading bookmark. Discuss the use of vernacular language. Did they find it easy to read? Invite the children to read the section aloud before reading on silently to 'we'll come and *do* yer!'. Assign roles for the children to read the section aloud in role, providing the intermittent narrative yourself. Ask: *Does this give you a feel for the characters?*

Continue reading to 'dinner time'. Ask: *What are the Snargets up to?* (tricking Barney) Read from 'He came out of the shack' to 'Run away, will yer?' and again assign roles for reading the section aloud. Ask: *Do you know the characters referred to?* (Lone Ranger, and so on) *What current characters might be used instead?* Read on silently to 'side of the head'. Ask: *What will happen next?* Read to 'very well together', pausing to discuss the outcome and the children's reaction to the boys smoking. At the end, look again at the setting (Granny's), continuing the pattern of openings and endings. The children should read Chapter 6 before the next session, considering Guided Reading bookmark question 3.

What a party!

Discuss Chapter 6, particularly referring to question 3 on the Guided Reading bookmark.

In Chapter 7, we learn more about Lou. Ask the children to keep in mind question 11 on the Guided Reading bookmark during this session, which focuses on Lou. As you read, pause at various points to discuss her developing character. Read to 'Daring Wild Animal Act'. Show the children the media resource 'Circus animals'. Discuss their views about using animals in circuses.

Read up to 'seeing them on Wednesday'. Ask: *What does her voice tell us about Mrs Fawkham-Greene?* Refer to the characterisation of the Snargets for comparison. Read on to 'Good-bye!' and ask the children to make brief notes for discussion, showing

differences between Stig and Barney. Continue reading up to 'we'll just go...'. Remind the children about the chapter opening with Barney and Lou talking about the circus. How might that become linked with the fancy dress party?

Reading on, remind the children to think about Lou's character. What else are we learning about her? Read from 'One or two stars' to 'Let's just walk on'; as you read, point out that we know the caveman and leopard are really Barney and Lou. Can the children work out what is happening here? (Stig is following.) Share the reading, up to 'two leopards'. Ask: *What might happen next?*

At the end, discuss Lou. Ask: *Has your opinion of her changed? Will she change after her experiences?*

The children should read Chapter 8 for the next session, choosing a piece of description to share.

Time travellers

Display the media resource 'Neolithic dwellings' and ask the children to recap events from Chapter 8, sharing their chosen piece of description and explaining their choice. Ask for their predictions of what might happen in the final chapter. (Ask the children to read on to Chapter 9.) As they read, ask them to think about question 12 on the Guided Reading bookmark, for later discussion. Read to 'whispered Barney'. Ask: *How would Barney feel, hearing Stig speak? What body language helps Barney understand what the cavemen are saying?*

As the children read on to 'I wish I'd done it now!', ask them to make brief notes about Lou's speech. Did they recognise any of it? Did it matter that it didn't make sense? (No – the tribe doesn't speak English.) Discuss the importance of intonation and confidence when speaking to an audience. Ask for their ideas on what Stig told his tribe. As they read the rest of the chapter, ask the children to consider Guided Reading bookmark question 4. Ask them for their thoughts about Lou. At the end of the book, discuss the children's ideas about how the events will affect Barney and Lou in the future. Ask: *How will Barney feel, not to meet Stig again? What do you think happens to Stig?*

Finally, look at question 6 on the Guided Reading bookmark. Flick through chapter openings, noting seasonal changes linked to holidays. Discuss how this time span helped to structure the story.

SCHOLASTIC
READ & RESPOND
Bringing the best books to life in the classroom

Stig of the Dump by Clive King

Focus on... Meaning

1. Find examples that show the developing friendship between Barney and Stig.
2. How would you describe Barney's feelings during Chapter 4? Find evidence to support your views.
3. How do the thieves' views of Barney change during Chapter 6? Find examples to explain your ideas.
4. When Lou knows the truth about Stig, how might her opinion of Barney change? Would she try to convince their Granny that Stig is real?

Focus on... Organisation

5. Look at the openings and endings of the chapters, many of which are set at Granny's house. Why do you think the author structured his chapters this way?
6. Barney's adventures all occur in school holidays throughout the year. How does this help the development of the story?

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Focus on... Language and features

7. How has language been used to add interest and pace to the description of Stig's den?
8. Look at how the Snargets speak. Why did the author choose to write their speech this way? What does it add to their characterisation?

Focus on... Purpose, viewpoints and effects

9. In Chapter 3, find examples of how the atmosphere changes through descriptions of settings and action. Note words and phrases that work particularly well.
10. Find characters' different viewpoints on hunting. Who do you agree with?
11. What more does Chapter 7 tell us about the character of Lou?
12. What would Stig tell his tribe about Barney?

Extract 1

- Display Extract 1 and ask what the children first notice about it. Do they spot that the layout and punctuation immediately suggest dialogue? Ask them to scan the first few sentences to identify the three speakers. (Barney, Lou, Granny)
- Read the first sentence. What does this suggest about where Granny lives? (hens suggest countryside)
- Read to 'Who's Stig?' Are the children surprised at Granny's lack of concern about Barney's solo adventuring, and bumping his head? Why might this be?
- Read the rest of the extract. Invite the children to look at Lou's responses to Barney's news. What does this tell us about her relationship with her brother? (She feels superior, makes jokes about him.)
- Underline 'He's a sort of boy'. Ask: *Why would Barney describe Stig this way?*
- Ask them to suggest why Barney doesn't show Granny and Lou the flint. Why does he give up trying to convince them that Stig is real? Would he expect them to believe him?
- What words can the children suggest to describe each of the three characters from their conversation?
- Underline the words 'asked' and 'said' when they first occur. Invite the children to find other words in the extract that mean 'said'.
- Highlight all words containing apostrophes. (who's/he's/Stig's/isn't/don't/let's) Challenge the children to identify what these words have in common (apostrophes of omission). What are the words in full?
- Ask the children to find examples of alliteration in the extract ('good gracious'/'funny friends'/'wicked wizard'/'feeling the flint'/'bed of bracken'). Talk about the use of this device to add interest to the writing.
- Highlight the word 'vacuum', noting its unusual spelling.

Extract 2

- Display Extract 2 and ask the children to read it silently, then invite them to identify sentences with unusual opening words. Highlight these. (for example, 'But'/'More'/'For'/'And') Explain that these are not usually words we use to begin sentences, but they can be effective when used well, as here. Underline 'On the chalk he made sweeping black lines', noting that it is a fronted adverbial.
- Ask the children to identify adjectives in the extract and highlight them ('far-away'/'charred'/'blank'/'white'/'blackened'/'sweeping black'/'galloping'/'fierce'/'little'/'hard'/ 'tough'/'springy black'/'white'). Note that adjectives precede nouns. Read the piece together, omitting the adjectives, and discuss the difference.
- Ask the children about the general atmosphere of the piece. Ask: *How has the author used language to create changes of atmosphere?* (Stig's quietness changes to action, then comes Barney's excitement, followed by calm again. Stig is silent while Barney talks. Sentence length varies.)
- Invite the children to identify differences between Stig and Barney's behaviour. Annotate their suggestions, for example, Stig is quiet and thoughtful while Barney is excited; Stig is unaware of Barney while Barney is watching Stig closely.
- Ask the children to pick out favourite phrases or sentences, giving reasons for their choices.
- Display the media resource 'Cave paintings', to show the children some real cave paintings.

Extract 3

- Ask the children to read Extract 3 silently, then ask for their observations. Did they find it easy to follow? (This extract may be particularly hard for non-native English speakers.) What was unusual about it? (The use of non-standard English; unusual spellings to show how people spoke.) Identify the number of speakers and who they were. (Barney and three Snargets)
- Ask the children whether they know the Lone Ranger, Robin Hood and William Tell. Explain how this dates the piece. Note how these characters' suggestions for how to deal with Barney match their roles.
- Discuss the use of vernacular language and its usefulness for depicting character. Invite children to read the piece aloud, then ask for words to describe the Snargets, based on the conversation.
- Challenge the children to read the extract again, substituting standard English for non-standard English, and discuss the difference it makes to the characterisation.
- Draw attention to the punctuation. Ask the children how many different punctuation marks they can see and highlight examples (full stops, commas, speech marks, exclamation and question marks, apostrophes). Underline '"Can if 'e wants to", 'e says!', asking why there are two sets of speech marks. (one person repeating someone else's words) Explain that punctuation guides our reading, aiding understanding.
- Look more closely at some of the speeches, noting that full stops, commas, exclamation and question marks come before closing speech marks.

