<table>
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<tr>
<th>Lesson</th>
<th>Reading strategy focus</th>
<th>Starter/introduction (15 minutes)</th>
<th>Development (35 minutes)</th>
<th>Plenary (10 minutes)</th>
<th>Homework</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>*Predict *Pass comments</td>
<td>Introduction to guided reading/key objectives/establishing ground rules/allocation texts and reading ‘tasters’</td>
<td>Reading strategies: see starters Group reading: pages 1–6 Group task: effective openings – group card SC1</td>
<td>Reflect on reading strategies and which used already</td>
<td>Strategy check-card</td>
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<td>4</td>
<td>*Reread *Relate to time and place *Interpret patterns</td>
<td>Structure: mind-mapping, seeing patterns</td>
<td>Group reading: pages 39–49 Group activity: in-depth exploration of character – group card SC4 Teacher with guided group – guided card SC1</td>
<td>Two pupils to give feedback on what reading strategy helped most this lesson</td>
<td>Photocopies of pp.39–44</td>
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<td>5</td>
<td>*Summarise *Interpret patterns</td>
<td>Identifying and tracking themes</td>
<td>Group reading: pages 50–63 Group activity: mind-mapping of plot and links between characters – group card SC5</td>
<td>Refer to SC5</td>
<td>None</td>
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<tr>
<td>6</td>
<td>*Interpret patterns *Ask questions *Establish relationship with author</td>
<td>Author’s viewpoint and intentions</td>
<td>Group reading: pages 64–77 Group activity: in pairs, author interrogation – group card SC6</td>
<td>Select one group to demonstrate. What new insights has this given into the book?</td>
<td>Access to the Internet</td>
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<tr>
<td>7</td>
<td>*Interpret patterns *Ask questions</td>
<td>Narrative style at word, sentence and text level</td>
<td>Group reading: rereading pages 64–70 Group activity: groups choose one plot event and explore how the language features work within this – group card SC7 Teacher with guided group – guided card SC2</td>
<td>Refer to SC7. Each group reports on one language feature and its effect</td>
<td>Read pages 70–86 Photocopies of pp.64–70</td>
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<td>8</td>
<td>*Hear a voice as read *Ask questions *Interpret patterns</td>
<td>Authorial voice. How is author ‘heard’ in novel?</td>
<td>Group reading: pages 87–94 Group activity: find examples of author’s voice – group card SC8</td>
<td>Each group to give an example of a) authorial and b) narrative voice</td>
<td>None</td>
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<td>9</td>
<td>*Reread/reinterpret *Summarise *Pass judgements</td>
<td>Endings and how they link back to the beginning</td>
<td>Group reading: pages 94–100 Group activity: endings and resolutions – group card SC9</td>
<td>Each group to consider what is effective about ending in their book</td>
<td>None</td>
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<td>10</td>
<td>Outline expectations for group presentations. Preparation of presentations</td>
<td></td>
<td></td>
<td>Homework: Preparation/rehearsal</td>
<td></td>
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<tr>
<td>11</td>
<td>Group presentations: 10 minutes per text</td>
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Objectives: R4 Versatile reading  
R12 Independent reading

Resources: Strategy check-card

As a whole group we have:
• established the ground rules for group and guided reading;
• looked at effective strategies for reading (starter activity and Strategy check-card).

Now you are going to:
• read up to page 7.

Group task

1. Discuss how you think the author ‘hooks’ or interests the reader, making them want to read on.
2. Be prepared to share your findings in the plenary.
Objectives: R13 Evaluate own reading
R18 Prose text

Resources: Narrative hooks sheet

As a whole group we have:
• revised the range of reading strategies you have available to you.

Now you are going to:
• look at the narrative hooks used by the author.

Whilst you are reading:
• think about the strategies you are using (look at the Strategy check-card);
• think about the evidence you may use to support your ideas.

Group reading
Read together pages 7–22 (see group task first!).

