

ENJOY GUIDED READING

Roald
Dahl

Teacher Book with Copymasters



Badger
LEARNING

ENJOY GUIDED READING

Teacher Book with Copymasters

Roald Dahl

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For the novels:

- *The Magic Finger* by Roald Dahl
(Year 3) NC Levels 2A - 3B
- *George's Marvellous Medicine* by Roald Dahl
(Year 3) NC Levels 2A - 3B
- *Esio Trot* by Roald Dahl
(Year 3) NC Levels 2A - 3B
- *Fantastic Mr Fox* by Roald Dahl
(Year 4) NC Levels 3C - 3A
- *James and the Giant Peach* by Roald Dahl
(Year 4) NC Levels 3C - 3A
- *Matilda* by Roald Dahl
(Year 6) NC Levels 4C - 4A

(APP Reading Links can be found after the last section)

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INTRODUCTION TO GUIDED READING

Learning Objectives

These relate to the Primary Framework for Literacy, the objectives for Reading at Year 3-6 and the Assessing Pupils Progress (APP) Reading and Writing Assessment focuses.

- Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.
- Read short stories and serialised longer stories and review the main features of the characters, plot and setting. Discuss views, response and preferences as a class. Compare settings and analyse words and phrases used for description.

Reading Assessment Guidelines, Levels 1-5

AF1 - use a range of strategies, including accurate decoding of text, to read for meaning.

AF2 - understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.

AF3 - deduce, infer or interpret information, events or ideas from texts.

AF4 - identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.

AF5 - explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.

AF6 - identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader.

AF7 - relate texts to their social, cultural and historical traditions.

Writing Assessment Guidelines, Levels 1-5

AF1 - write imaginative, interesting and thoughtful texts.

AF2 - produce texts which are appropriate to task, reader and purpose.

AF3 - organise and present whole texts effectively, sequencing and structuring information, ideas and events.

AF4 - construct paragraphs and use cohesion within and between paragraphs.

AF5 - vary sentences for clarity, purpose and effect.

AF6 - write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.

AF7 - select appropriate and effective vocabulary.

AF8 - use correct spelling.

Criteria for selecting titles

The books are all fiction and include a range of popular titles and modern classics, many of which were selected and banded according to The Institute of Education's Guided Reading Handbook. They contain a level of differentiation so that for each year group there are books that cover a range of abilities.

Titles

There are six Roald Dahl titles in this book, across three year groups. Each title has the following accompanying guidance:

- A chapter synopsis
- Text level reading objectives
- Notes for two guided reading sessions

Each book is analysed across two guided reading sessions with a full chapter synopsis, text Level Reading objectives, and Introduction to the text, a Strategy check, Independent reading, in depth questioning and analysis after returning to the text, follow-up activities, and worksheets for children.

FOCUS ON ROALD DAHL

The following section offers teachers a chance to teach across a number of titles by the same author, allowing children to find points of similarity or difference; analyse an author's style and linguistic properties; and to uncover thematic motifs.

Pupils do not have to have read all six Roald Dahl titles, but they will get the most out of this section if they have read at least two.

In this section you will find:

- A biography of Roald Dahl
- An author's perspective by Jane West
- A whole school assembly
- A lesson plan for discussing Roald Dahl
- Additional teaching ideas
 - Whole school activities
 - Class activities
 - Individual activities
- 3 Copymasters for children

Biography

Roald Dahl (1916-1990) was born in Wales to Norwegian parents. He was a fighter pilot during the Second World War and had his first short story published in 1942. He wrote his first children's book the following year. There was then a gap of 18 years before he published his next children's book.

Notably his children's books are often told from a child's point of view, a view where adults are often the villains. Cruelty is a theme in his books although the villains get their come-uppance, which is part of his enduring appeal.

His own reading as a child was influenced by Dickens and Rudyard Kipling. As with Kipling animals figure in many of his books. He caught the habit of writing from his father and kept a diary from the age of eight.

Fabulous facts

- Dahl had many interests from breeding budgies to gardening, chocolate and collecting fine art.
- Dahl also wrote books for adults, non-fiction and screenplays.
- A set of Dahl stamps was published in 2012 featuring artwork by Quentin Blake.
- Roald Dahl day is celebrated on 13th September - his birthday.

Dahl quotes

"A little nonsense now and then is relished by the wisest men."

"A writer of fiction lives in fear. Each new day demands new ideas and he can never be sure whether he is going to come up with them or not."

www.roalddahl.com

An author's perspective

Roald Dahl is the kind of author who is easy to love and easy to loathe. He had a strong sense of the unjust and, in his books, justice can be swift and it can be cruel - it can also be very funny.

He also believed that writing could create a sort of magic. All writers must believe that, otherwise why would we write? It is the pleasure of creating a space in our heads where stories - our books - are the only things that are real. And that is the magic of Dahl.