Extract 4

- Display Extract 4. Read the first sentence. Highlight 'BCE', explaining that it means 'Before Common Era', and that this is a way of dating history from the Christian year 0, so 2000BCE is 4000 years ago. Ask whether anyone has heard of the word 'Neolithic'.
- Ask the children to read the first paragraph silently. Underline any words they identify as new to them (for example, 'ancestors'/'wattle'/'d aub'/'dung'). Ask them to work out the meaning of these words from the text. What would it be like to live in a Stone Age house? Ask: *What foods and products would Neolithic people get from their farming?* Consider how tools were made from bone and clothes from animals' hides, as well as the obvious foodstuffs.
- In paragraph 2, highlight 'knapping', 'implements', 'embedded'. Challenge the children to work out the meaning of these words as they read the paragraph. Ask: *What does the range of tools mentioned tell us about people's lives at this time?* (The tools would have been used for hunting, butchering and tree-felling.) *How do you think the shafts and tunnels were made and what do you think it was like to work in them?* (It would have been dark, cramped and dangerous.)
- Read paragraph 3. Ask: *Why was life expectancy so short then?* (no medicines, poor diet, hard manual work, primitive living conditions)
- Ask the children to re-read the extract. Invite them to state facts from the text, underlining these as they are given.
- Invite the children to summarise each paragraph, annotating their suggestions (for example, 1 domestic information; 2 mining and use of flint; 3 wider overview and legacy).

Extract 1

When he got back to the house his Grandmother and his sister Lou were just coming in from feeding the hens.

'Where have you been all this time?' asked his Grandmother.

'I went to the chalk pit,' said Barney.

'All by yourself!' exclaimed Lou.

'Yes, of course,' he said.

'What have you been doing?' his Grandmother asked.

'Well, I fell and bumped my head.'

'Poor old Barney!' said Lou, and laughed.

'But it was all right,' Barney went on. 'Because I met Stig.'

'Who's Stig?' they both asked together.

'He's a sort of boy,' replied Barney. 'He just wears rabbit skins and lives in a cave. He gets his water through a vacuum cleaner and puts chalk in his bath. He's my friend.'

'Good gracious!' exclaimed his Grandmother. 'What funny friends you have dear!'

'He means he's been playing Cave Men,' Lou exclaimed helpfully. 'Stig's just a pretend friend, isn't he Barney?'

'No, he's really true!' Barney protested.

'Of course he's true,' his Grandmother smiled. 'Now, Lou. Don't tease Barney!'

'Let's pretend Stig's a wicked wizard who lives in a cave and turns people into stone,' Lou began eagerly. She was always inventing stories and games like that.

'No,' said Barney quietly, feeling the sharp flint in his pocket. 'Stig's nice. He's my friend.'

That night he kept the flint under his pillow, and thought of Stig out there in the pit sleeping on his bed of bracken and old newspapers.

Extract 2

But Stig was squatting with a far-away look in his eyes and a piece of charred board in his hand, looking towards a blank wall of the cave. He seemed to be looking through it, not at it. He moved up to the wall, his eyes fixed intently as though he was watching something interesting through a window. Then suddenly he attacked the white wall with his blackened stick. On the chalk he made sweeping black lines – and there was the outline of a galloping horse! More fierce scrapes of the stick – and there was a stag with antlers, galloping. Soon there were little men running with spears and bows and arrows.

Barney was hopping with excitement. 'Stig, you *are* a good drawer! I wish I could do pictures like that. Do some more, Stig! Oooh! The men are killing the deer!' For there was a spear, stuck in the shoulder of a galloping deer, so that it hurt to look at it.

But Stig took no notice and did not seem to be aware of Barney. For Stig was not thinking about making pictures. He was out there with the hunt, galloping with the animals, running with the hunters. And his hands, practised as they were at working with hard flint and tough bone, went on drawing the springy black lines on the white wall as if they could not help it.

Extract 3

He came out of the shack and faced the Snargets. One had a broken-down old airgun, and the others were pointing sticks.

'Cor! It ain't Albert!' exclaimed the youngest Snarget.

'We can see that!' said the oldest roughly. 'What's yer name?' he said to Barney in the same voice.

'Barney,' said Barney. 'What's yours?'

'I'm the Long Ranger and 'e's Robin Hood and 'e's William Tell,' snapped the eldest Snarget.

'Golly!' exclaimed Barney.

'Quiet!' snapped the first Snarget. 'What was you doin' in our shack?'

'Yes, and watcher mean by chuckin' dirt at us?' asked the second Snarget.

'Yes, and watcher doin' in our dump anyway?' piped the youngest fiercely.

'Can if I want to,' replied Barney, pretending not to mind. But he was feeling very uncomfortable. He was not sure just how rough these Snargets could get.

'"Can if 'e wants to", 'e says!' exclaimed the Lone Ranger as if he couldn't believe his ears. 'What shall we do wiv 'im, fellers?'

'Tie 'im to a tree and shoot 'im full of arrers,' suggested Robin Hood.

'Put 'im in a dungeon and leave 'im to rot,' said William Tell.

'No, I reckon we ought to lynch 'im on the spot. String 'im up!' said the Lone Ranger masterfully.

'We ain't got no rope,' said Robin Hood.

'Well, we ain't got no bowsanarrers,' pointed out William Tell.

'Well, there certainly ain't no dungeon for miles around,' said the Lone Ranger. 'Let's just give 'im a bit of Slow Torture.'

'You wouldn't dare!' said Barney. But he didn't feel too sure.

'Oh, *wouldn't* we!' sneered the Lone Ranger. 'That's what you think. We often do, don't we fellers? Do it all the time, don't we, give people the Slow Torture?'

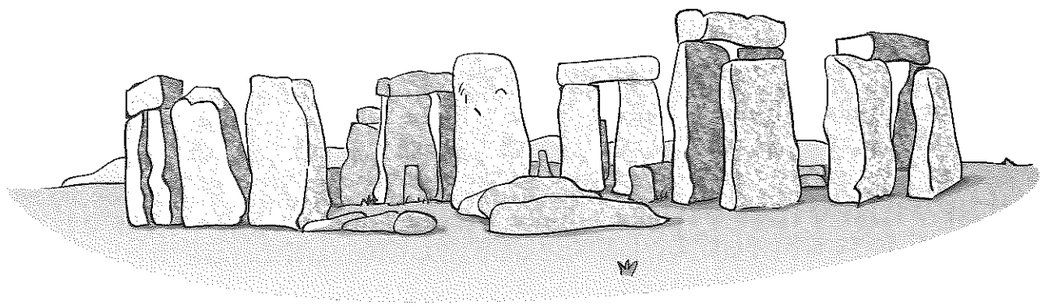
Extract 4

The New Stone Age

The time between 4000 and 2000BCE is known as the New Stone Age or Neolithic period. It was then that our early ancestors began to settle in small communities, combining their hunting skills with the first farming. They grew cereals and kept sheep, cattle and pigs. Their thatched homes had walls of wattle and daub – wooden posts covered with a mixture of mud and cow dung, which dried hard.

Stone Age people became highly skilled at knapping flint to create a variety of implements such as hand axes, arrowheads, spears, scrapers and cutting tools, all essential to everyday life. Archaeologists have found evidence of Stone Age settlements on chalky land where flints are found embedded in the ground. In places rich in flint, such as Grime's Graves in Norfolk, deep shafts were dug with tunnels leading from them to mine great quantities of the rock, which was taken to villages some distance away.

Neolithic people worked together to build burial mounds called barrows, and wooden and stone henges, thought to be of religious significance. Many of these can still be seen today, more than 4000 years later, such as the famous Stonehenge in Wiltshire. But life for Stone Age people was short. Their tough existence meant they could only expect to live to be 30 to 35 years of age.



