

Welcome to English at Bassaleg!

Here, you'll get a taster of what lessons are like. We've included two different lessons that you can work through, and extra activities to do for fun!



How far can you keep the description staircase going?



Terrifying



Chaotic

A Tyrannosaurus Rex is shown in profile, facing right, in a lush, green, mountainous landscape. The dinosaur is brown and has its mouth open, showing sharp teeth. The background features rolling green hills and a palm tree.

# Welcome to Literacy at Bassaleg School!

**Learning Objective:**  
To apply and develop a  
range of reading  
strategies so that we can  
decide whether to shut  
down Jurassic World for  
good!

Watch the video and THINK: “Do these animals deserve the same protections given to other species, or should they just be left to die?”



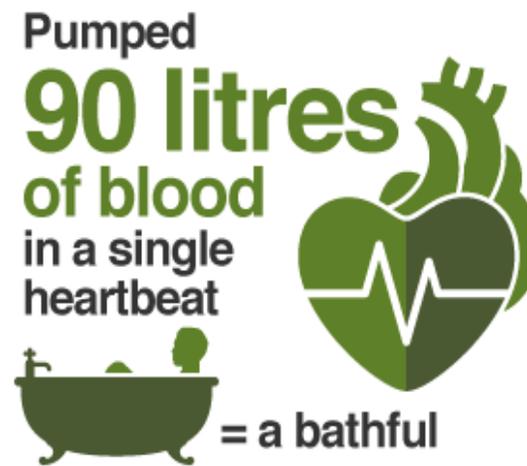
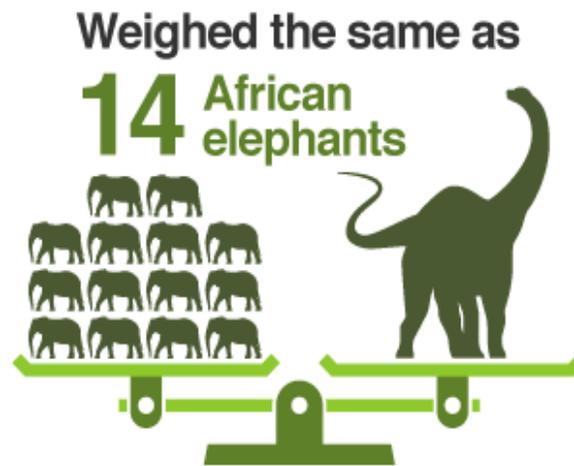
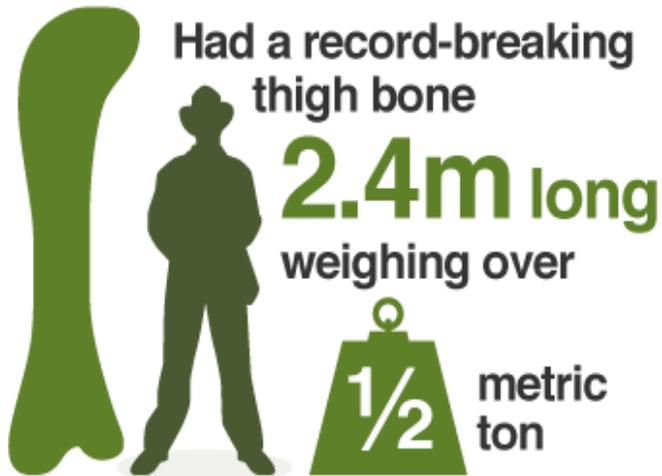
# Let's gather some evidence for and against our argument for closing down Jurassic World



*Use your detective skills:*

What can we **INFER** from this infographic?

