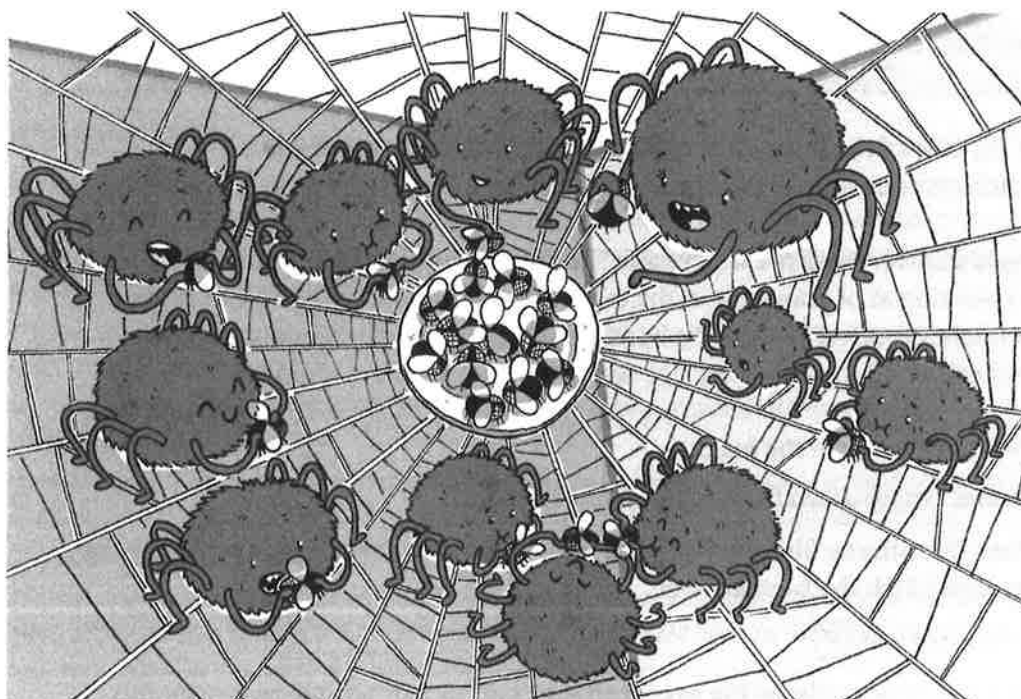


Spinderella

Julia Donaldson

The children of Scuttleton Primary School were eating their dinner – fish fingers, potatoes and peas. High above them, on the ceiling of the dinner hall, the spiders of Scuttleton Primary School were eating their dinner – flies, flies and flies.



“How many flies have we got today, Mum?” asked Spinderella, the smallest spider.

“Lots,” said Mum.

“Loads,” said her nine brothers and sisters, with their mouths full.

“Loads isn’t a number,” complained Spinderella.

“Never mind about numbers, eat up your flies,” said her Mum.

Spinderella

by Julia Donaldson

After dinner the children went out to play. Spinderella swung down from the web like a yo-yo. She hung there looking out of the window into the playground.

"It's football!" she cried.

In a flash her mum and her nine brothers and sisters were swinging beside her. All the spiders' eyes were fixed on the football game.

"What a tackle!" they cried, and, "Go, go. Go."

Then, "GOAL!" they all yelled. They clapped their spindly legs and nearly let go of their threads. The children scored goal after goal.



Name:	Date:
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Talk about this question.

Think about what Spinderella says and does. What do you find out about her character?

Write the answers to these questions.

1. Look at the title of the text. What other story title does it remind you of?

.....

2. Why might a spider have the word "spin" in their name, like *Spinderella*?

.....

3. Read this sentence from the text.

"Spinderella swung down from the web like a yo-yo."

What does the phrase "like a yo-yo" tell you about how Spinderella swung down from the web? Tick the best answer.

slowly

in a straight line

little by little

from side to side

4. Why do the spiders get excited?

.....