1. Direct speech

Objective

To use and punctuate direct speech.

What you need

Extract 1, photocopiable page 22 'If Stig spoke English', interactive activity 'Which is correct?'.

Cross-curricular link

Drama

What to do

- Display and read Extract 1. Draw attention to the layout and punctuation used for direct speech. Ask: *Which punctuation marks are used?* Pay particular attention to marks before the final speech mark.
- Display the interactive activity 'Which is correct?'. Invite the children to identify the correctly punctuated sentences and ask for volunteers to punctuate the remaining sentences.
- Dictate two or three short sentences of dialogue for the children to write on their individual whiteboards, showing you the results. Go over any common errors to reinforce the correct punctuation.
- Ask the children, in pairs, to imagine Stig could speak English and to improvise short conversations between Barney and Stig about the weather, their clothes, wild animals and their homes.
- Hand out copies of photocopiable page 22 'If Stig spoke English' for the children to complete independently.

Differentiation

Support: Explain that speech marks act like someone opening and closing their mouth to speak. Invite the children to say something that Stig might say, write it down and add speech marks and any other punctuation, and then add 'said Stig' and a full stop. Repeat this several times until the children can do it independently.
Extension: Challenge the children to write a dialogue between three characters from the story.

2. Standard English

Objective

To use standard English forms for verb inflections instead of local spoken forms.

What you need

Extract 3, interactive activity 'Ere, that ain't it!', printable page 'Wot's wrong 'ere?'

Cross-curricular link

Drama

What to do

- Display and read Extract 3. Talk about the Snargets' use of non-standard English and how it aids characterisation (see Shared Reading teaching notes on Extract 3 for further ideas). Ask for specific ways in which the Snargets' speech has been written, for example, apostrophes to indicate missing letters, deliberately misspelled words, incorrect use of verbs.
- Display the interactive activity 'Ere, that ain't it!'. Go through it with the children, or ask them to complete it themselves. Afterwards, draw attention to the misuse of verbs (be sensitive to those children whose natural speech contains these).
- Read out some sentences with examples of incorrect verb usage for the children to correct, using the terms 'we wasn't', 'I seen', 'I done'.
- Hand out copies of printable page 'Wot's wrong 'ere?' for children complete independently. Encourage them to share their own non-standard English sentences for a partner to then change to standard English. Share some of the children's sentences and 'translations' with the class.

Differentiation

Support: Work through printable page 'Wot's wrong 'ere?' together, talking about vernacular words such as 'ain't', which may be unfamiliar to non-native English speakers.
Extension: Encourage the children to develop a scene, written as a playscript, in the style of the Snargets, which they can practise and perform.

3. When, where and why

Objective

To use conjunctions to express time, place and cause.

What you need

Copies of *Stig of the Dump*, interactive activity 'When, where and why'.

What to do

- Read aloud the opening sentence of the book. Ask the children to identify the two clauses. The sentence begins with a conjunction of cause ('If') saying *why* the edge would give way. It also shows that sentences can begin with conjunctions.
- Explain that adverbs of time answer the question 'when?', those of place tell us 'where', while those of cause explain 'why'.
- Write the headings 'When', 'Where', 'Why'. Read the following sentences and invite the children to identify the conjunctions, assigning them to the correct group:
  - Where there was a window, Barney fitted a round plate of tin.
  - Grandmother drank her coffee before she asked Barney what he wanted to do that day.
  - The carpet roof looked like it had been there a long time because it was very rotten.
  - He called and called until Stig finally appeared.
  - What are you going to do tomorrow?
  - The tree swayed and crashed down on to the ground
- Ask children to complete interactive activity 'When, where and why'.

Differentiation

Support: Give the children the words 'now', 'after', 'outside', 'above', 'because', 'since'. Ask them to write sentences containing each word.
Extension: Ask the children to list as many conjunctions as they can for each category, putting some into sentences.

4. Suffixes

Objective

To add suffixes beginning with vowels.

What you need

Photocopiable page 23 'Suffixes beginning with vowels', large sheets of sugar paper, felt-tipped pens.

What to do

- Ask the children if they know how to test whether a word is a verb. (Its tense can be changed.) Write 'ask', 'laugh', 'invent', 'sleep' on the board. Agree that they are verbs. Ask what endings you should add to put them into the past ('ed') and present tense ('ing') tenses.
- Write 'big', 'tall', 'quick', 'old' on the board. Ask: *Are these verbs?* (No.) *What kind of words are they?* (adjectives) Add the suffix 'er' to each word. Invite comments. Do they spot the misspelling of 'bigger'?
- Now write 'string', 'bleed', 'butcher'. Ask: *Do these words have suffixes?* (No.) Explain that 'ing'/'ed'/'er' are not always used as suffixes.
- Hand out large sheets of sugar paper and felt-tipped pens to small groups of children. Challenge them to list as many words as they can under the headings 'ing'/'ed'/'er' where they are used as suffixes. Allow 10 to 15 minutes for this work, then collect and display the lists.
- Hand out photocopiable page 23 'Suffixes beginning with vowels' for the children to complete independently.

Differentiation

Support: Reinforce the link between the suffixes for the past and present tenses. Choose verbs together for the children to write in each tense on individual whiteboards.
Extension: Challenge the children to list words where the root word has a consonant that must be doubled before adding the 'er' suffix.

5. Prefixes

Objective

To add prefixes to root words.

What you need

Photocopiable page 24 'Practising prefixes', dictionaries.

What to do

- On the board, write 'mistreat', 'dishonest', 'indescribable', 'uncurled', 'irreplaceable'. Invite volunteers to identify and underline the prefix in each word. Ask: *What effect do the prefixes have on the meanings of the words?* (They create opposites.)
- Write the prefixes 'in', 'dis', 'mis', 'il', 'ir', 'in', 'im' on the board. Add the words 'imitated', 'misty', 'uncle', 'illustrate', 'index', 'dishes'. Can the children identify prefixes here? (No – there are none.) Make the point that not all words beginning with the given letters are using them as prefixes.
- Challenge the children, working in small groups and using dictionaries, to find and list as many words as they can with the given prefixes. Stop after 15 minutes. Pair the groups to compare their findings.
- Hand out photocopiable page 24 'Practising prefixes' for the children to complete independently.

Differentiation

Support: Allow less confident learners to use dictionaries when completing photocopiable page 24 'Practising prefixes'. They may also benefit from working initially on a limited range of prefixes, for example, 'un', 'dis', 'mis', and reading dictionary definitions to separate those words where the letters are used as prefixes and those where they are not.
Extension: Challenge the children to use as many words with prefixes as they can in a paragraph of writing, perhaps describing the differences between Stig and Barney.

6. Is it a plural?

Objective

To recognise the grammatical difference between plural and possessive 's'.

What you need

Printable page 'Plural or possessive?', a selection of fiction books.

What to do

- Write on the board: dog, dogs, dog's, dogs'. Ask: *What are the differences between these words?* (singular and plural nouns, singular and plural possessives) Invite the children to suggest sentences for each word, scribing them on the board for comparison.
- Explain that today you will be focusing on plurals and possessive plurals. Clarify that 'possessive' is the same as 'belonging to', and the apostrophe means that something belongs to someone or something. Only the possessives use an apostrophe, and in most words it comes after the final 's'. (You can explain that there are exceptions with irregular plurals such as children's, women's and people's.)
- Give the children 10 minutes to work in pairs, using one or two fiction books, to play 'hunt the possessive', scanning the text for plural possessives and listing their results. This is likely to produce few examples. Can they suggest why? (Plural possessives are less common than singular possessives, because most writing tends to be about individuals.)
- Hand out the printable page 'Plural or possessive?' for the children to complete independently. They can compare their results with their partner.

Differentiation

Support: Ensure that less confident learners are familiar with singular possessives before moving onto plural possessives.
Extension: Ask the children to write their own sentences for the words in the boxes on the printable page 'Plural or possessive?', clearly showing the difference between plurals and possessive plurals.