**How will this help us to build our case for OR against Jurassic world?**



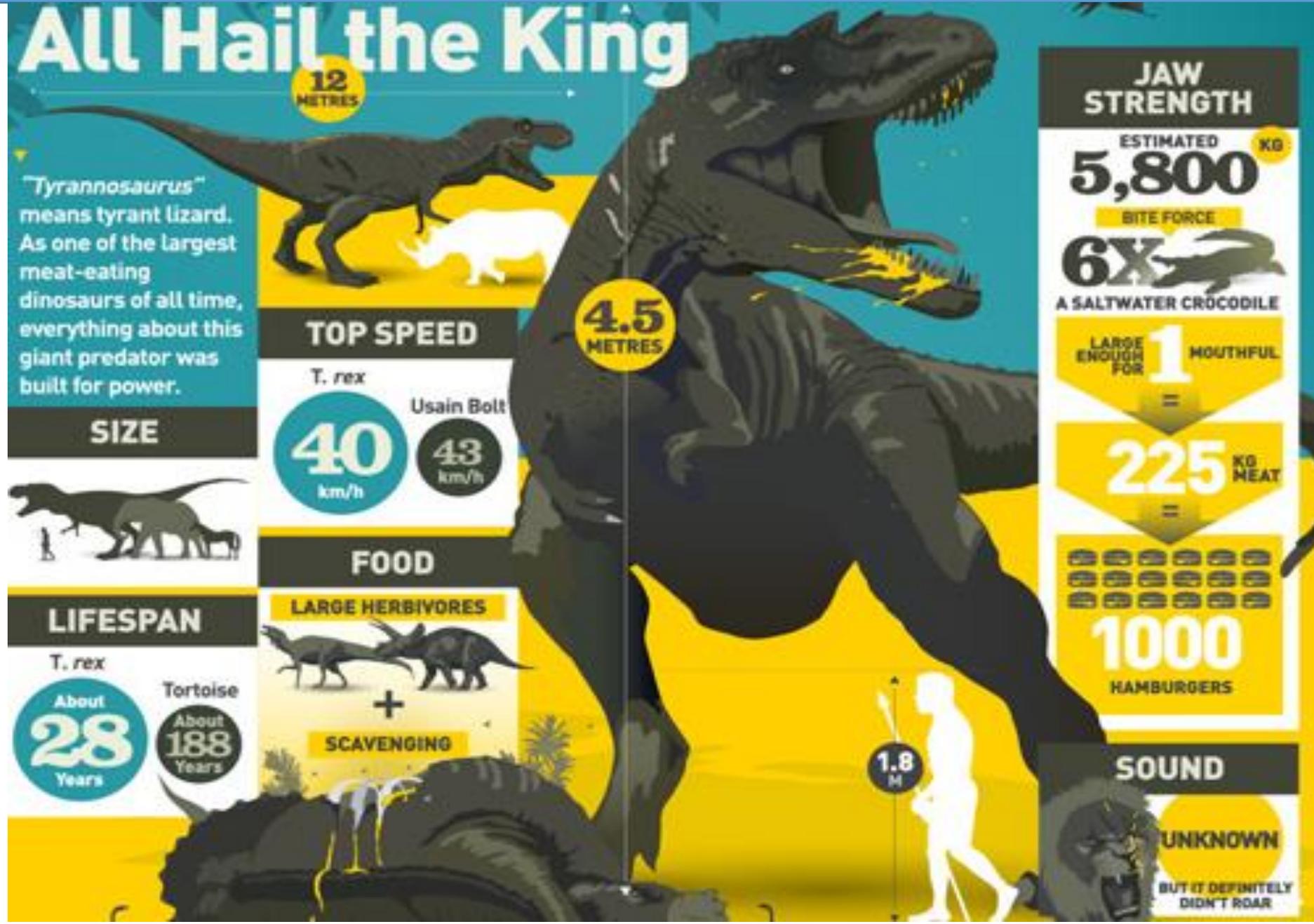
# Let's gather some evidence for and against our argument for closing down Jurassic World



**Use your detective skills:**

What can we **INFER** from this infographic?

How will this help us to build our case for **OR** against Jurassic world?



Decide whether you want to keep Jurassic World open or feel it should be closed for good!

## FOR CLOSING

## AGAINST CLOSING

Dangerous – lots of people keep getting hurt!

Educational – we need to learn about the past

Cruel to the dinosaurs – they should have rights

Exciting – it is an excellent tourist attraction

Expensive – lots of money gets spent to keep it open

Money – it makes lots of money

Write up your response into a passionate, persuasive paragraph!

In my opinion...

It is obvious that...

Did you know that...

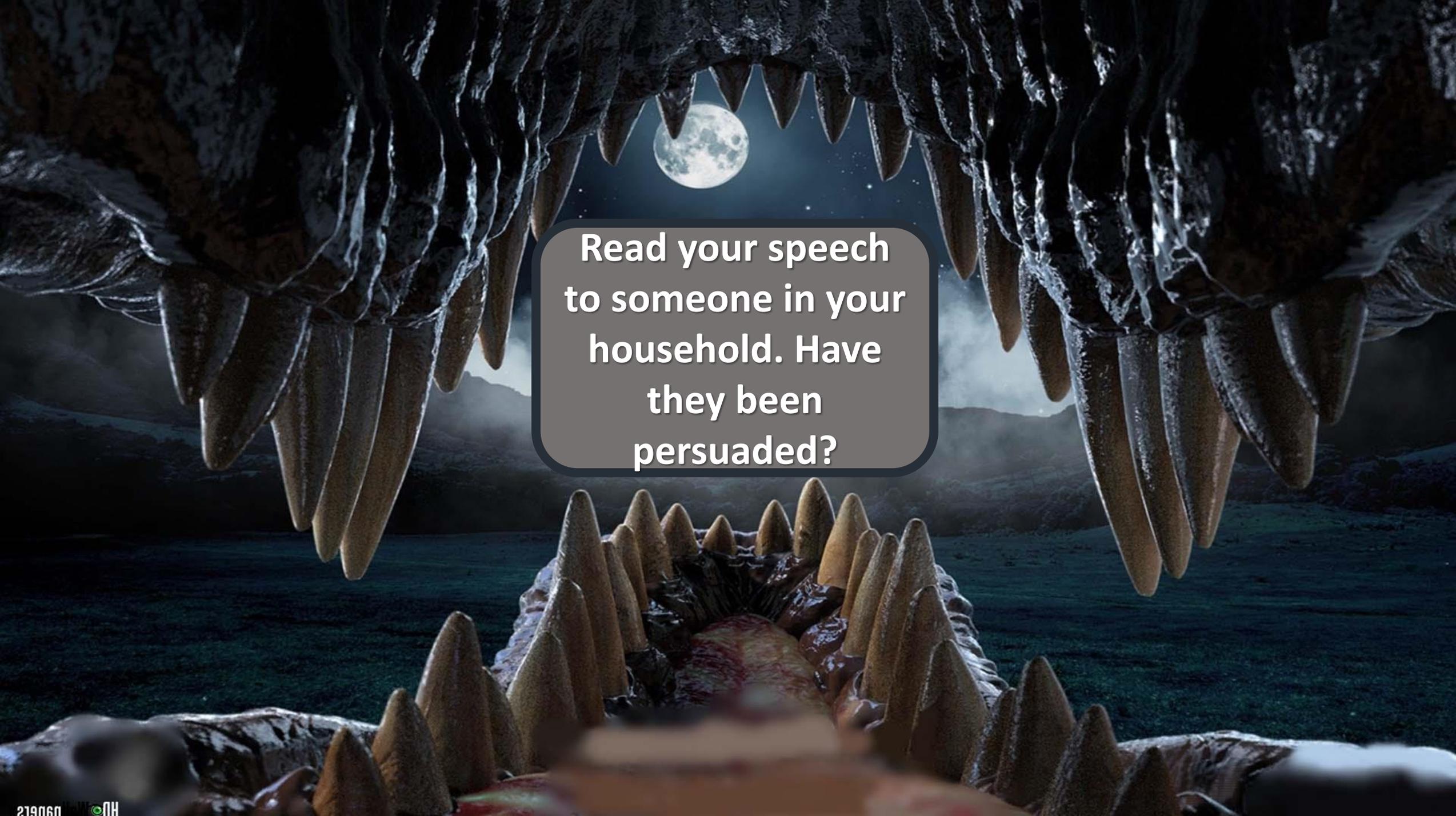
I feel this is...