"And above all, watch with glittering eyes the whole world around you because the greatest secrets are always hidden in the most unlikely places. Those who don't believe in magic will never find it."

"Two hours of writing fiction leaves this writer completely drained. For those two hours he has been in a different place with totally different people."

Jane West has written many stories for Badger Learning including *Hero: A War Dog's Tale*, *Mutt* and *Shark's Fin Island*, and has co-written the series *Alien Detective Agency*.

ROALD DAHL – WHOLE SCHOOL ASSEMBLY

Summary

This assembly discusses Roald Dahl's view of beauty, based on the following quote from 'The Twits'.

"A person who has good thoughts cannot ever be ugly. You can have a wonky nose and a crooked mouth and a double chin and stick-out teeth, but if you have good thoughts they will shine out of your face like sunbeams and you will always look lovely."

Resources

- You may wish to have a copy of 'The Twits' to hand to place this quote in context.
- Alternatively, you may wish to have three or four children ready to read out favourite parts from their favourite Roald Dahl books on this theme.

Introduction for teachers

This assembly shows that Roald Dahl's writing, even when it was very cruel, was underscored with a powerful sense of right and wrong and that cruel, unpleasant people were punished.

[With older children, you may wish to add to this idea by explaining that in his life Roald Dahl lost many people that he love: his seven year old sister when he was three; and his father a few weeks later; friends during the Second World War; and his seven year old daughter Olivia. His stories, therefore, could be seen as an attempt to make the world a good and fair place whereas instead he knew that bad things could happen to good people.]

Introduction for children

Today we're going to be talking about a very special writer. His name is Roald Dahl. He's written lots of books, some for adults and some for children. Can you think of any books by him that you have read, or had read to you? *[Ask children to name a Roald Dahl book they have read. Alternatively you could ask if they have seen any films that were made from his books.]*

Well, he did write a lot of books and a lot of you have read them or seen the films that have been made about some of his books.

If you've read more than one of his books, or seen more than one of his films, you may have noticed that they have several things in common.

For example: do you think Roald Dahl liked writing about animals? *[Take suggestions]*

Yes, he really did like writing about animals. In fact he was very fond of animals and enjoyed having dogs and looking after budgerigars, too.

Story

Now let's think about something else that Roald Dahl's books have in common: what happens to the ghastly, bullying aunts at the beginning of 'James and the Giant Peach'? *[They get squashed by the giant peach.]*

Who can remember what happened to the horrible children in 'Charlie and the Chocolate Factory'? *[Greedy Augustus Gloop falls in a lake of chocolate and gets sucked up; spoiled Veruca Salt is thrown down a rubbish chute; Violet Beauregard who chews gum all day swells up like a blueberry; and Mike Teavee who is a silly boy who watches too much TV is shrunk to just six inches high.]*

Who can remember what happens to the horrible Twits, who eat birds that land in their garden and are mean and spiteful to each other? *[They end up standing on their heads until they shrink away into nothing.]*

Gosh! A lot of terrible things happen to the horrible characters that Roald Dahl seems to have enjoyed writing about. Can you think of any other horrible things that happened to horrible characters in his stories? *[Take suggestions]*

Now, here's a trickier question: why do you think the nasty, mean characters have been given such horrible punishments by Roald Dahl? *[Take suggestions]*

Yes, Roald Dahl really seems to think that cruelty and meanness should be punished, maybe even treated in the same way.

Here's what he writes early on in the book 'The Twits':

"A person who has good thoughts cannot ever be ugly. You can have a wonky nose and a crooked mouth and a double chin and stick-out teeth, but if you have good thoughts they will shine out of your face like sunbeams and you will always look lovely."

What do you think he meant by this? *[Take suggestions]*

Yes, it would be a nice idea if all nice people were pretty and all nasty people were ugly, but life isn't really like that. Roald Dahl was using it as a metaphor. What do you think this means? *[Take suggestions]*

Yes, that's right: even though sometimes Roald Dahl's stories are cruel and even though he seemed to enjoy writing about horrible characters, he also believed that goodness would win in the end. And in the world of stories, in the world of his stories, he could always make sure that happened.

Conclusion

Roald Dahl used his amazing imagination to create worlds where good things happen to good people, like Charlie Bucket and his family in 'Charlie and the Chocolate Factory'.

Prayer or reflection

Roald Dahl's stories like to believe in a world where good things happen to good people. What can we do every day – what can you do every day – to help this to happen?

Things to think about

“Fairy tales have always got to have something a bit scary for children – as long as you make them laugh as well.”

Further information

To find out more about Roald Dahl and his writing go to www.roalddahl.com

ROALD DAHL LESSON PLAN

Outcomes

- To write a story in the style of Roald Dahl

Objectives

- Practising developing characterisation through language, accent and dialect
- To develop characters in the style of Roald Dahl
- To create villainous villains and to devise the comeuppance that they ought to receive.