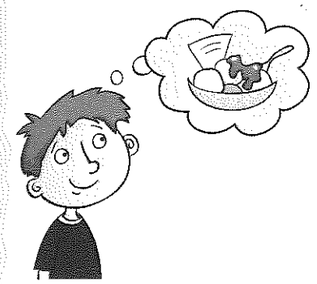
If Stig spoke English

- What might Barney and Stig say to each other if they spoke the same language? Write their possible conversations for each heading below. Remember to use correct punctuation.

The chalk pit	Rubbish thrown away
Living in a cave	Food

Suffixes beginning with vowels

1. Circle the words where 'ing', 'er' or 'ed' are used as suffixes.



happened	remembering	something	turned
cleverer	bring	cowshed	munched
summer	pudding	protested	pulled
squatting	interested	sharpener	hanging

2. What do you notice about these words with suffixes? Write your answer below.

digging	bigger	cutting	dragged	slipping	tunnelling

3. Choose five words with suffixes and write a sentence for each one. Underline the words you have chosen.

Word	Sentence

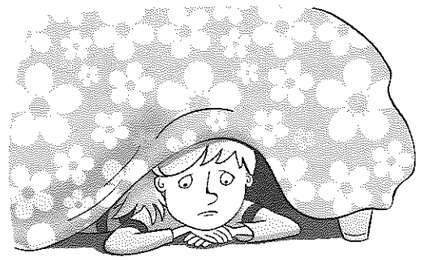
Practising prefixes

1. Choose the correct prefix from the following list to add to these words.

in	dis	un	mis	il	ir	im

_____appeared	_____regular	_____tangled
_____tied	_____credible	_____appointed
_____belief	_____possible	_____patient
_____understood	_____legal	_____complete

2. Circle the words with prefixes.



interesting	disobey	inaccurate
uncoil	illiterate	miserable
misheard	underneath	instruction
discovery	immortal	irresistible

3. Draw lines to match the words to their meanings. One is done for you.

illegible	cannot be described
unbroken	spoken incorrectly
indescribable	bad mannered
irreparable	cannot be read
impolite	a difference of opinion
disagreement	complete
mispronounced	cannot be mended

1. The chalk pit

Objective

To listen to and discuss a range of fiction.

What you need

Copies of *Stig of the Dump*, a selection of fiction texts, media resource 'Chalk quarry'.

Cross-curricular links

History, art and design

What to do

- Ask the children for words, phrases and sentences to describe the classroom. Which of the five senses of sight, touch, smell, hearing and taste do they use most? Why is this? (Visual descriptions are most likely; taste least likely.)
- Read Chapter 1 from 'He crawled' up to 'have a bicycle'. Ask: *What picture does this description of the setting paint in your head? Which senses have been used?* Share the children's responses. Ask: *Why did the author establish the setting at the start?* (It echoes the title and is crucial to the story – we need to be familiar with the setting.)
- Share the media resource 'Chalk quarry'. Does this match with what the children imagined?
- Ask: *What does this opening tell us about Barney?* (for example, he takes risks, he has a sister, he is staying with his grandmother)
- Re-read the phrase 'flints poking out like bones', and explain that it is a simile. Re-read the phrase 'trees hung over the edge, holding on desperately', and explain that it is personification.
- Hand out a selection of fiction books. Ask the children, working in pairs to spend 5 to 10 minutes finding descriptions of settings that they consider effective. Invite them to share their choices, explaining why they selected them.

Differentiation

Support: Select appropriate level texts for the children's own reading.

2. Clever Stig

Objective

To draw inferences and justify inferences with evidence.

What you need

Copies of *Stig of the Dump*, photocopiable page 29 'Let's recycle'.

Cross-curricular links

PSHE, science, design and technology

What to do

- Ask the children about usual perceptions of Stone Age people. Do they agree that we generally think of them as primitive, perhaps not very intelligent? Ask them to bear this in mind as you read the section from Chapter 2 about Stig creating new uses for the tins, from 'Barney wheeled the truck' to 'You've made a chimney!', and then from Chapter 7 where Stig recycles an umbrella, from 'When he got to the den' to 'useful big needle'.
- Ask: *What does this show us about Stig?* (He is creative and resourceful; he had no preconceptions about objects' uses.) *What do Barney's reactions tell us about his relationship with Stig?* (He is admiring and proud of his friend.)
- Ask the children to think about the setting of the story – the dump. Ask: *Why is this a good choice of setting?* (Clive King was able to show Stig's ingenuity and keep him away from most people, which would have affected the storyline.)
- Hand out photocopiable page 29 'Let's recycle' for the children to complete in pairs. Encourage them to use their imaginations when thinking of alternative uses for the objects, including taking them to pieces and cutting them up. Allow them to include annotated illustrations.
- Share the children's results. Ask each of them to select one of their ideas and make an enlarged version for display.

3. Friends

Objective

To identify themes and conventions.

What you need

Copies of *Stig of the Dump*, photocopiable page 30 'What are they like?', scissors.

Cross-curricular link

PSHE

What to do

- Invite the children to summarise what they know about both Stig and Barney. Establish that there are similarities and differences between them.
- Hand out photocopiable page 30 'What are they like?' for the children to complete in pairs or small groups.
- When their lists are finished, ask whether any statements created disagreement. Is each group's list the same?
- Establish that Barney and Stig are good friends, despite having some differences. Ask the children to use their lists to hold a class discussion about the boys' friendship. Ask: *Which characteristics make them friends? Which of the statements are unimportant in their friendship? How might the story have been different if the boys had not made friends? How might their friendship have been affected if Barney's sister and grandmother had believed Barney's story about Stig?*

Differentiation

Support: Ask the children to draw pictures of Barney and Stig, annotating them with statements about each boy's character.
Extension: Ask the children to keep character profiles of Barney and Stig, adding new thoughts and information as the story unfolds.

4. Granny's house

Objective

To identify how structure contributes to meaning.

What you need

Copies of *Stig of the Dump*, a selection of fiction books.

What to do

- Read the openings and endings to Chapters 3 and 4, and establish that they are set at Granny's house. Inform the children that many of the chapters have a similar pattern. Ask them to suggest why this might be. (It follows the pattern of Barney's day, taking him from the familiar to the unfamiliar and back again, providing security for him and the reader; it also allows Granny and Lou to be included in the story.)
- Ask the children, working in pairs and using two or three fiction books, to scan chapter openings and endings, to look for any structure the authors have used. Explain that this may be any device, not necessarily a repeated setting; it could be that each chapter always begins with dialogue, for instance, or there may be cliffhanger endings. Discuss their findings.

Differentiation

Support: Select books appropriate to the children's reading experience.
Extension: Set a library challenge for the children: they need to compile a list of books with a clear structure in the way chapters open and/or end, including an explanation of what the structure is.

5. Moving with the seasons

Objective

To identify how language and structure contribute to meaning.

What you need

Copies of *Stig of the Dump*, interactive activity 'Seasonal changes'.

Cross-curricular link

Science

What to do

- With the class, work through the interactive activity 'Seasonal changes', highlighting words and phrases suggestive of a time of year. Ask the children to give reasons for their choices. Check to see if they can identify the seasons being described.
- Explain that these are all examples taken from *Stig of the Dump* and ask: *What does this tell us about the period of time covered by the story?* (It is almost a year, from autumn through to the end of the following summer.)
- Focus on the phrases 'Yellow leaves fluttered down' and 'frozen leaves crunched like cornflakes' (these also appear on the interactive). Talk about how descriptions such as these add to the atmosphere of the writing, in a way that just telling us it was autumn or winter wouldn't.
- Ask the children to work in pairs to list as many ways as they can to show the passage of time in a story (for example, a clock striking, a person or animal growing older, a plant growing, fruit decaying, a fire dying, birthdays).

Differentiation

Support: Ask the children to write two sentences describing each season.
Extension: Challenge the children to write descriptive sentences for some of the ideas on their passage of time lists. Share examples, asking the class to suggest the season or event being described.

6. Stop thief!

Objective

To draw inferences and to justify inferences with evidence.

What you need

Copies of *Stig of the Dump*.