Furthermore, dinosaurs are...

We should definitely...

Can you honestly say...

Finally, it is important to know...

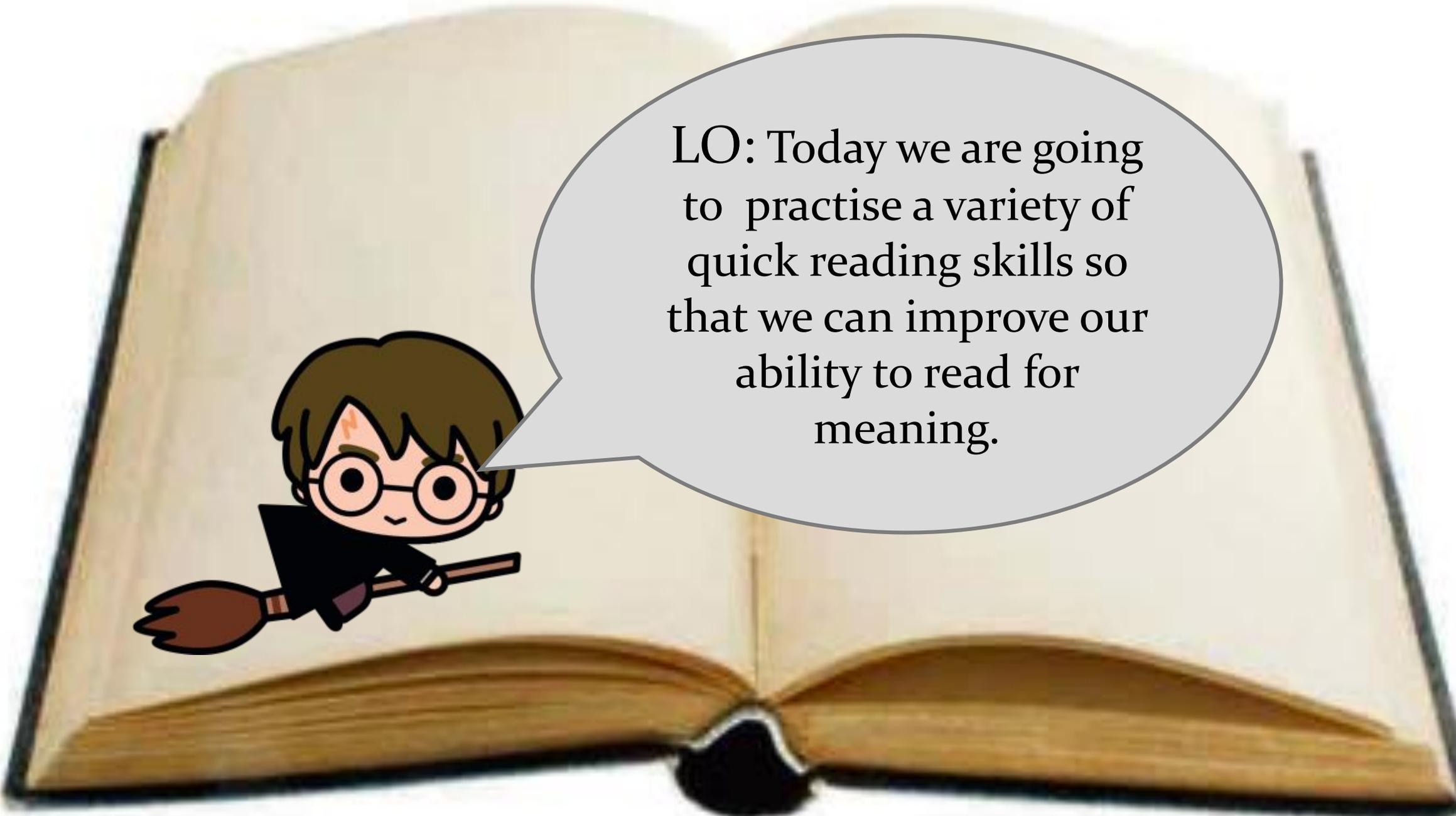


Read your speech  
to someone in your  
household. Have  
they been  
persuaded?