Group task

1. One pupil recaps on pages 1–6.
2. Divide yourselves into two groups of three and label yourselves Group A and Group B.
   - **Group A** – using the Guide to guided reading prompts sheet, what have you discovered about the main character in your book? Prepare to share your findings with Group B.
   - **Group B** – using the Narrative hooks sheet, which narrative hooks has the writer used to entice the reader? Prepare to share your findings with Group A.
3. Share your findings with the whole group, using supporting evidence. Why does this make an effective opening to *Stone Cold*?
**Objectives:** R13 Evaluate own reading  
R18 Prose text

**Resources:** Strategy check-card, Prompts sheet

**As a whole group we have:**
- revised the range of reading strategies you have available to you;
- explored narrative hooks.

**Now we will:**
- explore how the characters are developing.

**Group reading**
Read pages 23–38 together.

**Whilst you are reading:**
- think about the strategies you are using, especially those of inference and deduction (look at the Strategy check-card);
- think about the evidence you may use to support your ideas.

**Group task**
In pairs, using the Prompts sheet on Character, what have you discovered about the main character(s) in the book? What is explicitly stated and what is inferred? Be prepared to give evidence and jot down notes in your reading journal.

<table>
<thead>
<tr>
<th>Link’s character</th>
<th>Evidence</th>
<th>Explicit/Inferred</th>
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<table>
<thead>
<tr>
<th>Shelter’s character</th>
<th>Evidence</th>
<th>Explicit/Inferred</th>
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Share your findings around the group and add examples that you did not have. How effective is Robert Swindells' development of his main characters? What techniques does he use?
Objectives: R13 Evaluate own reading  
R18 Prose text

Resources: Photocopies of pp.39–44, highlighter pens

As a whole group we have:
• revised the range of reading strategies you have available to you;
• explored narrative hooks;
• explored the developing relationships between character and place.

Now you are going to:
• explore the characterisation in more depth.

Group reading
Read pages 39–49 together.

Group task

1. In discussion, recap on what we have learned about Link so far.
   Working in pairs, agree responsibility for highlighting one of the following areas. What is learned about:
   i. punters and predators (how people perceive the homeless)?
   ii. pain and problems (physical pain and mental strain)?
   iii. partnership and poverty (what Link is learning from Ginger, proof that things are getting worse and worse)?
3. Share findings with the others in the group – what can we infer and deduce about:
   i. how Link seems to feel about his new life?
   ii. whether he will be tough enough to survive?
   iii. what the future might hold for him?
Objectives: R13 Evaluate own reading
R18 Prose text

Resources: None

As a whole group we have:
• revised the range of reading strategies you have available to you;
• explored narrative hooks;
• explored the developing relationships between character and place;
• begun to explore themes and how the characters contribute towards them.

Now you are going to:
• continue to trace developments, including themes.

Group reading
Read pages 50–63 (see instructions 3 and 6 below first!).

Group task

1. One pupil to recap on the story so far, key characters and situation.

2. As a group discuss the central themes you have identified in Stone Cold so far. (Make a map of them.)

3. Up until page 56 the narrator is still heavily reliant upon Ginger to show him all the tricks he will need in order to survive. He seems surprised by people’s attitudes towards the homeless. In pairs discuss and make another mind-map in your journals on what you think Link really learns from:
   i. his encounter with Captain Hook and time on the boat;
   ii. his walk through Camden Lock market and feelings when Ginger meets his friends;
   iii. hearing about Doggy Bag’s way of life and thinking about his disappearance.

   You should try to point towards textual evidence to support your ideas.

4. Share findings as a whole group. Discuss the following comment from the author: ‘I am dedicated to the idea that we are all responsible for one another, and that we ought to conduct ourselves accordingly, doing no harm to any being.’ (Robert Swindells – Introduction to Stone Cold). For discussion:
   i. Is it possible to live such a life in our modern times?
   ii. Do we have a duty to care for our poorest, weakest and most needy? Captain Hook sees such people as targets to be exploited. Is he wrong?
   iii. Is the treatment Link receives unfair?
   iv. Should he have toughed it out at home? Should he join the army?
   v. How do you think we should solve the problems of homelessness and begging on the streets of Britain?
Objectives:  
R6 Authorial perspective  
R13 Evaluate own reading  
R18 Prose text

Resources: Access to the Internet

As a whole group we have:
• revised the range of reading strategies you have available to you;
• explored narrative hooks;
• explored the developing relationships between character and place;
• explored themes and how the characters contribute towards them.