Cross-curricular link

PSHE

What to do

- In Chapter 6, read from 'He could see a big black car' to 'help in time', where we first meet the two thieves. Ask: *What do you think the men are up to? What would you do in Barney's situation?* Explain that Barney fetches Stig, telling him the men are thieves.
- Read from 'Without thinking' to 'What did Stig know about television?' Barney believes the men's claim to be repairmen. What do the children think, and why?
- Read to 'have a picnic'. What do the children think about Barney here? (He is very naive.) How does this compare with Stig's actions? (He is more wary, sensing the truth.)
- Read on to 'other people's houses!', where we discover that the men are thieves. Ask: *How do you think Barney is feeling now, and why?*
- Organise the class into groups. Ask them to make two lists: People we can trust; Why we trust them. After 10 minutes, ask a spokesperson for each group to feed back to the class. Discuss their responses.

Differentiation

Extension: Play the game 'Would I lie to you?' Give the children topics to research. They plan a short presentation containing facts on the subject, but include three or four pieces of false information. The class try to spot the 'lies' when the presentations are given.

7. At the party

Objective

To ask questions to improve their understanding of a text.

What you need

Copies of *Stig of the Dump*, printable page 'Party questions'.

Cross-curricular link

Drama

What to do

- The children should be familiar with Chapter 7 before the lesson. Invite them to recap events at the fancy dress party. Ask: *How would you have felt if you had been a guest?*
- Arrange the class into groups of four to six, with each child taking on the role of someone at the party, for example, Barney, Lou, Mrs Fawkham-Greene, one of the children. Ask them to improvise a conversation between their characters after the party, discussing events, saying how they felt and what they thought. Invite some of the groups to perform their improvisations to the class.
- Hand out printable page 'Party questions' for the children to complete independently. When they have finished, encourage them to put their questions to a partner, who should answer in role, comparing their ideas with the writer's original replies.

Differentiation

Support: Remind the children that effective questions begin with words such as 'Why', 'When', 'Where', 'What', 'How', as these types of questions result in more interesting answers than simply 'Yes' or 'No'.
Extension: Encourage the children to write their improvisations as short playscripts.

8. Midsummer's Eve

Objective

To identify the main ideas from more than one paragraph and summarise them.

What you need

Copies of *Stig of the Dump*, photocopiable page 31 'What would they say?'.

Cross-curricular link

History

What to do

- The children should be familiar with Chapters 8 and 9 before the lesson. In these chapters, Barney and Lou travel back in time and meet Stig's own people.
- Invite the children to recap the events of Midsummer's Eve, which is sometimes thought to be a magical night. Were they surprised by what happened? Ask: *Why did the author choose this date for these events?* (To use the idea of magic for time travel; and henges are often associated with the rising sun on Midsummer's Day.)
- On the board, write the headings 'Barney', 'Lou', 'Stig'. Invite suggestions for things that each character might feel and think during the events described, noting down summaries of these.
- Select children to sit in role in the hot-seat (assuming that Stig can speak English) and invite the class to question the different characters about their experiences on Midsummer's Eve.
- Hand out photocopiable page 31 'What would they say?' for the children to complete independently. When finished, invite children to read out some of their ideas for the class to guess who is speaking.

Differentiation

Support: Less confident learners need only add one or two more sentences to each speech bubble.
Extension: Encourage more confident learners to use expressive language, with the characters giving reasons for their feelings.

Let's recycle!



- How creative can you be? Work with a partner to come up with ideas for new uses for these objects.

Bicycle	**Car tyres**
Old plastic food trays	**Garden trampoline**

What are they like?

- How do Barney and Stig differ and how are they the same?
- Cut out the statements below and place them under the headings 'Same' and 'Different'.

Enjoys adventures	Used to a comfortable home
Spends time alone	Takes risks
Lives with his family	Good at adapting objects to new uses
Trusting and trustworthy	Not worried what he looks like or what others think of him
Likes being outdoors	Good at expressing ideas without using words
Stays in the same area all the time	Has friends his own age
Good at hunting	Generous; willing to share his belongings
Good at teaching someone else new skills	Quick to learn new skills
Can read and write	Observant
Doesn't worry about the weather	Looks after himself

- Write other similarities and differences between Barney and Stig.

What would they say?

- What might Barney, Lou and Stig say about the events on Midsummer's Eve? Add your ideas to those below.



Barney

This is even more exciting than meeting Stig!

Now I have to believe in Stig.



Lou



Stig

Now they can see others like me.

1. Conversation

Objective

To select and use appropriate registers for effective communication.

What you need

Extract 1, photocopiable page 35 'Conversation'.

Cross-curricular link

Drama

What to do

- Display Extract 1. Highlight all the speech and identify each speaker. Give the children time to read the extract silently.
- Working in threes, ask the children to read just the dialogue between Lou, Barney and Grandmother. Invite groups to read the dialogue in front of the class.
- Hand out photocopiable page 35 'Conversation', which presents the dialogue as a playscript. Point out that there are no stage directions telling us how each person said their words, unlike the original, although punctuation can give us some guidance.
- Select Lou's words: 'He means he's been playing Cave Men' and 'Let's pretend Stig's a wicked wizard who lives in a cave and turns people into stone'. Invite the children to speak the words using different intonation and emphasis; for example, one in support of Barney, one making fun of him. Talk about how intonation affects meaning. Repeat with Grandmother's lines, 'What have you been doing?' and 'What funny friends you have, dear!'
- In role in their groups, ask the children to read the playscript, trying out different ways of saying the lines, exploring different kinds of emphasis and intonation. Share some of their performances.
- Invite the children to annotate the playscript with adverbs directing each character how to speak their lines, for example, sarcastically, supportively, with a laugh.

2. Recycling

Objective

To participate in discussions.

What you need

Copies of *Stig of the Dump*, media resource 'Tin can flowerpots', easily obtainable discarded materials (for example, plastic cartons and bottles, boxes, polystyrene packaging), scissors, glue, sticky tape, string.

Cross-curricular links

PSHE, design and technology, science

What to do

- Ask the children to recall some of the ways Stig made use of discarded objects, such as the plumbing made from a mudguard, the tube from a vacuum cleaner and a can, or the teapot and bootlace lamp in Chapter 1. (See also Plot, character & setting, Activity 2 'Clever Stig' for suggestions.)
- Ask the children to discuss in small groups what they know about recycling, recording their ideas under the headings 'Why?', 'What?', 'How?' After 10 minutes, invite a representative from each group to feed back to the class.
- Introduce the term 'upcycling' – when objects are changed in some way to make them useful or desirable. Display the media resource 'Tin can flowerpots'. Ask: *What are the other uses for tin cans? What other objects could be 'upcycled'?* (for example, old furniture repainted, fabric from old clothes used to make new things) *Do you have any personal examples?*
- Provide the groups with the variety of recyclable materials you have collected, and challenge them to work together to create something useful or desirable. Explain that they need to discuss their ideas and agree before beginning to work.
- After 30 to 40 minutes, invite a spokesperson from each group to explain what they have made. Question each group about how they decided what to make. How did they divide jobs? How did they overcome any problems or disagreements?

3. Hunting debate

Objective

To participate in debates.

What you need

Copies of *Stig of the Dump*, media resource 'Hunting'.

Cross-curricular link

PSHE

What to do

- The children should be familiar with Chapter 4 before the lesson.
- Briefly recap together the differences between Barney's, Lou's and the huntsmen's idea of hunting and that of Stig, using the media resource 'Hunting' to support debate (sport versus food).
- Divide the class into two halves for a debate, with one side in favour of hunting only for sport, and the other side in favour of hunting only for food. Explain that whatever their own views might be, they are to take on their given position for the debate.
- Allow up to 10 minutes for the children to jot down their ideas, either independently or with others, in support of the argument they will present.
- Hold the debate. Lead this yourself, inviting individuals from each side to present their case, with a time limit of perhaps a minute each. When both cases have been presented, encourage the children to ask questions of their opponents.
- When the debate is over, ask the children to vote for which version of hunting they prefer, this time as themselves.

Differentiation

Support: Some children may benefit from being given headings when listing their ideas, for example, 'What is good?', 'What is bad?', 'Who or what benefits?'

4. Friends in the hot-seat

Objective

To participate in improvisations.

What you need

Copies of *Stig of the Dump*, photocopiable page 36 'Explain yourself', scissors, media resource 'Facial expressions', interactive activity 'What are you saying?'.