Harry looked at the shops in front of him;  
He felt nervous and excited!

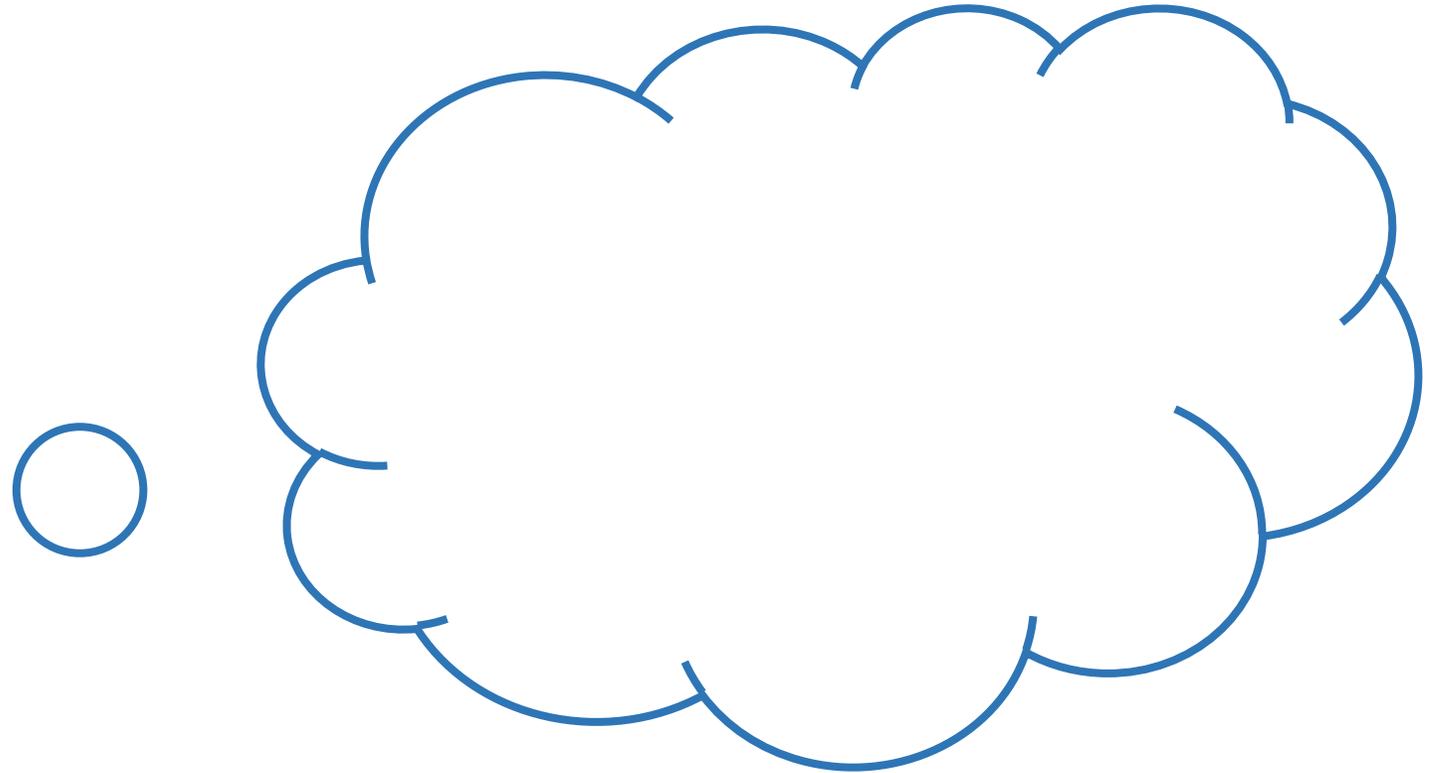
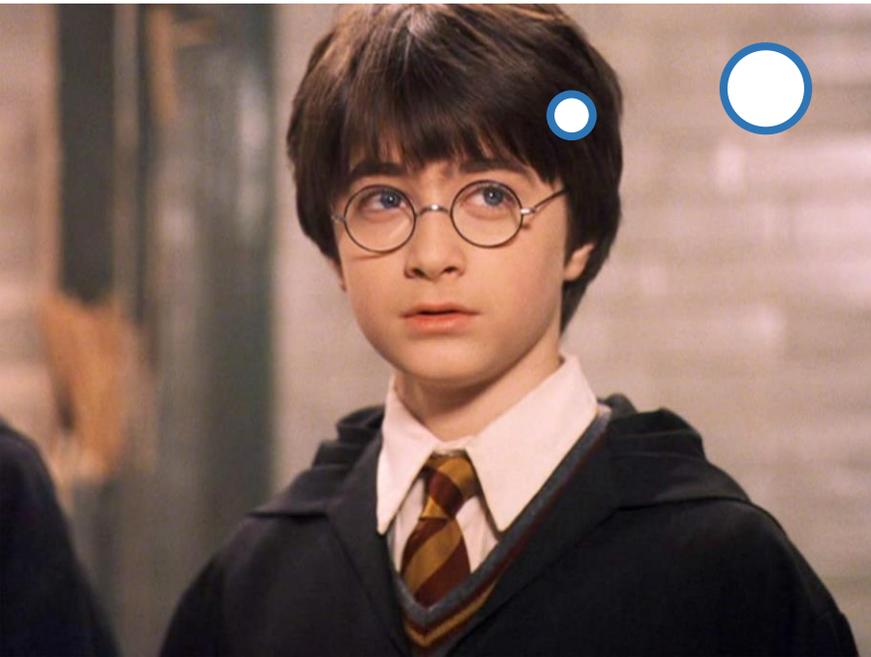
The Ministry of  
Magic has banned the  
letter 'o'!  
Can you help me  
with this Lipogram?!

