

**V**ocabulary

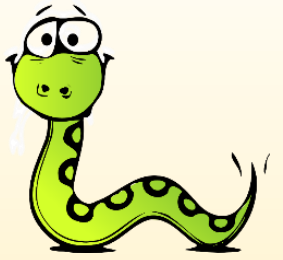
**I**nfer

**P**redict

**E**xplain

**R**etrieve

**S**ummarise



**V**

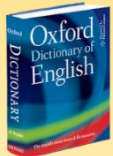
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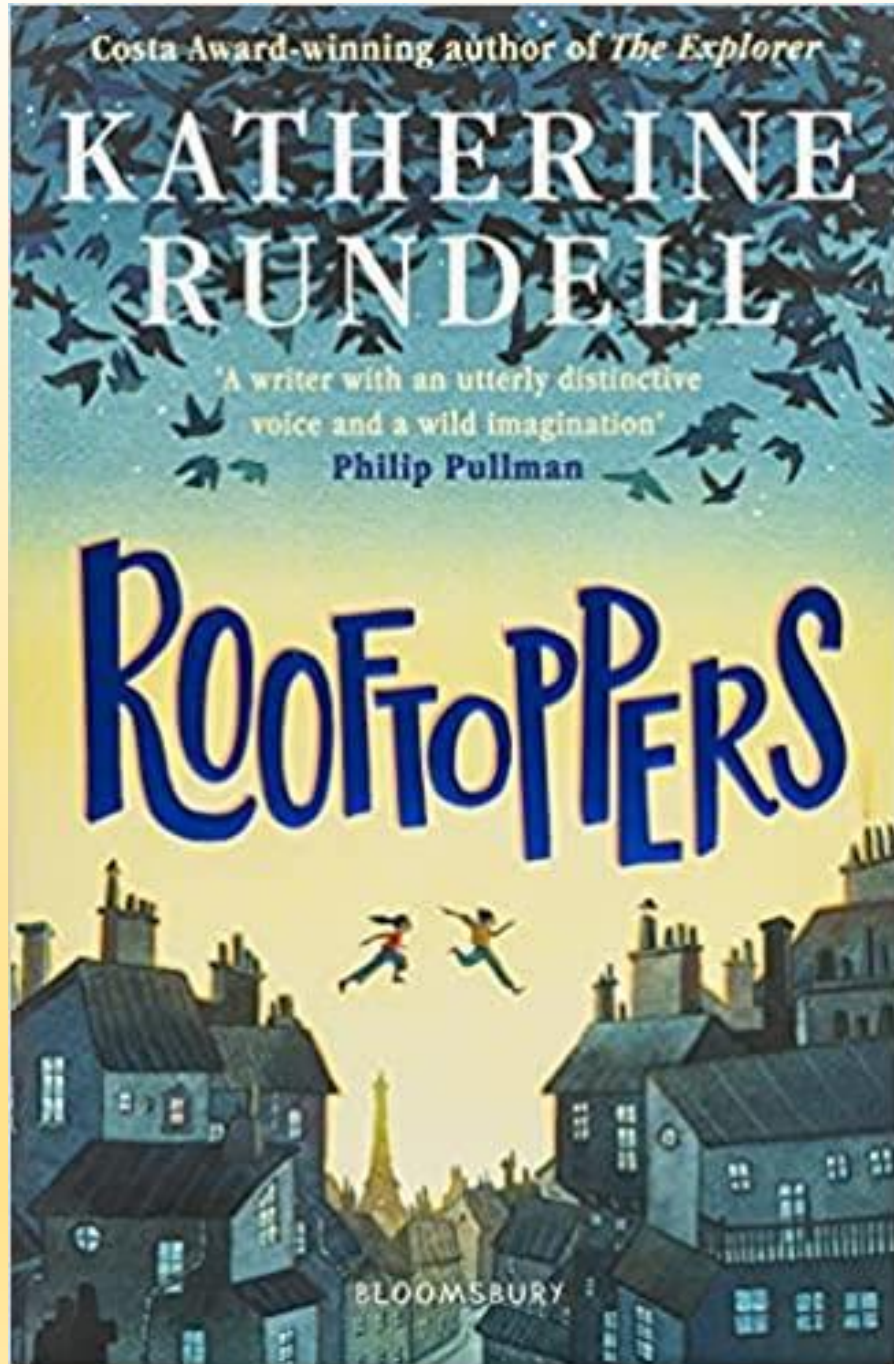
**E**

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**MONDAY**



Costa Award-winning author of *The Explorer*

KATHERINE  
RUNDELL

'A writer with an utterly distinctive  
voice and a wild imagination'

Philip Pullman

ROOFTOPPERS

BLOOMSBURY



What do you think the book will be about?



What things can you see on the front cover?



What sort of story will it be?



Who might enjoy it and why?