Now you are going to:
• explore the role of the author.

Group reading  
Read pages 64–77 together.

Group task  
The characters are not the only ones that have a voice in a story. Readers are often given a strong impression of the author, the teller of the tale, and this can influence your experience of the story.

1. In pairs, write down five questions that you would like to ask Robert Swindells about *Stone Cold* and his ideas in the book.
   One member of the group should take on the role of the author and be interviewed as the author.

2. When you have done this read the interview given by Robert Swindells about his reasons for writing at [www.mystworld.com](http://www.mystworld.com) (a more detailed one can be found at [www.achuka.co.uk](http://www.achuka.co.uk)).
   
   List the similarities and differences in your ideas about Robert Swindells with those presented in the interview.

   How close was your group’s impression of the author given in *Stone Cold* to that given in the interview?
Objectives: R13 Evaluate own reading  
R18 Prose text

Resources: Photocopies of pp.64–70

As a whole group we have:
- revised the range of reading strategies you have available to you;
- explored narrative hooks, character, setting and mood, relationships between character and place, and emerging themes.

Now we will:
- explore the author's narrative style.

Group reading
Paired rereading of pages 64–70.

Group task

1. Recap on the story so far. How has Link's situation altered? How has his character developed since arriving in London?

2. The pages you have just read could be summarised in flow chart form as follows:
   - A) Link’s initial desperation → meeting paper seller → Link can’t sleep →
   - B) The all-night caff → meeting Toya → Link’s resolution (the New Me) →
   - C) Arrival of new girl → forgetting Ginger → Link’s new partner.

   You are going to discuss together the following questions. What techniques does the author use in these pages to:
   - i. build up tension?
   - ii. make us feel closer to Link?
   - iii. show the vulnerability of those on the streets?

   Split yourselves into three pairs, A, B and C. Each pair will focus on its given line in the flow chart above and try to answer the questions. Focus on textual evidence to support your ideas.

3. Share your findings with the group in discussion.

Homework
Read pages 70–86.
Objectives:  
R6 Authorial perspective  
R13 Evaluate own reading  
R18 Prose text  

Resources:  None  

As a whole group we have:  
• revised the range of reading strategies you have available to you;  
• explored narrative hooks, character, setting and mood, relationships between character and place, emerging themes.  

Now we will look at:  
• authorial voice – ‘I am dedicated to the idea that we are all responsible for one another, and that we ought to conduct ourselves accordingly, doing no harm to any being.’ (Robert Swindells – Introduction to Stone Cold)  

Group reading  
Read together pages 87–94.  

Group task  
Sometimes adults tell children scary stories in order to stop them doing something, i.e. the more frightened the children are, the less likely they are to go into the woods, or play by the river. In Stone Cold, Robert Swindells shows us the brutal reality of life on the streets. To make things worse, his homeless youngsters are being stalked by a serial killer. If the book is to succeed, his villain must be realistic and disturbing.  

1. Do you think the author wants to scare us? Does he succeed? If so, how and why? If not, why not?  
2. Discuss your ideas with a partner and then make notes on the following:  
   i. what we learn about Link and his fears in these pages;  
   ii. how the tension slowly builds;  
   iii. how successful Robert Swindells is in creating a frightening villain.  
3. Share your findings on these questions with others in the group.  
4. Write 50 words about the character of Shelter and how you feel about him.
Objectives:  
R6 Authorial perspective  
R13 Evaluate own reading  
R18 Prose text

Resources:  None

As a whole group we have:  
• revised the range of reading strategies you have available to you;  
• explored narrative hooks, character, setting and mood, relationships between character and place, emerging themes and narrative style.

Now we will look at:  
• the resolution.

Group reading

1. In pairs, discuss the questions left unanswered by the story so far. Compile a list of three things you’d like to know and three things you’d like to happen by the end of the story. Record them in your books. Share your findings with the others in the group.

2. Read pages 94–100 (see task 3).

Group task

1. Discuss how your ideas matched up with those of the author, Robert Swindells.

2. As a group discuss why the author chose to let Gail go off with Gavin at the end and leave Link all alone. Would a ‘happy ending’ have been more suitable?