You will need...

- A selection of Roald Dahl books

WHOLE CLASS WORK

- Ask children to name as many Dahl villains as they can
 - Discuss the importance of their names (always a powerful indicator of character – and what Dahl thought about them)
 - What were their vices
 - How did they receive their comeuppance
- What characteristics does the villain have
 - The way s/he looks
 - The way s/he speaks
 - The way s/he behaves
 - The thing she does
- Have a class poll to see which is the most villainous villain (or the ‘favourite’ villain)

Pair or guided work

- Create a new villain
 - What name should s/he have (or it could be an animal)
 - Describe what this villain looks like
 - Give two examples of the kind of things this villain might say

Independent work

- What dastardly things might this villain do? Give three examples.
- Now choose a comeuppance for this villain

Plenary

- Discuss the different villains children have thought of.

Extension

- Children write a scene for their villain or a whole story.

ADDITIONAL TEACHING IDEAS

Whole school activities

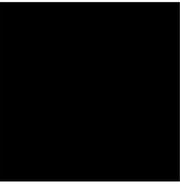
- Have a poll to find out the favourite Dahl story and favourite hero
- Ask children to pick their favourite scenes/characters/quotes
- Create a Dahl display with drawings of favourite heroes and villains and annotate with quotes from the books and quotes that Roald Dahl said about his books.

Class activities

- Which other Dahl stories would make good films or plays? Is there one which would be better acted out or turned into a cartoon animation? What about an animatronics version (puppets and robots as in the film 'Babe')?
- Compare passages in different books to talk about writing style, age group
- Discuss the different illustrators who have worked on Roald Dahl stories. Do they have anything in common? Which illustrator do you most like and why?
- Which is the most powerful cover? Do you think book covers are better with drawings or photographs?
- Have a class debate on whether children should read books with cruel or scary characters in them. Is there an age that is too young for someone to read 'Matilda' or 'James and the Giant Peach', for example?

Individual activities

- If you were adapting Fantastic Mr Fox, what would you need to change?
- Which book by Roald Dahl would you most like to see as a film - and why?
- What about his life/career do you think has influenced his books?



Roald Dahl (1)

Interview with Roald Dahl

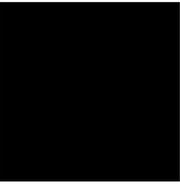
Roald Dahl died in 1990, but if you could talk to him today, what would you ask him.

Imagine that you are going to interview Roald Dahl. You can only ask him five questions about himself and five questions about his books, so make sure they're the most important ones you want to ask.

Then imagine what he'd reply.

	Question	Answer
1		
2		
3		
4		
5		

Go to Roald Dahl's website and listen to a real interview with him.
www.roalddahl.com



Roald Dahl (2)

Animal Magic

Did you know that Roald Dahl wrote poems as well as stories?

He wrote a poem about the folk story 'Three Little Pigs'. Here is the first verse:

The animal I really dig
Above all others is the pig.
Pigs are noble. Pigs are clever,
Pigs are courteous. However,
Now and then, to break this rule,
One meets a pig who is a fool.
What, for example, would you say
If strolling through the woods one day,
Right there in front of you, you saw
A pig who'd built his house of STRAW?
The Wolf who saw it licked his lips,
And said, "That pig has had his chips."

You can hear the rest of this poem at
www.youtube.com/watch?v=F5DS2DnsJ04

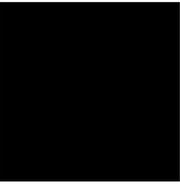
or you can read the rest of it at
<http://ace.home.xs4all.nl/Literaria/Txt-Dahl2.html>

It is also published in his book of poems 'Revolting Rhymes'.

Write a poem *in the same style as Roald Dahl* based on a different folk tale.

The key aspects of Roald Dahl's style are:

- Rhyming couplets
- Humour
- Each line has eight syllables (except for line five)



Roald Dahl (3)

Book Cover

Design a new book cover for your favourite Roald Dahl story. Make sure it fits the real paperback!

Back cover - You will need to include:

- 60 word blurb that describes the story without giving too much away
- A quote from a review of the book (20 words maximum)
- A (very) small illustration and the name of the illustrator
- Price
- The publisher's logo and website address

Front cover - You will need to include:

- The title
- The author's name
- A large illustration
- A quote from a review of the book (5 words maximum)

Spine - You will need to include:

- The title
- The author's name
- The logo of the publisher

Back cover	Spine	Front cover

Matilda

by Roald Dahl

Information about the author

Roald Dahl was born in Wales. He is one of the world's best selling children's authors.