Cross-curricular link

Drama

What to do

- Invite the children to tell you ways in which Barney and Stig show their friendship. (for example they work together, share, trust each other) Ask: *How do you think they managed to become friends with no shared language?* Agree that they use facial expression, body language and mime to communicate.
- Display the interactive activity 'What are you saying?' and complete it with the class.
- Display the media resource 'Facial expressions'. Challenge the children, working in pairs, to note down words to describe the expressions in the images. Share results.
- Hand out photocopiable page 36 'Explain yourself' for the children to cut out a set of cards. Ask them to choose a card at random, then take turns to try to get their message across to their partner using mime. Afterwards, discuss how successful they were.
- Now ask the children to write down questions they would like to ask Barney and Stig about their friendship (assuming Stig can understand English).
- Invite volunteers to take turns to sit in the hot-seat as Barney and Stig, and to answer questions put by their classmates. Encourage them to use facial expressions and body language to add to their answers.

5. Circus animals

Objective

To consider and evaluate different viewpoints, attending to and building on the contributions of others.

What you need

Copies of *Stig of the Dump*, media resource 'Circus animals', interactive activity 'Who might say this?'.

Cross-curricular links

Science, PSHE

What to do

- Read the section from Chapter 7, when the leopard escapes from a local circus that advertises 'Liberty horses, Ranji and his elephants, Daring Wild Animal Act'. Show the media resource 'Circus animals'.
- Explain that there are different views about using animals in circuses. Open the interactive activity 'Who might say this?' and work through it together.
- Explain that together you are going to role play a trial, with the circus owner in the dock, accused of mistreating animals. Divide the class into three groups – one representing the circus, one representing animal rights campaigners, and one representing local people. Explain that each group has 10 minutes to talk together and make notes to support their case. The local people may be divided in their opinions.
- When they have gathered their ideas, act as judge, and invite a confident child to take on the role of circus owner. Begin with the owner presenting his or her case, then invite representatives from each group to present their arguments. After this, allow questions between the groups.
- Finish by asking the children to represent the jury, voting in favour of or against using animals in circuses, based on what they have heard.

6. Retelling the story

Objective

To gain, maintain and monitor the interest of the listener(s).

What you need

Copies of *Stig of the Dump*, photocopiable page 37 'Retelling plan'.

What to do

- Ask the children to choose a favourite part of the story to retell in their own words. Allow them to refer to the book and to discuss initial ideas with a partner.
- Talk together about what makes good oral storytelling, for example, a clear, confident voice, use of expression and intonation, knowledge of the events of the story, interesting vocabulary.
- Hand out photocopiable page 37 'Retelling plan' for the children to complete independently.
- When they have finished and have had some thinking time, ask them to try out their first retelling to their partner, using their planning sheet as a prompt if they wish. Each listener should offer constructive feedback, saying what is good, and offering ideas for any improvements.
- Provide time for the children to make any changes to their plan to incorporate improvements before they tell their story a second time, either to the same partner or a new one.
- Invite some children to share their retelling with the whole class.

Differentiation

Support: Less confident learners may appreciate being given sentence starters for each part of their story.
Extension: More confident learners may enjoy recording their retelling, to be shared with a wider audience.

Conversation

- Read the playscript below in groups of three. Try out different ways of saying the lines, and explore different kinds of emphasis and intonation.
- When you have finished, write down some adverbs, to direct each character on how to speak their lines. For example, you might write 'sarcastically', 'supportively', 'with a laugh', and so on.

Granny:	Where have you been all the time?
Barney:	I went to the chalk pit.
Lou:	All by yourself!
Barney:	Yes, of course.
Granny:	What have you been doing?
Barney:	Well, I fell and bumped my head.
Lou:	Poor old Barney!
Barney:	But it was all right. Because I met Stig.
Granny and Lou:	Who's Stig?
Barney:	He's a sort of boy. He just wears rabbit skins and lives in a cave. He gets his water through a vacuum cleaner and puts chalk in his bath. He's my friend.
Granny:	Good gracious! What funny friends you have, dear!
Lou:	He means he's been playing Cave Men. Stig's just a pretend-friend, isn't he, Barney?
Barney:	No, he's really true!
Granny:	Of course he's true. Now, Lou. Don't tease Barney!
Lou:	Let's pretend Stig's a wicked wizard who lives in a cave and turns people into stone.
Barney:	No. Stig's nice. He's my friend.

Explain yourself

- Cut out the cards, then take turns to use one. You are Barney and your partner is Stig. Get the message across without using words.

Say hello. Explain you fell down the cliff. Explain that your feet are tangled up and you need help to free them.	Say that you have to go. Thank him for having you. Ask for your knife back.
Offer him a carrot. Tell him the carrot is to eat and is good for his teeth.	Ask how old he is. Ask how long he has been there.
Say that this fireplace is a good one. Say that now visitors will not get smoke in their eyes.	Explain how to use the saw. Tell him to hold one end while you hold the other. Explain that you must take it in turns to pull.
Tell him he has a cold. Say that it is because his home is damp. Say that he needs a good fire.	Suggest that he could make arrows out of some wooden stakes. Ask if he thinks the stakes are too thick.
Ask him why he let the fox go. Show him that you are cross. Explain that he is supposed to kill foxes.	Show him some jam jars. Explain that jam and marmalade come in them.

Retelling plan

- Plan your retelling of part of *Stig of the Dump* by answering the questions below.

1. Which part of the story have you chosen?

2. What happens first?

3. Order the main events.

4. How does it end?

5. Note some words and phrases you will use to make your retelling interesting to your listeners.

6. What will be your opening sentence?

Explain yourself

- Cut out the cards, then take turns to use one. You are Stig. Get the message across without using words.

Say hello.
Explain you fell down the cliff.
Explain that your feet are tangled u
and you need help to free them.

Offer him a carrot.
Tell him the carro
for his teeth.

S

might refer to. (Alternatively, the children could complete this activity independently.)

- Hand out photocopiable page 41 'Where I'd like to live' for the children to complete independently. Encourage them to be imaginative in their choices, and to choose interesting words for their descriptions.
- When they have finished, invite volunteers to share some of their descriptions for others to guess the type of place they are describing.

Differentiation

Extension: Challenge more confident learners to use their work as the basis for a fully written descriptive piece.

Retelling plan

Stig of the Dump by answering the questions below.

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the children to complete independently. Encourage them to think about how Barney would have felt at different points in the events, and what he might have been thinking. Explain that including these details will make their writing more interesting, particularly if they choose their vocabulary well. Refer to your chosen diary extracts for examples. Leave the completed interactive activity on display as they work, for reference.

Differentiation

Support: Provide less confident learners with a summary list of key events in Chapter 1.
Extension: More confident learners can use their completed sheet as a plan to write a fuller diary entry, in paragraphs.

3. Snargets – the play

Objective

To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

What you need

Extract 1, Extract 3, photocopiable page 35 'Conversation', highlighter pens.

What to do

- Display Extract 1 and read it aloud. Now display photocopiable page 35 'Conversation'. Ask: *How do we know this version is a playscript?* (The way it is set out; see Talk about it Activity 1 'Conversation' for further ideas.)
- Invite three children to read out the playscript in role.
- Agree that the playscript would be better if it had stage directions. Discuss what these might be, for example a description of the setting, directions for how characters speak the lines, descriptions of characters' actions and movements for the actors.
- Hand out copies of Extract 3. Ask the children to highlight the speech. Explain that they will be writing this extract as a playscript, which will need stage directions. Ask: *How can you use the original extract for ideas for the stage directions?* (For example, look for adverbs and suggestions for setting in the dialogue.)
- Allow the children time to complete writing their playscripts.
- When they have finished, ask them to compare their results with a partner. Did they choose similar stage directions?
- In groups of four, invite the children to read out their playscripts, following the stage directions. Do they all sound the same, or have different stage directions altered their impact?

4. A seasonal poem

Objective

To compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.

What you need

Copies of *Stig of the Dump*, interactive activity 'A seasonal poem'.

