

Shared reading

SECTION

3

Extract 1

- Read an enlarged copy of Extract 1, which introduces Jim and provides an insight into his family's circumstances and the concept of 'home', an underlying theme in *Street Child*. Explain to the children that character is built through action and dialogue.
- Prime three children to read the dialogue. An interactive readers' theatre approach will help to bring the extract to life.
- Read the passage expressively and elicit first responses by asking: *What came into your mind when we read this passage?* Ask the children to discuss in pairs before sharing responses. Extend first responses by encouraging them to

say more, for example, *Tell me more about why you think that...*

- Build a picture by asking the children to imagine they are inside Jim's home. *What do they see/hear/smell?* Re-read the first sentence of the extract and ask: *What is the difference between a home and a house?*
- Invite the children to describe Jim in three words (excited, selfish, pleased). Ask: *What clues in the text led you to choose those words?* Annotate the text, drawing attention to the speech verb *he sang out*, dialogue *I'll have it!* and action *panting with triumph and excitement*. What do these clues tell us? Is Jim a likeable character?

Extract 2

- Read Extract 2 with the class and explain that this scene establishes the historical setting.
- After reading aloud, invite the children to sketch the picture they have in their mind's eye of the schoolroom.
- Use the sketches as a basis for children to share their first responses. Ask them whether they found anything strange or unusual about this school. How does the workhouse school differ from their experience of school? Highlight key words and phrases that describe the historical setting (*a long dim room with candles*).

- Ask the children what they think of the women's behaviour. Why do the women shout out the wrong answers and refuse to speak when Tip invites them to answer the schoolmaster's question?
- Highlight and check the children's understanding of phrases such as *mumbling to each other in low drones* and *pursed their lips*. Encourage them to use a dictionary to look up unfamiliar words as necessary. Finally, make sure the children understand the words and phrases in context.

Extract 3

- Read Extract 3 together, reading expressively to highlight the drama.
- Invite the children to share the feelings evoked by this passage. Explain that the writer has carefully built suspense so that the reader will feel tension and anticipation.
- Ask pairs of children to re-read the first three paragraphs and highlight the text by identifying the sounds (*howls, hollered, pummelled, flapping,*

snapped, rustling, snuffling and panting). Consider the effect the words create.

- Re-read the fourth paragraph and ask the children how this contrasts with the previous paragraphs. Ask: *In the final paragraph, who is asking the questions? What effect does this have?*
- In groups, ask them to re-read the passage using sound effects to emphasise the contrast between the noisy chase and the silence that follows.

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