His books are unsentimental and full of dark humour. At the age of eight, he and four of his friends were caned by the headmaster after putting a dead mouse in a jar of gobstoppers at the local sweet shop. According to Dahl, the shop was owned by a "mean and loathsome" old woman called Mrs Pratchett. This one incident seems to capture the spirit of Roald Dahl's tales. Many of his stories have been made into films. Some of his most popular works are: James and the Giant Peach, Charlie and the Chocolate Factory, Fantastic Mr Fox, Matilda, The Witches, and The Big Friendly Giant. Roald Dahl died in 1990.

Story Synopsis

Matilda is a small child with a very high IQ. She loves books and is never happier than when she's reading. However, her parents are crooked, mean spirited and stupid and completely fail to appreciate what an amazing child Matilda is. Luckily for Matilda, her teacher Miss Honey, a honey by name and nature, realises Matilda is a genius and takes her under her wing. However, Miss Trunchbull, the headmistress is an evil tyrant who delights in tormenting both the children and Miss Honey. Miss Honey is harbouring a deep, dark secret which she confides to Matilda. Matilda uses her intelligence to outwit her parents and to get the better of Miss Trunchbull. Her parents flee the country, Miss Trunchbull vanishes without trace and Matilda goes to live happily with Miss Honey.

CHAPTER SYNOPSIS

Chapter One (p1-15)

Matilda is a child genius but she is born into a family, the Wormwoods, that cares nothing for books or learning or Matilda. Matilda teaches herself to read and becomes a regular at the local library where she amazes the librarian by reading all the children's books and then moving on to works by classic authors like Charles Dickens. She is never happier than when she is curled up in a chair reading a good book.

Chapter Two (p16-23)

Matilda's family live in a nice house but Matilda's home life is horrible. Her father is a crooked used car salesman who delights in cheating his customers. He is also unpleasant to Matilda. Matilda's mother is uncaring and self-obsessed. The family live off TV dinners - which they eat in front

of the television every night.

They delight in belittling Matilda and take pride in their own ignorance. Matilda decides that it's time she paid them back for their unkindness and cruelty.

Chapter Three (p24-31)

Matilda hatches a plan to put superglue on her father's hat. She puts the plan into action and it works a treat. Her father cannot remove his hat. His wife mocks him and he is furious. He even has to sleep wearing it. The next morning, Matilda's mother cuts the hat off with scissors. She also cuts off a great deal of Mr Wormwood's hair. He looks a fool. Matilda is delighted.

Chapter Four (p32-42)

For a while, things are calmer in the Wormwood house but then one day Mr Wormwood comes home in a foul temper. He picks on Matilda and rips up the book she's reading.

Matilda borrows a talking parrot and hides it up the chimney of the dining room. Mr and Mrs Wormwood are convinced there is a burglar in the house. Mr Wormwood acts like the coward he is. They all go into the dining room but there is nobody there. Then the parrot speaks again. Mrs Wormwood thinks the voice is a ghost. She nearly throttles her husband in fright.

Again Matilda has outwitted her parents.

Chapter Five (p43-49)

Mr Wormwood is teaching his son how to add up accounts. Matilda is much quicker at it than either of them. This infuriates Mr Wormwood who calls her a liar and a cheat.

Chapter Six (p50-59)

Matilda puts her mother's extra strong platinum blonde hair dye into her father's bottle of hair tonic. He rubs it into his scalp and his hair turns a revolting colour. Mrs Wormwood is so shocked by it she drops the breakfast tray on the floor. Mr Wormwood is appalled and furious at what has happened to his hair. No one suspects that Matilda is the culprit. Mrs Wormwood agrees with Matilda when she suggests that her father must have got the bottles mixed up.

In fact, she tells Matilda that men are not as clever as they think they are.

Chapter Seven (p60-75)

Matilda's mother and father finally remember to send Matilda to school. She is in Miss Honey's class. Miss Honey teaches the youngest children in

the school. Miss Honey is sweet and kind.

She soon realises that Matilda is exceptionally bright. She tests her and is astonished at Matilda's abilities. Matilda even recites a limerick she has composed about Miss Honey. Miss Honey is so captivated by Matilda that she forgets about the rest of the class.

Chapter Eight (p76-83)

Miss Honey tells Miss Trunchbull, the headmistress, about Matilda. Miss Trunchbull is a violent and eccentrically clad woman who terrifies everyone she meets. Miss Honey asks that Matilda be moved up into the top class immediately. Miss Trunchbull refuses. She says Matilda's father has already warned her about Matilda. Miss Trunchbull won't hear a good word about Matilda.

She accuses Miss Honey of trying to get rid of a trouble-maker from her class. Miss Honey realises it's a hopeless task to try and convince Miss Trunchbull that Matilda is really special, but she is still determined to do her best to help Matilda.

Chapter Nine (p84-94)

Miss Honey doesn't want to waste Matilda's time in class so she gives her special text books to study. Miss Honey thinks that Matilda's parents must be aware of their daughter's talents and so goes to see them to ask if she can tutor Matilda privately. Mr and Mrs Wormwood are not pleased to see Miss Honey. They want to watch television. They dismiss what she has to say. They are not interested in learning or education - particularly not for a girl. Miss Honey realises they are both ignorant and useless as parents so she leaves.

Chapter Ten (p95-110)

Matilda is popular at school. She never shows off or boasts about how clever she is. Her best friend is a girl called Lavender. An older girl, Hortensia, tells them about how horrible Miss Trunchbull is and of how she and others try to fight back against her tyrannical rule by playing practical jokes on her. Hortensia explains about The Chokey and other forms of hideous punishment Miss Turnbull inflicts on the children. She also tells them that Miss Trunchbull was an Olympic hammer thrower. Then Miss Trunchbull appears in the playground, grabs a girl by her pigtails and throws her over the fence into a field. Matilda and Lavender are horrified but Hortensia says no one will complain because everyone, including the children's parents, is too scared to do so.

Chapter Eleven (p111-127)

Matilda and Lavender agree that Miss Trunchbull gets away with behaving so badly because no one would ever believe that a headmistress could be so cruel and vindictive. Then they watch as Miss Trunchbull punishes a boy who stole a small slice of her favourite chocolate cake by force feeding him an enormous chocolate cake in front of the whole school. Her plan backfires when the boy manages, after a titanic struggle, to eat every last scrap of it. Miss Trunchbull smashes the plate over the boy's head and marches off the stage but the whole school knows that the boy has beaten her.

Chapter Twelve (p128-134)

Miss Trunchbull is going to take Matilda's class for a lesson. Miss Honey warns the children to prepare for it carefully. Lavender decides to play a joke on Miss Trunchbull. She catches a newt from the pond in her garden and takes it to school with her the next day. She puts it and some pond weed into a jug of water that Miss Trunchbull will use to drink from when she's taking the lesson.

Chapter Thirteen (p135-152)

The lesson is horrible. Miss Trunchbull bullies the children unmercifully. She makes one boy stand in the corner on one leg, she lifts another up by his hair and yet another by his ears. She dismisses Miss Honey's protests with contempt. Then she confronts Matilda. She tells Matilda her father is a crook and she warns Matilda that she is watching her closely.

Chapter Fourteen (p153-163)

Miss Trunchbull pours water from the jug into her glass. The newt plops into the glass.

Miss Trunchbull thinks it's a baby crocodile. She is incandescent with rage and she blames Matilda. Matilda denies that she put the newt into the jug. Matilda becomes so angry that she is able to knock the glass of water over by using just the power of her mind. Water and the newt land on Miss Trunchbull's large bosom. This is too much for Miss Trunchbull. She is certain Matilda is the culprit but she can't prove it. She storms out of the class and slams the door.

Chapter Fifteen (p164-170)

Matilda tells Miss Honey all about what she has just done. She feels that Miss Honey is the only adult she can trust. Matilda confides in Miss Honey who puts Matilda's telekinetic powers to the test. She is stunned by the result. She invites Matilda to come home with her for tea.

Chapter Sixteen (p171-186)

Matilda talks animatedly to Miss Honey all the way to the cottage. The cottage is very ramshackle. Miss Honey recites some poetry to Matilda and both of them are moved by this. The interior of the cottage is very Spartan. Matilda is very surprised that her teacher is living in such poor conditions. She is also shocked that Miss Honey appears to have only the most basic foodstuffs to live on. Matilda realises that something strange is going on.

Chapter Seventeen (p187-199)

Miss Honey tells Matilda all about her difficult life. She explains how she lived in a nice house near the village. Then her mother died when she was very young and her father, a doctor, was too busy to look after her so he sent for Miss Honey's aunt to come and live with them. The aunt was hateful to Miss Honey but she was sweetness and light to Miss Honey's father. Then Miss Honey's father died suddenly and unexpectedly. It looked like he had committed suicide but Miss Honey refused to believe it. However, her aunt inherited everything and made Miss Honey her slave. This continued even after Miss Honey trained to be a teacher. The aunt still made her live at home although she allowed her to teach at the village school. Finally Miss Honey rebelled and rented the tiny cottage. However, her aunt only permitted her to have one pound a week to spend on food and rent. Luckily, for Miss Honey the cottage is very cheap. Finally Miss Honey reveals that her hideous aunt is, in fact, Miss Trunchbull.

Chapter Eighteen (p200-203)

Matilda is stunned by this revelation. Miss Honey is worried that she has said too much. Matilda asks Miss Honey some personal questions but doesn't say why she wants to know the answers. Miss Honey realises that Matilda is planning something and cautions her not to do anything silly.