Help Harry by rewriting the  
sentence without the letter  
'o', but so it still has the same  
meaning!



LO: Today we are going to practise a variety of quick reading skills so that we can improve our ability to read for meaning.

In the extract we're about to read, Harry arrives at Diagon Alley for the first time. What thoughts and questions might he have in his head at this point?



He tapped the wall three times with the point of his umbrella.

The brick he had touched quivered – it wriggled – in the middle, a small hole appeared – it grew wider and wider – a second later they were facing an archway large enough even for Hagrid, an archway on to a cobbled street which twisted and turned out of sight.

‘Welcome,’ said Hagrid, ‘to Diagon Alley.’

He grinned at Harry’s amazement. They stepped through the archway. Harry looked quickly over his shoulder and saw the archway shrink instantly back into solid wall.

The sun shone brightly on a stack of cauldrons outside the nearest shop. *Cauldrons – All Sizes – Copper, Brass, Pewter, Silver – Self-Stirring – Collapsible* said a sign hanging over them.

‘Yeah, you’ll be needin’ one,’ said Hagrid, ‘but we gotta get yer money first.’

Harry wished he had about eight more eyes. He turned his head in every direction as they walked up the street, trying to look at everything at once: the shops, the things outside them, the people doing their shopping. A plump woman outside an apothecary’s was shaking her head as they passed, saying, ‘Dragon liver, seventeen Sickles an ounce, they’re mad...’

A low, soft hooting came from a dark shop with a sign saying *Eeylops Owl Emporium – Tawny, Screech, Barn, Brown and Snowy*. Several boys of about Harry’s age had their noses pressed against a window with broomsticks in it. ‘Look,’ Harry heard one of them say, ‘the new Nimbus Two Thousand – fastest ever –’ There were shops selling robes, shops selling telescopes and strange silver instruments Harry had never seen before, windows stacked with barrels of bat spleens and eels’ eyes, tottering piles of spell books, quills and rolls of parchment, potion bottles, globes of the moon...



Whiteboards ready ...

# How many times did Hagrid tap the wall with his umbrella?

A: 1

B: 5

C: 3



Shouts from the crowd: “use process of elimination!”

Whiteboards ready ...

A 'plump' woman stands outside the apothecary's. What does 'plump' mean?



A: A full, rounded shape

B: A slim, slender shape

C: Red faced and out of breath

Shouts from the crowd: "use process of elimination!"

Whiteboards ready ...

# What does Hagrid suggest should be Harry's first priority on Diagon Alley?



A: Buying a cauldron

B: Getting him some money

C: Finding him eight more eyes

Shouts from the crowd: "use process of elimination!"

Whiteboards ready ...

# Why do you think this extract contains so many lists?



A: Because JK Rowling wanted to save time

B: To emphasise how busy it was

C: To show how excited Harry was

Shouts from the crowd: “use process of elimination!”

Whiteboards ready ...

# Why did the boys have 'their noses pressed against a window'?



A: Because they wanted to get a closer look

B: Because the street was so busy

C: Because they wanted to smell the shop

Shouts from the crowd: "use process of elimination!"

Whiteboards ready ...

The spell books were in ‘tottering piles’.  
What does ‘tottering’ mean?

A: large quantities

B: high

C: unstable



Shouts from the crowd: “use process of elimination!”

Whiteboards ready ...

# Why was the woman outside the apothecary's 'shaking her head'?



A: Because she was disappointed with Harry

B: Because the cauldrons were so expensive

C: Because she didn't have enough money for the shop

Shouts from the crowd: "use process of elimination!"

Harry and Ron are having a bit of trouble understanding some of the phrases in this extract!  
Can you help them?



1. 'Harry wished he had eight more eyes'
2. 'Hagrid grinned at Harry's amazement'
3. 'trying to look at everything at once'

Explain what these phrases mean – how did you work it out?

Let's reflect ...

