

Stig of the Dump

Chapter Four

National Curriculum Objectives:

English Year 3 & Year 4: [Understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning](#)

English Year 3 & Year 4: [Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say](#)

Differentiation for Challenge Activity:

Section A Identify which of the words from the text are verbs.

Section B Fill in the missing words from the given sentences.

Section C Decide which character is described in each sentence.

Section D Write a description of the hunt using the word bank.

More [Stig of the Dump](#) resources.

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Stig of the Dump
Chapter Four – Teacher Version

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D: (Q9) Lou is described as 'smug' when she finds out she is going on the hunt. Use a dictionary to find the definition for the word 'smug'. (L3) Having great pride in oneself or in one's achievements.

M: (Q25) The author describes the grey clouds as 'weeping': what technique is being used here? (C7) Personification

E: (Q1) What item did Barney retrieve from the broom cupboard at Granny's house? (C6/2a) Stig's hunting spear.

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D: (Q10) Why was Barney glad to see there was a wisp of smoke coming from the pit when he arrived? (P5/2d) It meant that Stig was still there and had made another fire so he would be warmer than last time.

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D: (Q11) Why was Stig alarmed when he first saw Barney? (P5/2d) Stig didn't recognise Barney dressed in his rainwear.

D: (Q12) How does Barney try to explain hunting to Stig? (C6/2a) Barney acted it out by making stabbing motions with his spear and galloping movements, and making the sound of a hunting horn. He eventually drew pictures on the walls.

S: (Q17) What does the word 'charred' tell us about the stick Barney used to draw with? (C1/2a) It was burnt and blackened.

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E: (Q2) What objects did Stig take with him on the hunt? (C6/2a) His best bow and a handful of arrows.

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M: (Q26) What does the word 'gorging' tell us about the way the pigeons were eating the acorns? (C1/2a) Eating large amounts; eating greedily.

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S: (Q18) Why did Stig move more quickly down the woodland track than Barney? (P5/2d) Stig did not care about getting muddy and messy; he was more experienced than Barney; Barney was worried about getting water in his boots.

E: (Q3) What creature did Stig shoot with his flint-tipped arrow? (C6/2a) A pheasant

E: (Q4) What do you think Stig intended to do with the pheasant? (P5/2d) Eat it.

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E: (Q5) Why did Barney and Stig hide from the hunters? (P5/2d) Barney thought that the huntsmen would be angry with them.

D: (Q13) Do you think that hunting foxes in this way is cruel? Explain your answer. (R2) Personal response. Reasons to be given for point of view.

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D: (Q14) Why was Barney angry when Stig let the fox go? (P5/2d) He wanted Stig to kill the fox as that was what he intended to do on a fox hunt.

S: (Q19) Stig made it clear he thought it was wrong to kill something you couldn't eat. Do you agree with Stig? Explain your answer. (R2) Personal response. Reasons to be given to support point of view.

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E: (Q6) Why do you think the hound was surprised when Stig bared his teeth and growled at it? (P5/2d) The hound didn't expect Stig to react in that way; the hound wasn't sure whether Stig was an animal or human.

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M: (Q27) 'Flitting from thicket to thicket': what does this phrase tell us about the way Stig was moving through the undergrowth? (C7) He was moving quickly and easily.

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D: (Q15) What does Barney see Stig doing that makes him say, 'Oh, no, no, no, no, no!?' (C6/2b) Stig is hunting the hunters.

M: (Q28) How does the way Stig behaves towards the hunters differ from the way he behaves towards the fox? (R2) Stig is sensitive and compassionate when he encounters the fox as he chooses to save it. When he meets the hunters he becomes fierce and aggressive.

S: (Q20) In the second half of this chapter, how does the perspective or view point change? (C7) It begins from Barney's and Stig's perspective to that of Lou and the hunt.

E: (Q7) Why do you think Stig was going to shoot the horse? (P5/2d) He saw it as food.

S: (Q21) How does Stig's view of hunting compare to the modern day version? (R2)
Stig sees hunting as a way to find food only: it is a necessity. Today, hunting is seen as a sport and hobby which is completed for fun.

M: (Q29) How does the author use personification to describe the sound the wind made? (C7) The author uses the phrase the 'wind moaned'.

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S: (Q22) What does the author mean by the word 'commotion'? (C7) A confused and noisy disturbance.

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S: (Q23) Which verbs are used to describe the intense nature of the stampede? (C7)
Words could include: backing, rearing, turning, snorting, neighing, cannoning, sprawling, bolted, whipped.

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D: (Q16) During the hunt, what did Lou see that surprised her? (C6/2b) An arrow sticking into the saddle of the bolting horse.

E: (Q8) Lou thought she had seen an odd creature coming out of the wood: who or what do you think this was? (P5/2d) Stig

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M: (Q30) Why didn't Lou say anything when Barney told her about hunting with Stig? (P5/2d) Lou started to become suspicious of Barney; she was starting to wonder whether what Barney said about Stig was actually true.