Why is this book called 'Rooftoppers'?



duet

cello

musical score

scholar

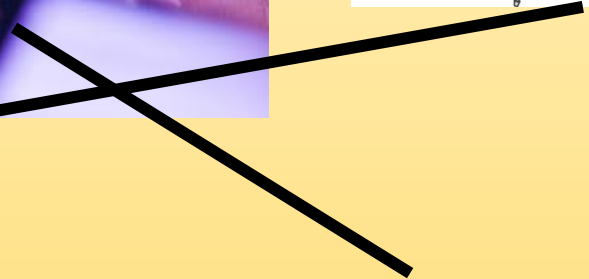
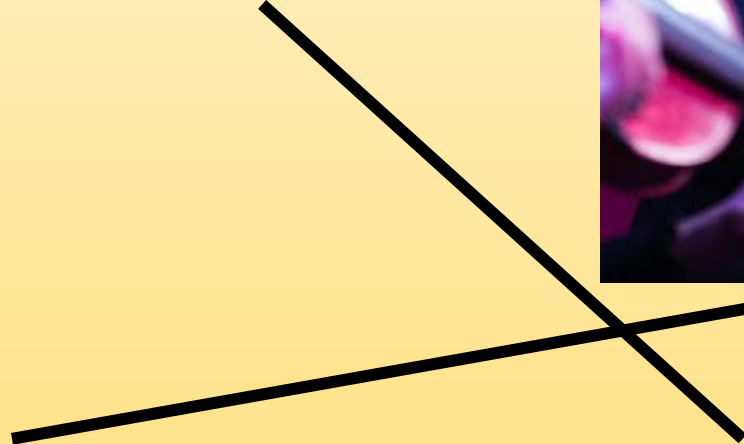


duet

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**Read p. 2 to 3**

**Reading fluency (How well do you read?)**

Now listen carefully to how the text is read to you by your teacher.

Echo read back

Now read with a partner. Take it in turns to read a sentence each using expression.

Pay special attention to:

- Punctuation (The writer has given you a secret code. Make sure you break it)
- Italics (How would you say words in italics)
- How dialogue is spoken (whispered, angrily)
- When should you slow down, speed up?

**Give your friend critical feedback. Are they reading for meaning or just decoding words on a page?**

**TUESDAY**



Where was the baby found floating?



*.....a baby was found floating in a cello case..... It was the only living thing for miles. Just the baby, and some dining-room chairs.....*

Can you explain what has happened?



Is there anything strange about what the baby was wrapped in?

Why?

Do you think her parents cared for her?





Why did nobody notice the water flooding in over the carpet?



How far had the baby drifted?



*The baby has hair like 'lightning'.* What does this mean?

**WEDNESDAY**



On page 3....

Find and copy evidence that describes the person who found the baby.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Read p 4-5

Fluency activity (Connotation in context 2B)

Look at the words below. Decide whether the word is positive or negative. Then use the word in as sentence that captures the mood you chose.

The practise saying your sentence aloud, expressing yourself according to the mood you chose

**keen**            positive            negative    (Circle your chosen mood)

---

**dramatic**       positive       negative    (Circle your chosen mood)

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Find '**dramatic**' on p4. Is it being used in a positive or negative way in this text? Explain your reasoning.



*His name was Charles Maxim, and he determined, as he held her in his large hands – at arm’s length, as he would a leaky flowerpot – that he would keep her.*

Charles holds the baby at ‘arm’s length’. What might this suggest?



On page 4

Why does Charles choose ‘Sophie’ as a name?



Read p5

What impression do you get of Charles so far? Use the table to construct your answers

Impression	Evidence

Impression	Evidence

**THURSDAY**

Read pages 6 – 9

Reading fluency (Emphasising words 2A)

Read the following sentences. How does emphasising a different word in the same sentence change its meaning.

‘The child is your **ward**. She is not your daughter.’

‘The child is your ward. She is **not** your daughter.’

‘The child is your ward. She is not **your** daughter.’

In the first sentence I think that .....





Page 6

Which Shakespearean play did Sophie use as a booster seat?



Page 6

Why was Sophie looking embarrassed?



Page 7

*'The child is your ward. She is not your daughter.'*

*This was the sort of woman who spoke in italics*

What does this quote suggest about Miss Eliot?



‘The scholar is a natural with children’.  
Do you agree with this statement? Yes/No

Use evidence from the text to support your answer.

Use the following sentence stems to answer this question.

I do not/do think the scholar is a natural with children. My evidence  
is..... which would suggest.....  
another reason is.....



How has Katherine Rundell used humour in the text to entertain the reader. Collect as many examples as you can.

Examples of humour in the text	What this tells me

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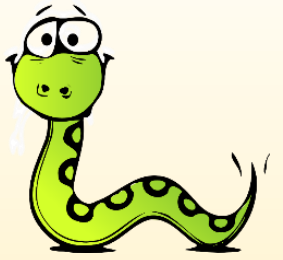
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