Cross-curricular link

Science

What to do

- Open the interactive activity 'A seasonal poem'. Explain that the extracts are from Chapter 1. Invite the children to read it silently before suggesting which words and phrases could be used to write a poem about autumn. Which words would they not use and why?
- Ask the children to work with a partner to compose a poem about autumn on their individual whiteboards, using the highlighted words as a starting point. Explain that they may use the words in any order; they can also choose to leave out some words, add words and change those already highlighted for grammatical correctness. When they are finished, invite some children to read their poems to the class.
- From Chapter 2, read from 'He got out of bed' to 'lump of ice' and from 'In the copse' to 'still hung around'. Ask which season is being described (winter). Read the extracts again, asking the children to make a note of any words they thought particularly effective; invite them to share and explain their choices.
- Ask the children to write their own poem on a season of their choice. They should note words and phrases they may use and talk these over with a partner before composing the poem.

1. Where would you like to live?

Objective

To create settings in narratives.

What you need

Copies of *Stig of the Dump*, media resource 'Describing settings', photocopiable page 41 'Where I'd like to live'.

Cross-curricular link

Geography

What to do

- Read the description of Stig's den from Chapter 1: 'He'd never seen anything like...' to '"I wish I lived here," said Barney'. Ask: *Why do you think Barney wished he lived there?* Read the extract again, asking the children to listen to the rhythm, rhyme, assonance and detail of the description.
- Invite the children to suggest unusual places they might enjoy living, explaining the reasons for their choice.
- Open the media resource 'Describing settings', and work through it with the children, scribing their suggestions. Start them off by providing the words 'peaceful', 'sea views', 'bustling', 'clean air', 'distant views', 'ever-changing'; ask which settings they might refer to. (Alternatively, the children could complete this activity independently.)
- Hand out photocopiable page 41 'Where I'd like to live' for the children to complete independently. Encourage them to be imaginative in their choices, and to choose interesting words for their descriptions.
- When they have finished, invite volunteers to share some of their descriptions for others to guess the type of place they are describing.

Differentiation

Extension: Challenge more confident learners to use their work as the basis for a fully written descriptive piece.

2. Barney's diary

Objective

To discuss and record ideas.

What you need

Copies of *Stig of the Dump*, interactive activity 'Writing a diary', photocopiable page 42 'Barney's diary', any examples of diaries, for example, *Diary of a Wimpy Kid*, *The Brilliant World of Tom Gates*.

What to do

- Explain that the children will be writing a diary entry in role as Barney, in which they describe his first meeting with Stig. Read them some extracts from diaries such as those suggested above, asking them to listen out for common structural and grammatical features and noting these on the board.
- Open the interactive activity 'Writing a diary' and complete it together. Establish that the false statements are that 'Diary entries are written in the present tense', and 'Diary entries are usually intended for public reading only'.
- Ask the children to work in pairs to recap orally the events of Chapter 1, when Barney first meets Stig.
- Hand out photocopiable page 42 'Barney's diary' for the children to complete independently. Encourage them to think about how Barney would have felt at different points in the events, and what he might have been thinking. Explain that including these details will make their writing more interesting, particularly if they choose their vocabulary well. Refer to your chosen diary extracts for examples. Leave the completed interactive activity on display as they work, for reference.

Differentiation

Support: Provide less confident learners with a summary list of key events in Chapter 1.
Extension: More confident learners can use their completed sheet as a plan to write a fuller diary entry, in paragraphs.

3. Snargets – the play

Objective

To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

What you need

Extract 1, Extract 3, photocopiable page 35 'Conversation', highlighter pens.

What to do

- Display Extract 1 and read it aloud. Now display photocopiable page 35 'Conversation'. Ask: *How do we know this version is a playscript?* (The way it is set out; see Talk about it Activity 1 'Conversation' for further ideas.)
- Invite three children to read out the playscript in role.
- Agree that the playscript would be better if it had stage directions. Discuss what these might be, for example a description of the setting, directions for how characters speak the lines, descriptions of characters' actions and movements for the actors.
- Hand out copies of Extract 3. Ask the children to highlight the speech. Explain that they will be writing this extract as a playscript, which will need stage directions. Ask: *How can you use the original extract for ideas for the stage directions?* (For example, look for adverbs and suggestions for setting in the dialogue.)
- Allow the children time to complete writing their playscripts.
- When they have finished, ask them to compare their results with a partner. Did they choose similar stage directions?
- In groups of four, invite the children to read out their playscripts, following the stage directions. Do they all sound the same, or have different stage directions altered their impact?

4. A seasonal poem

Objective

To compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.

What you need

Copies of *Stig of the Dump*, interactive activity 'A seasonal poem'.

Cross-curricular link

Science

What to do

- Open the interactive activity 'A seasonal poem'. Explain that the extracts are from Chapter 1. Invite the children to read it silently before suggesting which words and phrases could be used to write a poem about autumn. Which words would they not use and why?
- Ask the children to work with a partner to compose a poem about autumn on their individual whiteboards, using the highlighted words as a starting point. Explain that they may use the words in any order; they can also choose to leave out some words, add words and change those already highlighted for grammatical correctness. When they are finished, invite some children to read their poems to the class.
- From Chapter 2, read from 'He got out of bed' to 'lump of ice' and from 'In the copse' to 'still hung around'. Ask which season is being described (winter). Read the extracts again, asking the children to make a note of any words they thought particularly effective; invite them to share and explain their choices.
- Ask the children to write their own poem on a season of their choice. They should note words and phrases they may use and talk these over with a partner before composing the poem.

5. Police report

Objective

To organise paragraphs around a theme.

What you need

Copy of *Stig of the Dump*, photocopiable page 43 'Police notes'.

Cross-curricular link

Art and design

What to do

- From Chapter 6, read from 'When Barney got back' to the end, when he shows the policeman the wrecked car and stolen property.
- Explain that when they investigate an incident, the Police write a careful report of what happened. Invite the children to imagine they are the police officer in the story, so that they can write his report.
- Hand out photocopiable page 43 'Police notes'. Explain that these are basic notes, in the right order, of the events; a complete report would be written much more fully. Ask: *What else do you know about the features of a report?* (It is written in the past tense and first person.) Remind the children that as the report will be written from the police officer's point of view, it won't include any of Barney's thoughts, and the police officer doesn't know about Stig.
- Ask the children to read through the notes before deciding how they will divide their writing into paragraphs. Suggest that they circle the notes they will put together in each paragraph; for example, the first two bullet points might be one paragraph, the next four bullet points could be the second paragraph, and so on.
- The children write their reports.

Differentiation

Support: Offer the children a summary, for example, 'I went to the pit with the boy', to enable them to start their report part-way through.

6. This is Stig

Objective

To organise paragraphs around a theme.

What you need

Copies of *Stig of the Dump*, printable page 'This is Stig'.

What to do

- When the children know the whole story, invite them to consider Stig. Ask: *What do we know about him? What don't we know about him? What things do you wonder about Stig?* (For example, how he came to be in the dump.)
- Ask the children to offer ideas about what we can infer about Stig from his relationship with Barney and how he lives his life. For example: Stig is friendly and welcoming; he doesn't worry about modern ideas of comfort but can make himself comfortable by his standards; he is self-sufficient.
- Hand out the printable page 'This is Stig', which provides a role-on-the-wall activity for the children to complete independently or in pairs. Suggest that they begin with the notes telling us what Stig looks like and describing some of the ways he spends his time and the skills he has. They should then continue by adding notes to summarise their ideas of what Stig thinks and how he feels about his situation and his friendship with Barney. What might Stig hope for?
- When the children have noted down their ideas, ask them to use their notes to write a description of Stig in paragraphs. They should flesh out the details to their notes, writing grammatically and with correct punctuation.

Differentiation

Support: Allow the children to write one paragraph only for the notes.
Extension: Encourage the children to organise their writing into several paragraphs.

Where I'd like to live

- What kind of place would you like to live in?

_____

_____

- Why would you like to live there?

_____

_____

- What would your home look like from the outside?

_____

_____

_____

- Inside your home what would you…

…see?	
…hear?	
…smell?	
…taste?	
…touch?	

- What words and phrases could you use to describe your home?