A scene from the Harry Potter movies showing Harry Potter and Ron Weasley sitting at a table in a dining hall. They are looking at a crystal ball that is sitting on a small wooden stand. The crystal ball contains the text 'What strategies did we use to find the answers?'. There are books on the table next to the crystal ball. In the background, other students are visible, some sitting at tables with red tablecloths and white balloons.

What strategies  
did we use to find  
the answers?



**Time to reflect:**

What can we do to make sure we look like this every time we have a new text to read?

This is our beautiful reading area in the Forge library at Bassaleg



We sometimes hold events here like World Book Day

We love to celebrate World Book Day at Bassaleg! We get students and staff to dress as literary characters, run a scavenger hunt and do a book hide-and-seek where you get to keep any books you discover around the school!

WORLD  
**BOOK  
DAY**

5 MARCH 2020





ing is the best thing you can do for your own development in school, and at home. We expect all students to be reading something for pleasure. Here are some links to books you might find interesting. Make a start today!



'Coraline' – Neil Gaiman  
Available at:  
Type 'Coraline pdf' into Google and click first link

'Noights and Crosses' – Malorie Blackman  
Available at:  
[https://withdarkness.files.wordpress.com/2015/04/noights\\_and\\_crosses\\_by\\_malorie\\_blackman.pdf](https://withdarkness.files.wordpress.com/2015/04/noights_and_crosses_by_malorie_blackman.pdf)

'The Hunger Games' – Suzanne Collins  
Available at:  
<http://novelfreereadonline.com/242810/the-hunger-games>

'Of Mice and Men' – John Steinbeck  
Available at:  
<https://www.nhc.ac.uk/media/2840/steinbeck-john-of-mice-and-men.pdf>

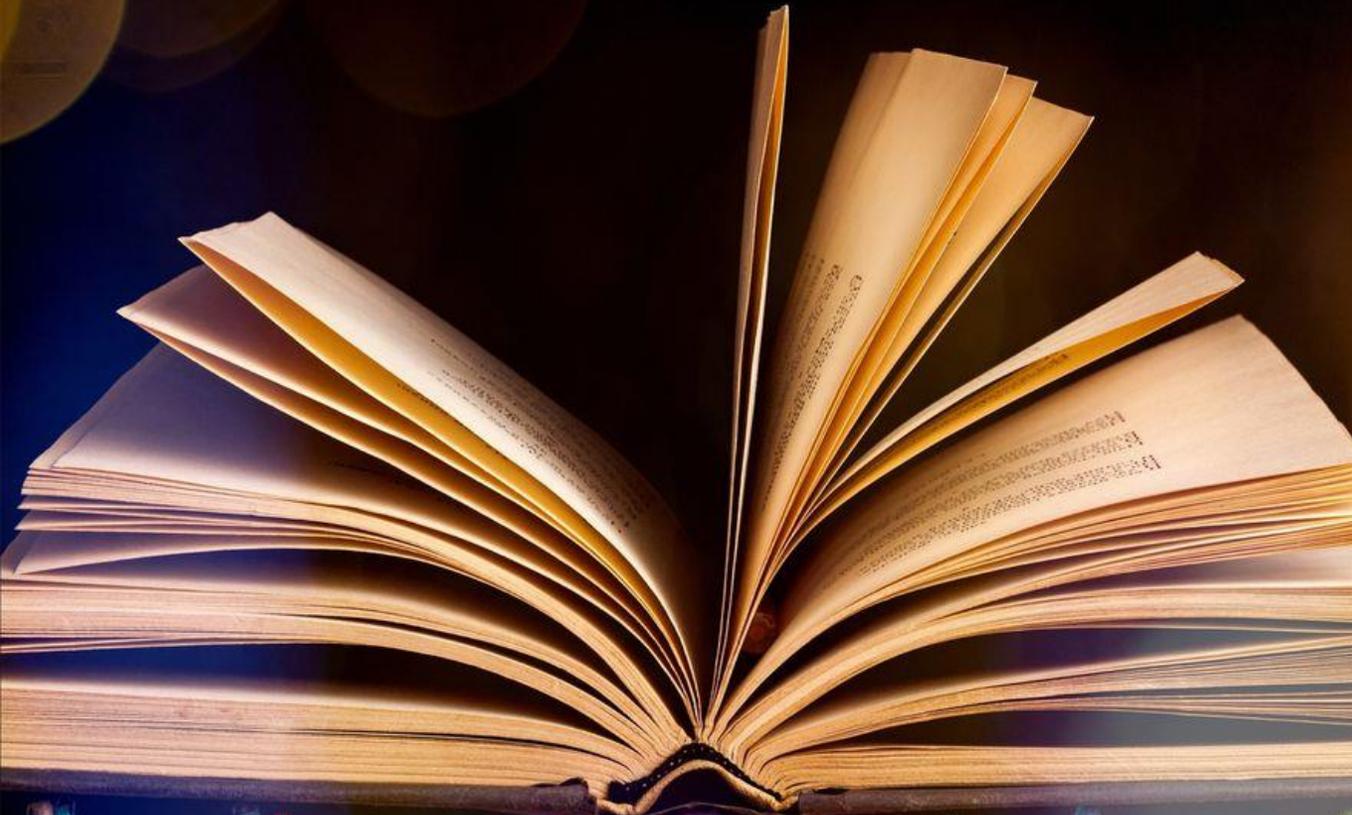
A wide selection of Roald Dahl  
Available at:  
<https://www.bookscool.com/en/author/roald-dahl>