M: (Q31) What questions would you like to ask Barney at this point in the story? (P4) Personal response.

Stig of the Dump
Chapter Four – Comprehension

Section A

1. What item did Barney retrieve from the broom cupboard at Granny's house? (C6/2a)

2. What objects did Stig take with him on the hunt? (C6/2a)

3. What creature did Stig shoot with his flint-tipped arrow? (C6/2a)

4. What do you think Stig intended to do with the pheasant? (P5/2d)

5. Why did Barney and Stig hide from the hunters? (P5/2d)

6. Why do you think the hound was surprised when Stig bared his teeth and growled at it? (P5/2d)

7. Why do you think Stig was going to shoot the horse? (P5/2d)

8. Lou thought she had seen an odd creature coming out of the wood: who or what do you think this was? (P5/2d)

Section B

9. Lou is described as ‘smug’ when she finds out she is going on the hunt. Use a dictionary to find the definition for the word ‘smug’. (L3)

10. Why was Barney glad to see there was a wisp of smoke coming from the pit when he arrived? (P5/2d)

11. Why was Stig alarmed when he first saw Barney? (P5/2d)

12. How does Barney try to explain hunting to Stig? (C6/2a)

13. Do you think that hunting foxes in this way is cruel? Explain your answer. (R2)

14. Why was Barney angry when Stig let the fox go? (P5/2d)

15. What does Barney see Stig doing that makes him say, ‘Oh, no, no, no, no, no!’? (C6/2b)

16. During the hunt, what did Lou see that surprised her? (C6/2b)

Section C

17. What does the word ‘charred’ tell us about the stick Barney used to draw with? (C1/2a)

18. Why did Stig move more quickly down the woodland track than Barney? (P5/2d)

19. Stig made it clear he thought it was wrong to kill something you couldn’t eat. Do you agree with Stig? Explain your answer. (R2)

20. In the second half of this chapter, how does the perspective or view point change? (C7)

21. How does Stig’s view of hunting compare to the modern day version? (R2)

22. What does the author mean by the word ‘commotion’? (C7)

23. Which verbs are used to describe the intense nature of the stampede? (C7)

Section D

25. The author describes the grey clouds as ‘weeping’: what technique is being used here? (C7)

26. What does the word ‘gorging’ tell us about the way the pigeons were eating the acorns? (C1/2a)

27. ‘Flitting from thicket to thicket’: what does this phrase tell us about the way Stig was moving through the undergrowth? (C7)

28. How does the way Stig behaves towards the hunters differ from the way he behaves towards the fox? (R2)

29. How does the author use personification to describe the sound the wind made? (C7)

30. Why didn’t Lou say anything when Barney told her about hunting with Stig? (P5/2d)

31. What questions would you like to ask Barney at this point in the story? (P4)

Stig of the Dump
Chapter Four – Challenge Activity

Section A

These words are from the text. Highlight the verbs.

offered	wooden	whaler	hissed
walked	insisted	nodded	distant
contentedly	gave	writing	picked
turned	bolted	nearer	fierce
silence	weather	scratched	girdle

Section B

Fill in the missing words from these sentences using the word bank below.

- a. A _____ offered to take Lou fox-hunting.
- b. Grandmother was not sure about letting her go but Lou _____.
- c. Barney did not want to go because he wanted to go hunting with _____.
- d. Barney found the _____ in cupboard with the mops and brooms.
- e. Barney and Stig went hunting in the _____.
- f. Stig tried to shoot a _____ with his bow.
- g. Stig did not want to kill the _____ because he thought it tasted bad.
- h. Stig scared the hunting hound away by baring his teeth and _____ at it.

insisted	Stig	squirrel	growled
spear	woods	neighbour	fox

Stig of the Dump
Chapter Four – Challenge Activity

Section C

Decide which of these four characters is being described in each of these statements and put their initial in the box next to the statement.

Barney (B)	Stig (S)	Granny (G)	Lou (L)
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Which character found out the spear from the broom cupboard?	
Which character was not sure about allowing the children to go fox-hunting?	
Which character refused to kill the fox as it tasted bad?	
Which character was smug when she was allowed to go hunting?	
Which character bared his teeth at the hunting hound?	
Which character rode the pony called Flash?	
Which character saw an odd creature coming from the woodland?	
Which character tried to hunt the horse for meat?	
Which character's neighbours asked the children if they'd like to go fox-hunting?	
Which character got dressed for the bad weather in rubber boots, a mackintosh and a hat?	
Which character began to become suspicious of Barney at the end of the chapter?	
Which character moved easily through the undergrowth?	

Stig of the Dump
Chapter Four – Challenge Activity

Section D

Using the word bank below, create your own description of the hunt from Chapter Four.

woodland	commotion	reins	rearing
clattering	hunt	sprawling	snorting
galloping	excitement	bolted	alarm
motion	whipped	speed	stampede

Stig of the Dump
Chapter Four – Challenge Activity

Section A

These words are from the text. Highlight the verbs.

offered	wooden	whaler	hissed
walked	insisted	nodded	distant
contentedly	gave	writing	picked
turned	bolted	nearer	fierce
silence	weather	scratched	girdle

Section B

Fill in the missing words from these sentences using the word bank below.

