

Shared reading

SECTION

3

Extract 1

- Read Extract 1. Ask the children why the islanders are so excited. (They have found a cargo of timber washed ashore which they can use for house and boatbuilding.) Can they explain why the Preventative would stop them? (It is officially the property of the Crown and it would be a crime to take it or hide it away.)
- Invite the children to pick out all the things mentioned here that the sea provides, exploring any unfamiliar words.
- Underline the phrase *high-water mark* and ask the children to explain its meaning. Circle the words *fished*, *harvest* and *windfall*. What do they usually describe and how are they used

metaphorically here? (The islanders pull cargo out of the sea just as they catch fish; the timber is like a 'crop' of wood from the sea; it is blown ashore by the wind, just as the wind blows fruit from trees.)

- Focus on the verbs, highlighting all the passive verbs: *littered*, *smashed*, *splintered*, *scattered*, *smothered*. Can the children suggest why passive verbs are used here? (They emphasise the timber as at the mercy of the elements.) Ask them to identify a metaphor and explain what it describes. ('a groaning blanket of boards' describes how the boards completely cover the sea and creak as they knock together.)

Extract 2

- Read Extract 2 together. Ask the children to summarise Gracie and Daniel's predicament. (Their boat is suddenly becalmed in fog.) Which sentence emphasises the suddenness of the fog? (Scilly rock had vanished...) Circle any words that may be unfamiliar and invite the children to offer explanations as to their meaning.
- Which verbs and adjectives create the feeling of being becalmed? (*Lolled*, *lapped*, *listless*.)
- Revise alliteration, circling the alliterative words *lapped by a listless sea*, *the sea slapped so softly*, *a silent sea*, *surge of the sea seething*. Remind

the children that these phrases are onomatopoeic, imitating the soft sounds of the sea. Why should sound be the most important sense in this description? (The children can't see anything because of the fog.) How might sound help them get home? (If they can hear the sea around Scilly Rock they can find their way back.)

- Can the children find examples of a metaphor that the writer uses? (A grey wall of fog.) Circle the phrase 'as if the fog were a living creature' and invite the children to pick out the phrases that personify the fog as well as the sea.

Extract 3

- Read Extract 3 together. Ask the children what the Birdman is desperate to do and why. (Save the whales from being beached, because he thinks it is the only way to redeem the curse on Samson and prevent Bryher being cursed too.)
- Circle any words which may be unfamiliar to the children. Can they suggest the meaning, identify the part of speech (noun, adjective, verb) and offer replacements? Underline the phrase 'in a pack' and ask the children if they know the correct collective term for whales. (A pod.)

- Examine language features the author uses to convey a sense of urgency. Highlight repetition of words and phrases. Focus on the sentence which begins with multiple nouns (flaming torches, oil lamps) considering how the word order contributes to a sense of chaos and panic.

- Highlight poetic description, pointing out features such as assonance (whales' flailing tails) and imagery (the sea whipped up into a frenzy).

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