Chapter Nineteen (p204-208)

Matilda does have a plan to help Miss Honey but to make it work she needs to sharpen her telekinetic skills. She takes one of her father's cigars and practises lifting it with the power of her mind. It is exhausting work but she makes good progress. After six days she is ready to put her plan into action.

Chapter Twenty (p209-220)

Miss Trunchbull takes Matilda's class for a lesson. She lambasts Miss Honey for arguing with her and she browbeats and bullies the children.

She is holding one child upside down when the chalk starts to move on its own. It starts to write on the blackboard. It is a message from Miss Honey's dead father to Miss Trunchbull. It tells Miss Trunchbull to give Miss Honey back everything she has stolen from her over the years or else. Miss Honey realises that it is Matilda, not the ghost of her father, who is controlling the chalk. Miss Trunchbull faints and has to be carried out of the classroom back to her office. Nobody feels in the least bit sorry for her. Miss Honey gives Matilda a big hug.

Chapter Twenty-one (p221-232)

Miss Trunchbull has vanished and Miss Honey has her old house back as well as her money. Matilda has lost her powers of telekinesis. Miss Honey thinks it's because she is no longer frustrated at not being allowed to learn things quickly. Matilda spends a lot of time with Miss Honey. She goes home to find that Mr Wormwood has been exposed as a cheat and a crook and the family are hurriedly packing up their things. They are going on the run to Spain. Matilda races back to Miss Honey's house and asks if she can come and live with her for good. Miss Honey says she can but only if her Mr and Mrs Wormwood agree. The Wormwoods are only too happy to be rid of Matilda. They drive off without a backward glance leaving Matilda in Miss Honey's arms.

GUIDED READING – MATILDA

APP Reading Links

Assessment Focus

**AF2 - Session 1: Level 3/4/5
Session 2: Level 3/4/5**

**AF3 - Session 1: Level 3/4/5
Session 2: Level 3/4/5**

AF5 - Session 1: Level 3/4/5

AF6 - Session 2: Level 3/4/5

AF7 - Session 1: Level 3/4

Learning Objectives

These relate to the Literacy Framework for Teaching, the National Literacy Target Statements for Reading at Year 6 and the Assessing Pupils Progress (APP) Reading and Writing Assessment Guidelines.

- Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.
- Read short stories and serialised longer stories and review the main features of the characters, plot and setting. Discuss views, response and preferences as a class. Compare settings and analyse words and phrases used for description.

Core learning in literacy

Year 6 – most children learn:

Understanding and interpreting texts

- Identify features that writers use to provoke readers' reactions.

Group discussion and interaction

- Use the language of possibility to investigate and reflect on feelings, behaviour or relationships.

Engaging with and responding to texts

- Empathise with characters and debate moral dilemmas portrayed in texts.
- Identify features that writers use to provoke readers' reactions.
- The focus should always be on reading and helping children to enjoy and interpret the text. Some of the activities encourage children to write about the book.

Drama

- Use some drama strategies to explore stories or issues.

Creating and shaping texts

- Use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved.
- Select and use a range of technical and descriptive vocabulary.

Text structure and organisation

- Signal sequence, place and time to give coherence.

Session 1 (AF2, AF3, AF5, AF7)

Note: Suggested answers to teacher-led questions are provided in some cases to help you offer prompts to pupils who may struggle with some of the more complex and/or open-ended questions. Of course, children are endlessly inventive and are likely to come up with lots of other answers that adults don't necessarily think of!

Introducing the text

Tell the children they are going to be reading, *Matilda* by Roald Dahl. Ask them what they already know about Roald Dahl. Discuss the kind of stories he writes and why they are so popular. Show them the front and back covers of the book and ask them, on the evidence of the illustrations and the blurb, to predict what kind of character they think Matilda is going to be and whether the story is going to be funny, serious, gruesome or a mixture of all these things. If they have seen the film that was inspired by the book, point out that it differs in several ways from the novel. Discuss with the children why film makers always alter the story when they make a movie based on a book.

Strategy check

Talk to the children about how the characters are presented and how the author uses their names to reflect their inner nature. For example, Miss Honey is honey by name and by nature, while Miss Trunchbull is as scary as a bull wielding a truncheon.

Independent reading

Ask the children to read the first three chapters of the story and to think about the way in which the author introduces us to the main characters and how he engages our sympathy and admiration for Matilda and encourages us to dislike of Mr and Mrs Wormwood by his use of powerful descriptive language. For example Mr Wormwood is described as "a small ratty-looking man whose front teeth stuck out underneath a thin ratty moustache."

Return to the text

Discuss the following:

Chapter 1

- Judging by the reports he says he would like to write, do you think Roald Dahl would have been a very kind teacher (p3)? Why? Why not?
- Describe the kind of person Matilda is. Use words from the text to help you.
- Why didn't Mr and Mrs Wormwood notice that their daughter was special (p4)?
[Possible responses may include: because they were too wrapped up in their own silly little lives (p4); because they were half wits.]
- Do you think Matilda is spoiled (p6)? Why? Why not?
- Why do you think Mrs Phelps decided not to "interfere" (p11)?