- A neighbour offered to take Lou fox-hunting.
- Grandmother was not sure about letting her go but Lou insisted.
- Barney did not want to go because he wanted to go hunting with Stig.
- Barney found the spear in cupboard with the mops and brooms.
- Barney and Stig went hunting in the woods.
- Stig tried to shoot a squirrel with his bow.
- Stig did not want to kill the fox because he thought it tasted bad.
- Stig scared the hunting hound away by baring his teeth and growled at it.

insisted	Stig	squirrel	growled
spear	woods	neighbour	fox

Stig of the Dump
Chapter Four – Challenge Activity

Section C

Decide which of these four characters is being described in each of these statements and put their initial in the box next to the statement.

Barney (B)	Stig (S)	Granny (G)	Lou (L)
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Which character found the spear in the broom cupboard?	B
Which character was not sure about allowing the children to go fox-hunting?	G
Which character refused to kill the fox as it tasted bad?	S
Which character was smug when she was allowed to go hunting?	L
Which character bared his teeth at the hunting hound?	S
Which character rode the pony called Flash?	L
Which character saw an odd creature coming from the woodland?	L
Which character tried to hunt the horse for meat?	S
Which character's neighbours asked the children if they'd like to go fox-hunting?	G
Which character got dressed for the bad weather in rubber boots, a mackintosh and a hat?	B
Which character began to become suspicious of Barney at the end of the chapter?	L
Which character moved easily through the undergrowth?	S

Stig of the Dump
Chapter Four – Challenge Activity

Section D

Using the word bank below, create your own description of the hunt from Chapter Four.

woodland	commotion	reins	rearing
clattering	hunt	sprawling	snorting
galloping	excitement	bolted	alarm
motion	whipped	speed	stampede

Personal response. Answers to include some of the words listed in the word bank above. Reference should be made to the chaotic nature of the stampede.

Whole Class Guided Reading – Teaching Guide

- Give each pair a copy of the book to read individually or as a whole class.
- The teacher should use the teacher version. It tells you where to pause after each page and provides questions for you to ask. The colours refer to our levels so that you can direct specific questions at specific students (their version does not have these colours or show them which is mastery, etc.). The questions are also numbered in the order they appear on the comprehension sheet.
 - Beginner – (Red)
 - Easy – (Blue)
 - Tricky – (Orange)
 - Expert – (Green)
- The children can record their answers to the questions at the end of the shared read/discussion or in a different session by using the comprehension sheet. The questions have been re-grouped into abilities so that you can assign sections to specific children.
 - Section A – Beginner
 - Section B – Easy
 - Section C – Tricky
 - Section D – Expert
- The codes at the end of each question refer to the interim statements and the reading objectives from the New National Curriculum for England (a guide to the codes can be found at the end of this document).

Comprehension

Year 1/2	C1/1a	Discussing word meanings, linking new meanings to known vocabulary
	C2	Answer simple, information retrieval questions about texts*
	C3	Drawing on what they already know from background information and vocabulary provided by the teacher
	C4	Discussing and expressing views about a wide range of texts
	C5/1c	Discussing the sequence of events in texts and how items of information are related
Year 3/4	C1/2a	Explaining the meaning of words in context
	C4	Discussing and expressing views about a wide range of texts
	C6/2b	Retrieve and record information from fiction and non-fiction
	C7	Identifying how language, structure and presentation contribute to meaning
Year 5/6	C1/2a	Exploring the meaning of words in context
	C4	Discussing and expressing views about a wide range of texts
	C6/2b	Retrieve, record and present information from fiction and non-fiction
	C7	Identifying how language, structure and presentation contribute to meaning
	C8/2h	Making comparisons within and across texts
	C9	Distinguish between statements of fact and opinion

Predictions and Making Inferences

Year 1/2	P1	Link the text to their own experiences
	P2/1e	Predicting what might happen on the basis of what has been read so far
	P3/1d	Making inferences on the basis of what is being said and done
	P4	Answering and asking questions
Year 3/4	P2/2e	Predicting what might happen from details stated and implied
	P4	Asking questions to improve their understanding
	P5/2d	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Year 5/6	P2/2e	Predicting what might happen from details stated and implied
	P4	Asking questions to improve their understanding
	P5/2d	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

Year 1/2	L1	Recognising and joining in with predictable phrases
	L2	Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
Year 3/4	L3	Using dictionaries to check the meaning of words they have read
	L4	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone volume and action
Year 5/6	L2	Learning a wider range of poetry by heart
	L4	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
	L5/2g	Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
	L6/2f	Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective

Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2/2c	Identifying main ideas drawn from more than Four paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than Four paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices