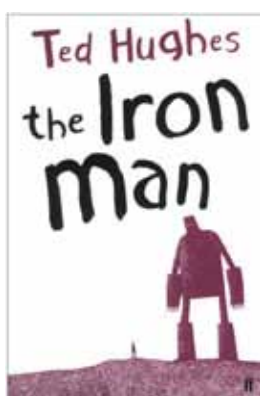


Pie Corbett's Reading Spine

Whilst I have selected just one picture book for Year 3, there are many more which will intrigue and provide a challenge for this age group such as *The Day the Crayons Quit* (HarperCollins) or *John Brown, Rose and the Midnight Cat* (Puffin). Children of this age need a great storyline, but should also be experiencing deep and rich books.



The Iron Man

READ & RESPOND

Ted Hughes (Faber)

Notice and imitate the opening, using rhetorical questions to draw in the reader. With the class role play the family talking about the picnic or Hogarth telling his parents about what he had seen. Invite them to create a diary for Hogarth and news bulletins for both the Iron Man and space-bat-angel-dragon. Discuss which of the two tales is strongest and why? Ask them to draw parallels with other 'taming the monster' stories. (See the *Read & Respond* title for further ideas.)



Cat Tales: Ice Cat

Linda Newberry (Usborne)

With the class look at the use of imagery on the first few pages and make a list of other similes for snow. Ask: *What else is white? Why does Tom feel funny about Gary's dad in Chapter 1? How can a creature be in the snow? Why does Tom feel bad-tempered with his dad in Chapter 2?* Talk about the lump of ice inside of him. Ask: *In Chapter 3 what is the Ice Cat searching for? In Chapter 4 how can the cat's touch be inside of Tom and why does he destroy the snowman and blame the Ice Cat? In Chapter 5 explain the Ice Green Cat's role in the story and why the icy hardness melts away. Ask: What is it all about?*

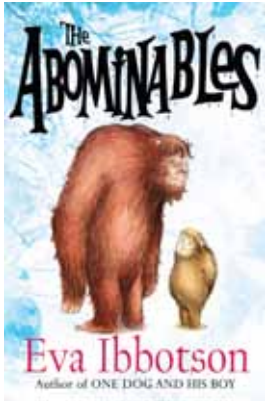


The Sheep-pig

READ & RESPOND

Dick King-Smith (Puffin)

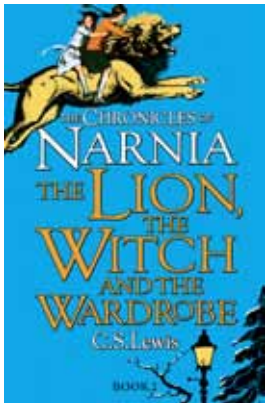
Remind the children that they have previously read a Dick King-Smith novel, *Hodgeheg* (Puffin). Not surprisingly, he used to be a farmer. Ask: *Are pigs stupid?* (See Chapter 2.) *Why does Fly look after Babe?* *At the start of Chapter 3 what are the puppies not telling Babe?* Discuss the relationship between Fly and Babe. Ask: *What is it about Babe's character that is so endearing?* Invite the children to write the police report about the sheep rustling incident and the news report about the sheep-dog trials. (See the *Read & Respond* title for further ideas.)



The Abominables

Eva Ibbotson (Scholastic)

This is a longer read. To set the scene, begin with some introduction to the Abominable Snowman, the Yeti and the mountains of Tibet. Together predict what might happen from the first sentence. After reading Chapter 2 ask them to write stories to read to the yetis. Ask: *How is 'the world outside changing' and why is this an issue?* After reading Chapter 3 can they write a newspaper story about the yetis? After reading Chapter 5 discuss whether the plan is a good one. After reading Chapter 13 encourage the class to write a leaflet to persuade people to help the yetis. As a final task, together rename the story! Also, read *Journey to the River Sea* (Macmillan) and *One Dog and his Boy* (Marion Lloyd Books).

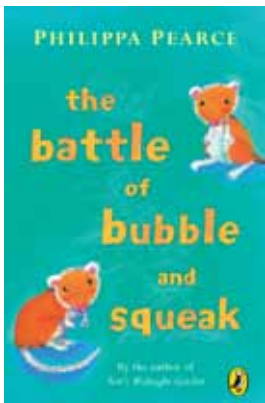


The Lion, the Witch and the Wardrobe

READ & RESPOND

CS Lewis (HarperCollins)

After reading, ask the class to write list poems 'through the magic door/ I saw...'. Re-read and discuss together the reaction of the Professor. Draw the lantern in the snow with the trees and ask them to write a description. In small groups recreate the meal in Mr Tumnus's house and describe it. Discuss together which is the key scene and what it means. Draw a Narnia map and invite children to draw in episodes. Encourage the children to write information reports about some of the magical creatures and design traps for the nasty ones! Together make character charts for each character to compare and contrast. With permission watch the film in lesson. Then use role play to explore conversations between the children about Edmund's behaviour. Explain his actions. Ask: *Why is he forgiven?* (See the *Read & Respond* title for further ideas.)



The Battle of Bubble and Squeak

Philippa Pearce (Penguin)

With the class create role-on-the-wall for Sid, Bill and Alice Sparrow. Ask: *How does the writer show their characters?* Use diary entries or hot-seating to keep alive the different viewpoints of what is happening in the family. Pause at the end of Chapter 10 asking them to predict how it might end. Discuss the end of the story. Interestingly, the story is based on two gerbils that Philippa Pearce's daughter Sally kept, as she said: *"almost all the incidents... happened to us: [the gerbils] gnawed holes in the curtains, the cat caught one and we had to take it to the vet. Our gerbil never fully recovered, but happily the fictional one does."*



Hansel and Gretel

Picture book

Anthony Browne (Walker Books)

Read a version of the original and compare it together with the class. Read the story without showing the pictures to the children, then read with the pictures. Spend time looking at each picture, so the children can notice the visual play and discuss the changes in mood the artist portrays. Encourage them to imagine being in the wood and ask: *What would you see, hear, feel, think?* Then create list poems from these ideas. Discuss the step-mother/witch and the visual imagery. Ask: *Are they just tricks? What should the father have done?* Discuss the role of poverty in the story.