Chapter Two

- What evidence can you find in the text that shows Mr Wormwood is a crook?
- Why does Mr Wormwood get so cross with Matilda?
[Possible responses may include: because he knows she's right when she says he's dishonest (p19); because he thinks she should look up to him like her brother does (p19).]
- How does the author portray Mrs Wormwood? Use words from the text to help you.
- Why does Matilda decide to get her own back on her parents (p23)?
[Possible responses may include: because she resented being told she was stupid (p23); because a small victory or two would help her tolerate their idiocies (p23); to stop herself from going crazy (p23).]

Chapter Three

- Do you think Matilda was justified in putting superglue on her father's hat (p24)? Why? Why not?
- How did Mr Wormwood try and save face at work?
- Do you think Matilda is enjoying the effect her prank has on her parents?
- Use examples from the text to support your answer.
- How does Mrs Wormwood resolve the situation?
- Do you think Matilda has taught her father a permanent lesson (p31)? Why? Why not?

Follow-up activity 1

Ask the children to read chapters four, five and six and then make up a funny, but not cruel, prank that Matilda could play on her family.

Follow-up activity 2

Ask the children to read chapter seven, Miss Honey, and then write an entry in Miss Honey's diary in which she describes her thoughts and feelings about having a girl like Matilda in her class.

Session 2 (AF2, AF3, AF6)**Response to the text**

Discuss the following:

Chapter 4

- What makes Matilda decide to play the talking parrot prank on her family?
[Possible responses may include: because she seemed to know that neither crying nor sulking ever got anyone anywhere (p35); because he ripped up her book (p35).]
- How does Matilda respond when Fred refuses to lend her his parrot (p37)?
- How do you know that Mr Wormwood is a coward? Use evidence from the text to support your answer.

Chapter five

- Matilda wants her parents to be loving, intelligent, understanding and honourable (p43) but they aren't. Do you think this justifies her punishing them when they are beastly to her? Why? Why not?
- How do you know that Mr Wormwood favours his son Michael over Matilda?
- Do you think Matilda was unwise to tell her father the answer to the question he asked Michael? Why? Why not?

Chapter six

- How does Matilda undermine her father's belief that "Good strong hair, means there's a good strong brain underneath" (p50/51)?
[Possible responses may include: by pretending to agree with him; by telling him that Shakespeare was bald (p51).]
- How does the author show how shocked Mrs Wormwood is by the sight of her husband's hair (p55)?
- What is it about the peroxide that scares Mr Wormwood?
[Possible responses may include: it will make his hair fall out (p58); because it's used to disinfect lavatory pans (p55).]

- What unites Mrs Wormwood and Matilda?
[Possible responses may include: they both think he's stupid (p58); neither is very sympathetic towards him (p59).]

Chapter seven

- How does the author show that Miss Honey is a special teacher?
- How do you know that Miss Trunchbull is going to be trouble? Use words from the text to support your view.
- How would you feel if you were one of the other children in Matilda's class on that first morning? Give reasons to explain why you would feel like that.
- What evidence is there in the text that the children like Miss Honey and Matilda?

Strategy check

Ask the children to think about how the author shows that Matilda is wise as well as clever. For example, although she is only five years old she understands Miss Honey's predicament and responds in a sensitive and adult way. Also ask them to consider how the relationship between Matilda and Miss Honey changes from that of teacher and pupil to something more profound.

Independent reading

Ask the children to read from chapter eight, The Trunchbull, to the end of chapter fourteen, The Weekly Test. Encourage them to consider how the author creates a word portrait of Miss Trunchbull as a formidable and tyrannical creature but, at the same time, one who can be undermined and perhaps, in the end, defeated.

Return to the text

Discuss the following:

Chapter eight

- Find examples from the text that show that Miss Trunchbull is eccentric, unreasonable and totally unfit to be in charge of a school.
- Miss Trunchbull says Miss Honey only wants Matilda to be moved to a different class so that she can be rid of a troublemaker (p82). Why does she think this?

[Possible responses may include: because she has been talking to Mr Wormwood (p79); because that is what she would do in Miss Honey's position.]

Chapter nine

- Why did Miss Honey feel she would have no difficulty in persuading Mr and Mrs Wormwood that Matilda was special?
[Possible responses may include: because it was obvious to everyone that Matilda was special; because parents never underestimate the abilities of their own children (p85).]
- What do you think of Mrs Wormwood's philosophy of life? Is she right when she says she's sitting pretty (p92). Give reasons for your answers.

