

# pinpoint ENGLISH

---

## whole class reading

Flexible and Creative Lessons for

*Beowulf*

by Michael Morpurgo



Pearson

Y5



## Character modelling


AFTER  
READING



**Resources required:** modelling clay

- **Children should be able to:**

-  summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
-  improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].

- 1 Remind children of the main mythical creatures from the book (Grendel, Grendel's mother, the dragon). Ask them to choose one of the creatures and find a description of them in the text.
  - 2 Give each child some modelling clay and ask them to make their own interpretation of their chosen creature from the text using their notes and own imagination.
-  You could provide children with images from the internet to help to generate ideas.

*This activity works well with Main activity 27.*

## Starter activity 27




## Worst creature?

AFTER  
READING



**Resources required:** three large pieces of sugar paper, pens

- **Children should be able to:**


-  articulate and justify answers, arguments and opinions.
-  summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
-  note and develop initial ideas, drawing on reading and research where necessary.

- 1 Ask children which of the creatures from the story they think is the worst and why.
- 2 Divide children into three groups based on their opinion (Grendel, Grendel's mother, Dragon). Each group should use a large piece of paper to draw a picture of their chosen creature. They should write words around the picture to describe their creature's appearance, character and deeds. They can use this to explain why their creature is the worst.
- 3 Each poster can be put up on the wall for children to look at.
- 4 If there's time, one member of each group could give a one-minute talk about their poster to persuade the other groups that their creature is the worst.





## Starter activity 28



## Non-fiction: Who were the Vikings?

AFTER  
READING

4 x  **Resources required:** photocopy master (PCM) II, large sheets of paper and pens, non-fiction books on Vikings, access to the internet

• **Children should be able to:**

-  distinguish between statements of fact and opinion; retrieve, record and present information from non-fiction.
-  use further organisational and presentational devices to structure text and to guide the reader.
-  use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
-  talk about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

- 1 In the first session, organise children into groups of four. Recap the difference between facts and opinions. Give each group copies of PCM II, two large pieces of paper and pens. Ask them to read PCM II, then write facts from the text on one piece of paper and opinions on the other.
  - 2 Ask two groups of children to join together and share their findings with each other. Do they agree on the facts and opinions? Have they found all of the information?
  - 3 In the second session, ask children to focus only on the facts and use the books and internet to help them add more facts.
  - 4 In the third session, children work in pairs to plan a booklet about the Vikings. Encourage them to divide the facts into topics, e.g. who they were, what they did, where they lived, what their boats were like.
  - 5 If there is time, children can begin creating their booklet either by hand or on the computer. Encourage them to divide the work between them so that they can get it all completed.
  - 6 In the fourth session, children finish their fact booklets and add a title page and contents to help their reader navigate around the book.
-  **T** Ensure children understand the difference between facts and opinions. Support them with the planning. Divide the work between them so they each produce a page that comes together as a group booklet.
-  **D** Children write their booklets independently after doing the initial research in groups. Encourage them to use a range of layout features and include a glossary.

*Copies of the fact booklets should be displayed in the class library for other children to read throughout the unit.*

**Main activities 27-30**

# Plenary activities

## Expanding our vocabulary

BEFORE  
READING

10



vocabulary builder **Resources required:** dictionaries, thesauruses

- **Children should be able to:**



use dictionaries to check the spelling and meaning of words; understand how words are related by meaning as synonyms and antonyms.



use a thesaurus.

- 1 Read the blurb on the back of the book and ask children to write down the words: trouble, terrify, evil, darkness.
  - 2 In pairs, children use a dictionary to identify the meaning of each word and a thesaurus to write three alternative words.
- D** Children write some sentences with the synonyms.

## Plenary activity 1

## Talking to the reader

BEFORE  
READING

10



**Resources required:** range of fiction books at appropriate level

- **Children should be able to:**



identify and discuss themes and conventions in and across a wide range of writing; identify how language, structure and presentation contribute to meaning.



articulate and justify answers, arguments and opinions.

- 1 Read page 1 and ask children to identify words which show that the author is speaking directly to them.
- 2 Children work in groups of 4–5. Give them a range of fiction books. Can they identify any other books where the author / narrator speaks directly to the reader? What effect does this have on the reader?
- 3 Ask each group to feed back. Discuss how this entices the reader into the story.

## Plenary activity 2

Find the definitions for the words below.

Word	Definition
lamented (page 20)	_____
brooding (page 41)	_____
cherish (page 58)	_____
perilous (page 73)	_____
fiendish (page 87)	_____
resplendent (page 100)	_____
wrought (page 108)	_____
smouldering (page 118)	_____
bestowed (page 128)	_____
craven (page 141)	_____
pyre (page 146)	_____

Reading the whole word in context (the whole sentence) will help you to understand it.