'The Golden Compass' – Philip Pullman  
Available at:  
<http://novelfreereadonline.com/241122/the-golden-compass>

'The Lightning Thief (Percy Jackson)' – Rick Riordan  
Available at:  
<https://novels77.com/243136-the-lightning-thief.html>

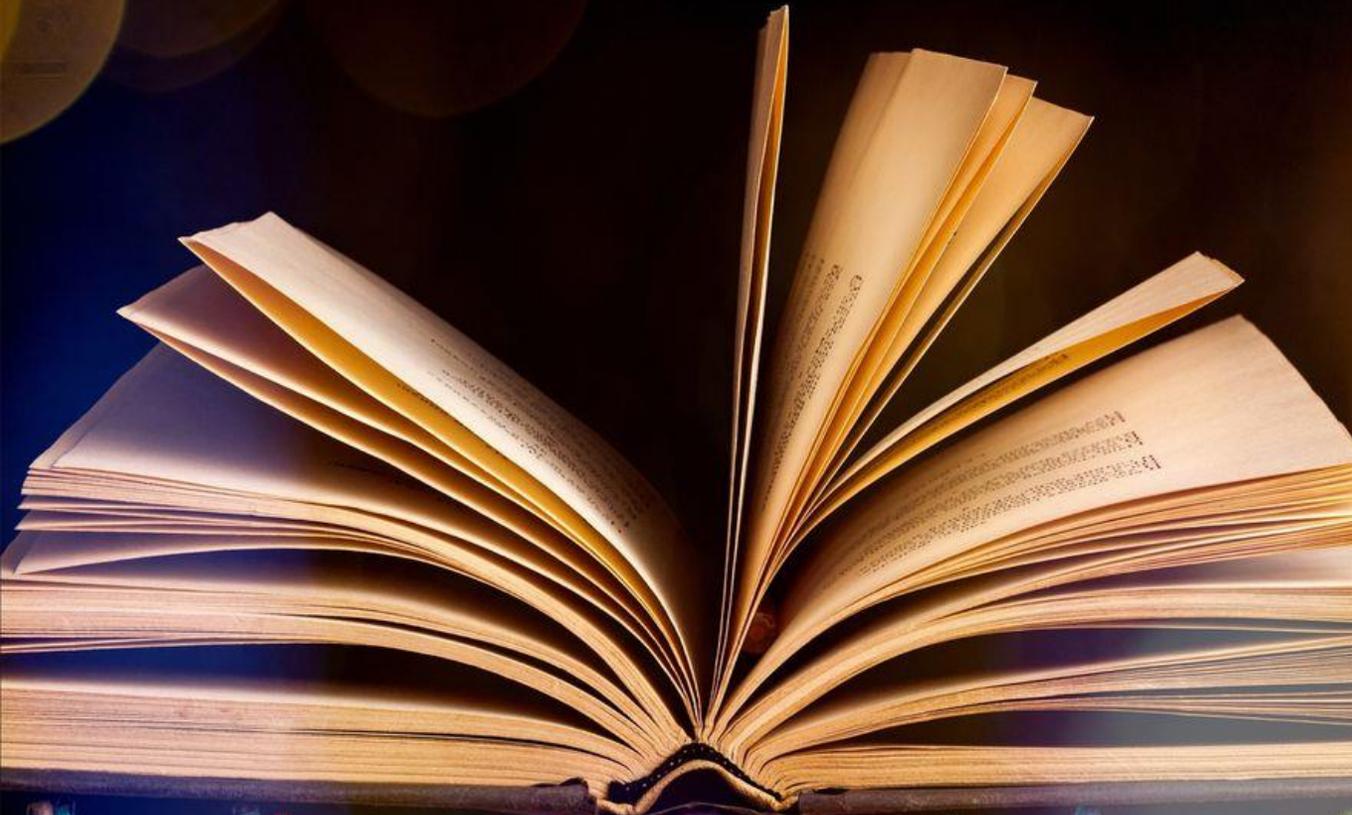
'Harry Potter' series  
Available at:  
<https://www.bookscool.com/en/harrypotter.php>

## Activities and challenges you can try with your chosen book 😊



- Write a series of diary entries as one of the characters, explaining your thoughts and feelings during key events.
- Design a new front and back cover (including a blurb) for the book.
- Write an alternative ending for the story – what do you think should have happened?
- Research the author and create a fact file explaining their life, work and background.
- Write a list of questions you'd like to ask the author – tweet them if you can find them on Twitter!