Chapter ten

- Are Lavender and Matilda right to admire Hortensia (p102)? Why? Why not?
- Why do you think Miss Trunchbull treats children so badly?
- What would you do if you were a pupil in Miss Trunchbull's school? Why?

Chapter eleven

- How do you know Miss Trunchbull is very unhappy with Bruce Bogtrotter?
- Use words from the text to illustrate your answer.
- How does the author show that the children are on Bruce's side?
[Possible responses may include: he says that the children are all silently rooting for him (p124); they jump up and cheer and yell in support of Bruce when he finishes the cake (p125).]
- Who do you think won this contest of wills, Bruce or Miss Trunchbull?
- Why do you think this?

Chapter twelve

- Why did Lavender decide to play a trick on Miss Trunchbull?
[Possible responses may include: because she admired Hortensia and wanted to be like her (130); because she thinks she has the perfect trick (p131).]
- Do you think Lavender is treating the newt as badly as Miss Trunchbull treats the children? Why? Why not?
- How do you know that Lavender was keyed-up about playing her trick?
[Possible responses may include: because she was tingling with excitement (p133); because she couldn't eat her favourite lunch (p133).]

Chapter thirteen

- What evidence can you find in the text that shows that Miss Honey is a good teacher?
- What evidence can you find in the text that shows Miss Trunchbull isn't a good teacher?

- How do you know that Miss Trunchbull's school is not a private school?
- Why does Miss Trunchbull say she will keep a careful eye on Matilda from now on?
[Possible responses may include: because her father is a crook (p152); because she doesn't like clever people (p152).]

Follow-up activity 3

Ask the children to read to the end of the book and then write a newspaper report with the headline: **Mystery of Missing Headmistress!**

Follow-up activity 4

Have the children explore the motivations of the characters by hot seating them.

Extensions

Extension 1 (literacy)

Write a short biography of Roald Dahl. The information provided after the Matilda story will help you – as will these websites:

<http://www.roalddahl.com/>

<http://www.randomhouse.co.uk/childrens/roalddahl/home.htm>

Extension 2 (cross-curricular)

Make a graph showing which of Roald Dahl's books is the most popular with the children in the class.

6

Matilda (1)

Getting Even

Make up a funny, but not cruel, prank that Matilda could play on her family.

Your prank must not involve superglue, a talking parrot or hair dye.



6

Matilda (2)

Every Teacher's Dream Child

Write an entry in Miss Honey's diary describing her thoughts about having Matilda in her class. Do you think she will be excited about, or dreading the prospect of, teaching a genius?

● *Dear Diary*

●

●

●

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6

Matilda (3)

Missing Headmistress Mystery!

Imagine you are a reporter and you have been sent to discover what happened at the school to make the headmistress, Miss Trunchbull, disappear without trace.

Your editor has heard rumours of ghostly goings on at the school and wants you to find out the facts. So, to get a great story you'll need to find the answers to these questions:

Who? What? Why? When? Where? How?

Don't forget your report will need an eye catching headline.

THE CRUNCHEM CHRONICLE



Now you've read the story. Put the characters on the hot seat and ask them to explain why they acted as they did.

These questions may help you, but make up your own to investigate the characters further.

Matilda

- Why do you like to read so much?
- What was your favourite trick and why?
- Why do you think you were able to move things with the power of your eyes?



Miss Honey

- How do you feel about Matilda? Why?
- Why didn't you stop Miss Trunchbull from bullying the children?
- What makes you a better person to look after Matilda than her mother and father?

Mr Wormwood

- Why do you cheat your customers?
- Why don't you like Matilda?
- Why do you prefer your son to Matilda?

Mrs Wormwood

- Why do you play bingo when you should be looking after Matilda?
- Why do you think you've done better than Miss Honey?
- Why don't you ever make a proper meal?

Miss Trunchbull

- Why are you a teacher if you don't like children?
- Why did you treat Miss Honey so cruelly?
- Why did you vanish without trace?

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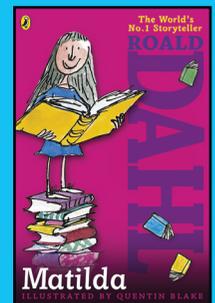
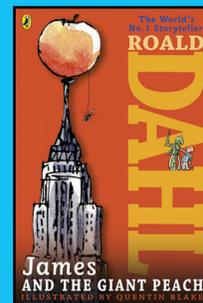
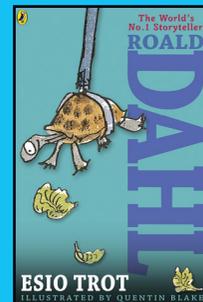
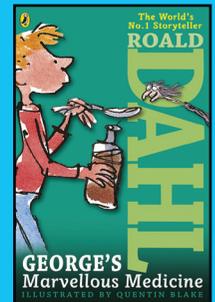
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