3. Consider what the future might hold for Link.
   i. Will he ever get off the streets? Has he got a future of any kind?
   ii. Was the author making a point when writing *Stone Cold*?
   iii. What might it have been? Did you enjoy the story? Why or why not?

Homework

Write a detailed reflection on the ending of the story and the points you made in response to question 3 in the group task.
| **Teaching objective(s):** | R13 Evaluate own reading  
R18 Prose text | **Resources:**  
Strategy check-card  
Photocopies pp.39–44  
Highlighter pens |
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<tr>
<td><strong>Text focus:</strong></td>
<td><em>Stone Cold</em> by Robert Swindells, pages 39–44: developing relationships between character and place</td>
<td></td>
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</tbody>
</table>
| **Teaching sequence:**  
Introduction to text:  
Strategy check: | Teacher distributes Strategy check-card, clarifies the objectives and identifies the reading strategies to be used in this session, i.e. scanning for, identifying and summarising specific points made by the author. Model these strategies based on the first full page of the novel, with a focus on the problems at home that are described by the narrator. |
| **Independent reading and related task:** | Give pupils photocopies of pp.39–44 and highlighting pens. Explain that they will be asked to text-mark for certain features. Pupils read pp.39–44 independently. Individual pupils are asked to highlight what is learned about each of the following:  
- Punters – begging and how it makes you feel;  
- Pain – the physical damage sleeping rough can do;  
- Predators – the dangers faced by the homeless;  
- Problems – the mind games played at night;  
- Partnership – Link’s gratitude towards his pal;  
- Poverty – proof that Link is plunging lower and lower. |
| **Return to text:**  
developing response | Ask each pupil to share their findings with the rest of the group and then ask the group to comment on the skilful way the writer uses the voice of Link to alert us to the reality of life on the streets in modern Britain. What are we meant to infer and deduce about the future Link now faces? I.e. is he tough enough to survive the life he describes so vividly? |
| **Review (reading target and next steps):** | Review reading strategies used in this session and, if they are keeping them, ask pupils to make brief notes in journals to record key points brought out in reading and discussion today. |
| **Evaluation:** |  |

**Stone Cold**  
*Lesson 4*  
**Robert Swindells**  
Guided card SC1
| **Teaching objective(s):** | R6 Authorial perspective  
| | R13 Evaluate own reading  
| | R18 Prose text  
| **Resources:** | Strategy check-card  
| | Photocopies pp.64–70  
| **Text focus:** | *Stone Cold* by Robert Swindells, pages 64–70: narrative style and authorial attitudes, with a focus on word, sentence and text level features  
| **Teaching sequence:** | **Introduction to text:** Teacher clarifies objectives and asks a pupil to recap on the story so far – how has Link’s situation altered? How has his character developed since arriving in London?  
| | **Strategy check:** Distribute Strategy check-card and outline expectations for developing the specific active reading skills targeted in this session. Model aloud the skills of inference and deduction on a section of the Daily Routine Orders chapters, showing how the writer implies a sense of menace. Stress that these strategies are essential skills for engaging with, and enjoying, texts and improving as a reader. Ask pupils to explain/illustrate when they have used these strategies recently.  
| | **Independent reading and related task:** Give pupils photocopies of pages 64–70 and ask them in pairs to consider the techniques the author has used in order to imply:  
| | • a growing tension;  
| | • that Link deserves the reader’s sympathy;  
| | • the vulnerability of those on the streets.  
| | Ask pupils to share their initial thoughts on key features at word, sentence and text level and then text-mark onto the sheets the evidence supporting their ideas.  
| | **Return to text – developing response** Whole-group discussion (teacher leads at first and then hands over questioning to pupils). Ask pupils to focus on textual evidence to support their findings. Why has the author chosen to remove a major character from Link’s environment and bring in another at this point in the story? What will this add or take away?  
| | **Review (reading target and next steps):** Focus on inference and deduction and where the story may move next. Ask pupils to update their journals, if they are keeping them, listing their discoveries and speculations resulting from today’s session.  
| | **Homework:** Read pages 78–86.  
| | **Evaluation:** |