



Main framework objectives

- Year 4:** **Reading, 7.2:** Deduce characters' reasons for behaviour from their actions.
Writing, 9.1: Develop and refine ideas in writing using planning and problem-solving strategies.
- Year 5:** **Reading, 7.5:** Explore how writers use language for comic and dramatic effects.
Writing, 11.2: Punctuate sentences accurately, including use of speech marks and apostrophes.
- Year 6:** **Reading, 8.2:** Sustain engagement with longer texts, using different techniques to make the text come alive.
Writing, 9.5: Integrate words, images and sounds imaginatively for different purposes.

Reading activities

- ★ Talk about Tench and Farla. What kind of people are they? Ask: *Which do you think is the leader – Tench or Farla? What makes you think that?* Talk about the characters' motivation. Ask: *Why do you think Tench and Farla decide to wait on the other side of the rock-fall for the Arkies to give up? Is this a good plan?* (See pages 20–21.)
- ★ Do the children think Tench and Farla are scary, or are they a bit ridiculous? With the class, look at how the author and illustrator present Tench and Farla to make them seem a bit silly – for example, deciding not to take water with them (on page 14), and using exaggerated language (pages 24 and 25).
- ★ Encourage the children to choose part of the story that they think is particularly interesting, funny or dramatic. In pairs or small groups, let them role play the scene they have chosen. Challenge other children to identify which part of the book the role play is based on.
- ★ Ask the children to flip through the book and find a scene where characters are having a conversation, such as Tench and Farla (at the bottom of page 21) or the Arkies (pages 16–17). Challenge the children to write out the conversation, using speech marks and the full range of sentence punctuation. How many differences can they find between the two different ways of presenting the conversation?
- ★ Invite the children to choose an image from the Arkies Image Bank and use this as the first image in a new scene, using one of the blank layouts on the CD-ROM. Let them choose other images and add speech bubbles and sound-effects from the CD-ROM before printing out their layout and drawing some more images of their own to complete the scene.

Writing activities

- ★ Encourage the children to choose one of the Arkies Story Starter ideas from the CD-ROM and use it to write their own story, either in manga or normal narrative form. Ask them to use the planning grids on the CD-ROM to help plan their story. They can use the blank layouts and images on the CD-ROM to help them complete the writing.
- ★ Photocopiable page 19, Character files: Reading – tell the children to work individually to fill in the character files, using information from the book. If necessary, fill in Singer's character file as a group before the children create their own character file.
- ★ Photocopiable page 20, Action-packed openings!: Writing – ask the children to work in pairs. Encourage them to discuss the reasons why they chose a particular story opening, and plan their story continuation together.