



Main framework objectives

Year 4: Reading, 7.5: Explain how writers use figurative and expressive language to create images and atmosphere.

Writing, 9.4: Show imagination through the language used to create emphasis, humour, atmosphere or suspense.

Year 5: Reading, 8.2: Compare the usefulness of techniques such as visualisation, prediction, empathy in exploring the meaning of texts.

Writing, 11.1: Adapt sentence construction to different text-types, purposes and readers.

Year 6: Reading, 7.2: Understand underlying themes, causes and points of view.

Writing, 11.2: Use punctuation to clarify meaning in complex sentences.

Reading activities

- ★ Re-read pages 17–20 and talk about how the atmosphere changes from shocked and scared, when the Kitewings first pick up Lyam and Singer, to relaxed, when the Arkies realise they are safe. Ask the children to pick out words and phrases that help build up the atmosphere, for example when the caption text builds suspense: ‘Suddenly, Pace sees something that drives Arkie rules out of his mind.’
- ★ Ask the children: *Do you think the author wants us to like the Kitewings? What is nice about them? Why were the Kitewings upset at the idea of the Arkies leaving?* Encourage the children to role play being Kitewings and Arkies. Invite the Kitewings to explain to the Arkies how they are feeling, and why.
- ★ Re-read Chapter 5 and ask: *Why do you think ArkMa was so angry with the Arkies when they got back to Ark3? Was she right to be angry with them? Why/why not?* Do the children think the Arkies treated the Kitewings with respect? Discuss why it is important to treat other people (and animals) with respect.

Writing activities

- ★ Encourage the children to choose an exciting or atmospheric image from the Arkies Image Bank on the CD-ROM. They should import the image into a blank layout or print it out, and add speech bubbles, sound-effect text and captions to enhance the atmosphere and explain

what is going on. Encourage them to choose words carefully to make the scene as exciting as possible. Challenge them to add other images and extend the scene.

- ★ Look together at the image at the top of page 11. The atmosphere of the windy planet is conveyed mostly through the picture. Invite the children to write two or three sentences describing the planet. Then read back the descriptions together and see if they can be enhanced by changing the words to make the atmosphere seem more spooky or exciting. You can use photocopiable page 20 to scaffold this activity.
- ★ Challenge the children to sum up the plot of the story in just one or two sentences. Their sentences will need to be complex, with several clauses. Scribe the sentences on the board, asking the children to add punctuation at the right points. Together, choose and refine the best sentences to make a shared story summary.

Photocopiable pages

- ★ Photocopiable page 19, Kitewings: Reading – invite the children to work individually or in pairs to complete the activity. First demonstrate as a group how to scan text by looking for appropriate details about the Kitewings.
- ★ Photocopiable page 20, Windy planet: Writing – ask the children to work in pairs to write three sentences about the windy planet. Before starting, run through the activity once as a group.