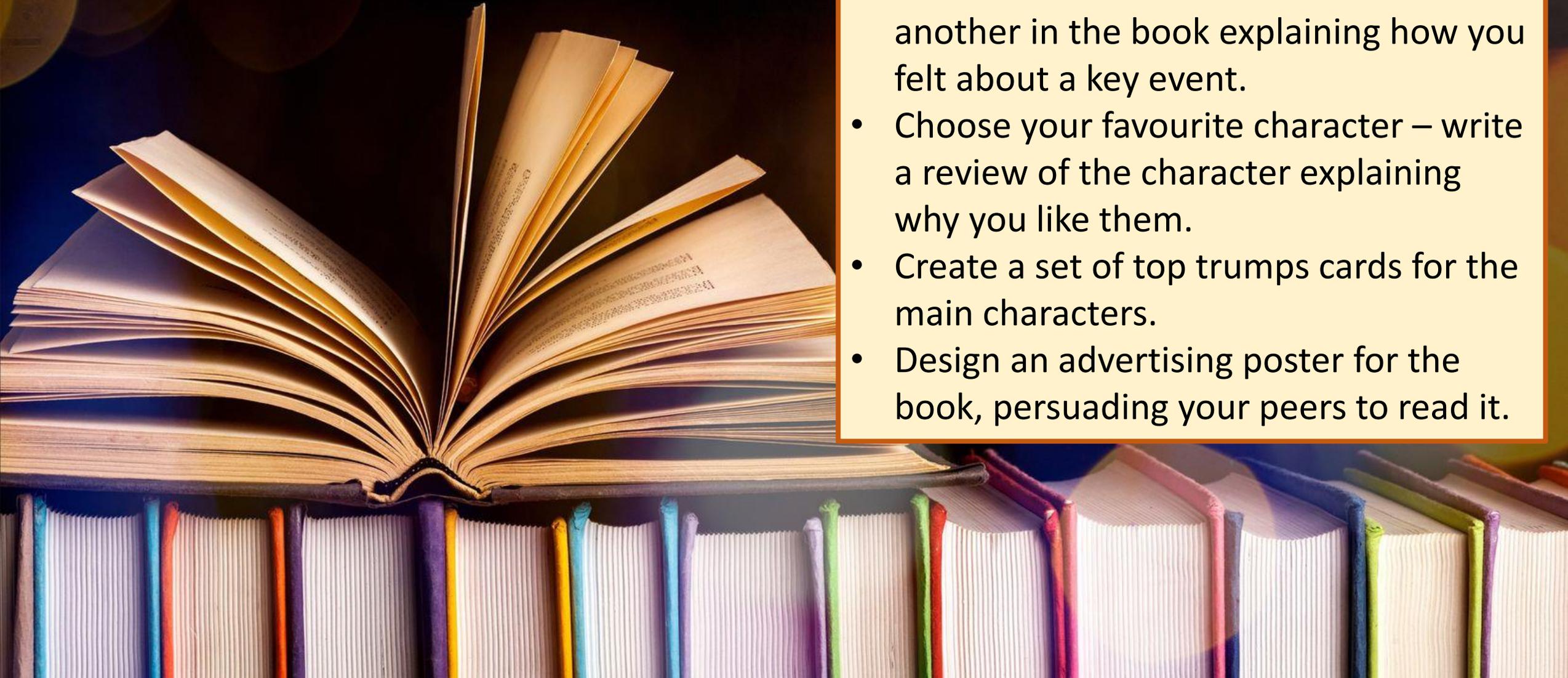
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- Create a quiz/crossword/word search about the book – share it with one of your friends via social media so that they can have a go!
- Draw your interpretation of the main characters/settings – label these with key quotes from the book.
- Create a plan for a game based on the book.
- Write about your favourite part of the book and explain why you liked it so much.
- Create a comic book version of the book.

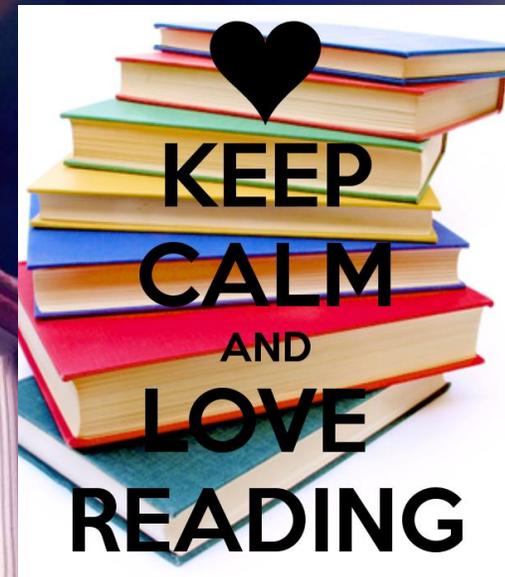
## Activities and challenges you can try with your chosen book 😊

- Create a new character for the book – draw them and write a paragraph introducing them to the story.
- Write a letter from one character to another in the book explaining how you felt about a key event.
- Choose your favourite character – write a review of the character explaining why you like them.
- Create a set of top trumps cards for the main characters.
- Design an advertising poster for the book, persuading your peers to read it.



Activities and challenges you can try  
with your chosen book 😊

- Imagine the book is turned into a film, decide on the soundtrack to accompany the film and explain which songs would be played at which moments.
- Write a speech persuading your class to read the book.
- Imagine you are one of the characters in the book – create a series of blogs where you film yourself talking about key events as if you are that character.





If you want more information about English at Bassaleg, you can follow [@englishbassaleg](https://twitter.com/englishbassaleg) on Twitter