5. Draw a line to match each word or phrase from the text to a word that could replace it.

Word or phrase from the text

Word that could replace it

in a flash
game
yelled
spindly

shouted
suddenly
match
skinny

Teacher notes: Spinderella

Curriculum references:

Year 2 Programme of Study – Reading Comprehension

Pupils should be taught:

- to develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- to understand both the books that they can already read accurately and fluently and those that they like to read by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
- to participate in discussion about books, 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.

Running the task

The discussion question at the beginning of this task assesses children's ability to participate in discussion, to take turns and listening to what others say (3). The written questions in this task assess children's ability to draw on their knowledge of vocabulary to understand texts (1C1) and to explain key aspects of fiction and non-fiction text such as titles, characters, events and information (1C5).

- NB: Children are asked to explain the significance of the text's title in the written questions so, if possible, avoid discussing the title with them beforehand.
- Display the text, drawing children's attention to the illustrations and asking them to use them to predict what the story might be about.
- Before reading the text, highlight and discuss the meaning of any unfamiliar vocabulary (e.g. "spindly"). Encourage children to spot the play on words in the name of the school: *Scuttleton Primary*.
- Read the text aloud, asking children to follow silently.
- Ask children one or more questions about the story, e.g. *In what way are the spiders like the children at the beginning of the story? Why do you think Spinderella's mum won't tell her how many flies there are for dinner?*
- Read the text a second time, this time asking children to join in.
- Display the task sheet. Read the discussion question, giving children an opportunity to discuss the question in pairs or small groups before sharing their ideas with the class.
- Read through the written questions together, ensuring children understand what they need to do. Give out individual copies of the task sheet, and ask children to write the answers to questions 1 to 5.
- Circulate as children perform the task. Support those who need it and challenge those who may be able to show higher reading skills.

Assessment guidance

Use the grid below to identify whether each child is working at the expected standard in each of this task's assessable elements.

Discussion question	Written questions	
	1C1	1C5
3 Typically, children working at the expected standard will: <ul style="list-style-type: none"> • participate in discussion, taking turns and listening to what others say. 	Typically, children working at the expected standard will: <ul style="list-style-type: none"> • identify the meaning of vocabulary in context. 	Typically, children working at the expected standard will: <ul style="list-style-type: none"> • provide simple explanations for the significance of titles in fiction and non-fiction texts • provide simple explanations for the events and characters' actions.

What to expect

Discussion question

Think about what Spinderella says and does. What do you find out about her character?

3

Children working below expectations may only pick up on the fact that she enjoys watching football. Children working at the expected standard should be able to draw out something from Spinderella's question "How many flies have we got today, Mum?" (e.g. she's inquisitive/wants to know things/likes learning/is interested in numbers). In addition, children working above expectations may make an inference from Spinderella's complaint of "Loads isn't a number" (e.g. she's cleverer than her brothers and sisters/she likes to get things right).

Written questions

1. Look at the title of the text. What other story title does it remind you of?

(1C5)

Most children should recognise that the title of the text is a reference to Cinderella.

2. Why might a spider have the word "spin" in their name, like Spinderella?

(1C1)

Children working at or above the expected standard should be able to explain that a spider might be called Spinderella because spiders spin webs. Children working below the expected standard may not be able to answer this question.

3. Read this sentence from the text.

(1C1)

"Spinderella swung down from the web like a yo-yo."

What does the phrase "like a yo-yo" tell you about how Spinderella swung down from the web? Tick the best answer.

in a straight line

Children working at or above the expected standard should be able to answer this question correctly. Children working below expectations may not.

4. Why do the spiders get excited?

(1C5)

Most children working at expectations should be able to answer this question correctly, explaining that the spiders are excited because they are enjoying watching the children playing football. In addition, children working above expectations may say the spiders are excited because it is a particularly exciting match ("The children scored goal after goal.") Children working below expectations may be unable to answer this question.

5. Draw a line to match each word or phrase from the text to a word that could replace it.

(1C1)

in a flash – suddenly

game – match

yelled – shouted

spindly – skinny

Children working above expectations may match all pairs of words correctly. Children working at expectations may match some pairs of words correctly. Children working below expectations may not attempt this question.