_____

_____

_____

Barney's diary

- Complete Barney's diary below, by describing his first meeting with Stig. Remember to include your thoughts and feelings as well as describing what happened.

Today I... _____

_____

_____

I couldn't believe... _____

_____

_____

It was... _____

_____

_____

Stig is... _____

_____

_____

I think... _____

_____

_____

When I got back to Granny's... _____

_____

_____

Tomorrow... _____

_____

_____

Police notes

- Use these notes to help you write your police report.

- A policeman is called to Granny's house to investigate a report of thieves in the neighbourhood.
- Barney tells the policeman about a car full of treasure. The policeman asks Barney to show him.
- They go down the lane to the top of the cliff above the pit, look down but see no car.
- The policeman, disbelieving, follows Barney down into the pit, using his torch to see, as it is getting dark.
- They find the car, ripped apart, but no treasure.
- The policeman suggests that Barney imagined the treasure.
- The policeman follows Barney to Stig's den, where a fire is lit. No one is there. He has to double himself up and crawl in.
- To the policeman's great surprise, they find the treasure (necklaces, bracelets, fur coats, silver spoons and forks) and bits of the car (mirrors, headlights, seats, buttons and switches).
- Barney helps the policeman tick items off his list of stolen property.
- Barney is promised a reward.

1. Profile of Barney

Objective

To identify main ideas drawn from more than one paragraph and summarise these.

What you need

Copies of *Stig of the Dump*, photocopiable page 47 'Profile of Barney'.

What to do

- Ask the children, thinking about the whole story, to focus on the character of Barney. Ask: *What kind of person was he? Would you enjoy having him as your friend? Why?*
- Hand out photocopiable page 47 'Profile of Barney'. Invite the children to complete the page, with a view to writing a character profile of Barney. Ensure that they can read and know the meanings of the words listed. They may refer to incidents from the story to explain their selected words, for example, if they chose 'brave' they might explain their choice like this: 'Barney wasn't frightened when he met Stig or the Snargets or the escaped leopard'.
- After completing photocopiable page 47, ask the children to use their word choices and reasons as the basis for writing, in paragraphs, a character profile of Barney. Each word could indicate a new paragraph, or they may see links between words so that they are combined in a paragraph; for example, 'brave' and 'adventurous' could go together.
- Allow the children time to write their character profiles.

Differentiation

Support: Some children may benefit from help with sentence starters, for example 'Barney was clever because…'
Extension: Encourage more confident learners to provide detailed evidence from the story to enhance their descriptions of Barney's character, and to conclude with an overall summary of him.

2. Barney's memoir

Objective

To organise paragraphs around a theme.

What you need

Copies of *Stig of the Dump*, printable page 'What I remember'.

What to do

- Remind the children that the story takes place over almost a year. Ask: *Do you think Barney would remember everything about what happened to him that year? If you were Barney, what might you remember best, when you were grown up?*
- Hand out the printable page 'What I remember' for the children to complete independently as a plan for a piece of writing.
- When they have finished their planning, ask the children to use this as the basis for writing, in role as an adult Barney, their memories of the year they met Stig. Discuss possible openings, for example: 'I'll never forget that amazing year'; 'No one would believe me if I told them I'd met a real live caveman'; 'When I look back, the thing I remember most is…' Encourage them to write in paragraphs and use varied and interesting language. Suggest that they also include some dialogue and description to bring their writing alive.

Differentiation

Support: Suggest that the children use the questions on the sheet in order, to help structure their writing.
Extension: Encourage the children to explore additional aspects (such as alongside those on the planning sheet) that they – as Barney – might remember. For example, ask: *Did Barney ever tell anyone about Stig when he went home from Granny's? What would Barney think Stig would remember? What did Barney learn from Stig?*

3. Spaceman Stig

Objective

To create settings, characters and plot in narratives.

What you need

Copies of *Stig of the Dump* (optional).

Cross-curricular link

Science

What to do

- Invite the children to imagine that Stig is not a caveman, but a visitor from another galaxy who has accidentally crash-landed on Earth, in the same chalk pit. Ask them to work with a partner, listing ideas on their individual whiteboards, about what differences there might be between the two types of Stig. For example: *Would spaceman Stig speak English? Would he find Barney's world primitive? What would he be surprised by in our world? How might he use the rubbish in the pit? How might the events of the story be different?* Share and discuss the children's ideas.
- Next, ask the children either to rewrite one event in the story with spaceman Stig in place of caveman Stig, or to create a new event to write about, where they can invent new characters. Allow the children time to plan their stories on their individual whiteboards before writing them on paper.

Differentiation

Support: Suggest that less confident learners update an existing event in the story; perhaps Barney's first meeting with Stig.

4. Standard English

Objective

To use standard English forms for verb inflections instead of local spoken forms.

What you need

Extract 3, printable page 'Make it right'.

What to do

- Display Extract 3, where Barney meets the Snargets. Read it through, reminding the children how non-standard English has been used to aid characterisation; for example, 'Cor! It ain't Albert!' and, 'Wot was you doin' in our shack?' suggest certain characteristics to be read in a particular way.
- Point out that spoken language often uses non-standard forms, but in most writing the standard form is used, particularly for verbs.
- Invite the children to choose some examples from Extract 3, giving the standard English version of their choices.
- Hand out the printable page 'Make it right' for the children to complete independently.

Differentiation

Support: Be aware that non-native English speakers may be unfamiliar with non-standard English, particularly in the written form, so may require extra guidance. Take one or two examples from the text to help them, for example, look at spellings such as 'yer' and ''e', explaining how they represent dialect, and how 'ain't' is a form of 'isn't'.
Extension: Encourage the children to construct a further conversation between the Snargets and Barney, using standard and non-standard English.

5. Prefix check

Objective

To apply their growing knowledge of root words and prefixes, both to read aloud and to understand the meaning of new words they meet.

What you need

Printable page 'Prefix check'.

What to do

- Ask the children to remind you what prefixes are (additions at the beginning of a root word to change its meaning).
- Write on the board the words 'uncle', 'unwise'. Ask: *Does each word contain a prefix?* (No – just unwise.) Ask: *How can we test if there is a prefix?* (Remove the letters that could be a prefix and see whether what remains is a word in its own right.)
- Hand out printable page 'Prefix check' for the children to complete independently.
- You may choose to use the words from the page as a spelling test afterwards.

Differentiation

Support: You may wish to allow some children the use of dictionaries to help them in the third section of the activity, so they can look up any words they are unsure of using the prefixes they think may be correct. Ask them to highlight any words they used the dictionary for in this way.
Extension: Challenge the children to write sentences containing some of the correct words from the final section of the activity sheet.

6. Question and answer

Objective

To ask questions to improve their understanding of a text.

What you need

Copies of *Stig of the Dump* (optional).

What to do

- Arrange the children into groups of three or four. Write the following words on the board: 'Who?' 'What?', 'Why?', 'When?', 'Which?', 'How?' Explain that these question starters lead to more detailed answers.
- Invite the children to think about the whole story of *Stig of the Dump*. Ask each child to pose a question about any part of the story, beginning with one of the question starters. Anyone from the group may answer, but encourage all the children to participate.
- Ask the children to spend 5 to 10 minutes individually thinking of further questions about the story for each of the question starters on the board, noting their ideas on their individual whiteboards. Encourage them to think about characters' feelings and motives as well as recalling elements of the plot. Provide examples: 'What was the caveman's name?', 'How do you think Barney felt when he first met Stig?' Ask: *Which is a more interesting and challenging question?* (the second one)
- Now ask the children to write their questions fully on paper, together with an answer they would expect to receive. Encourage them to include reasons in their answers, for example by including the word 'because'.

Differentiation

Support: Allow less confident learners to provide just one question and answer for each question starter.
Extension: Encourage more confident learners to provide at least two questions and detailed answers for each question starter.

Profile of Barney

- Which of these words could describe Barney? Underline your choices, then write them below, explaining why you chose them.

brave adventurous shy angry clever friendly
funny happy annoying resourceful boring

Words	Reasons I chose them

- Are there any other words you would choose to describe Barney? Write them here.

_____

_____

- On the back of this sheet, use your ideas to write a character profile of Barney.