

SCHOLASTIC

Emer Stamp

NOW IN
FULL
COLOUR

THE Unbelievable Top Secret Diary OF



PIG

The Unbelievable
Top Secret Diary of Pig
Emer Stamp

The Unbelievable Top Secret Diary of Pig

Emer Stamp

Objectives

- To become familiar with the style of the book.
- To understand the difference between Standard English and the style of writing used by Pig.

Outcomes

- Children will recognise the differences between their normal speech and that of Pig.
- Children will correct writing so that it becomes Standard English.

Resources

- The Unbelievable Top Secret Diary of Pig by Emer Stamp
- Resource Sheet 1: Pig's Diary
- Resource Sheet 2: Correct Pig's Mistakes
- Resource Sheet 3: Writing a Pig Diary

Lead in

Read the introduction from the book to the class. Ask the children if they have noticed anything while you were reading; did anything sound unusual? Explain to the children that Pig does not write in Standard English. Sometimes the verbs might be wrong, or sometimes Pig uses words that aren't real words.

Give the children a copy of *Resource Sheet 1: Pig's Diary*. Let the children have some time to try to read the first section of the diary out loud to a partner, before swapping roles for the second person to read. Ask if they found any parts hard to read. Why do you think that is?

Task

Give children a copy of *Resource Sheet 2: Correct Pig's Mistakes*. The children should highlight which words they think need changing, and then correct them in the space above.

Extension

Using *Resource Sheet 3: Writing a Pig Diary*, which contains examples of Pig's style of narrative, children could write their own diary of their day in the style of Pig.

Resource Sheet 1

Pig's Diary

Read the passage out loud. Is any of it difficult to read?

Why do you think that is?

Me I is Pig. I is 465 sunsets old, but every day I gets older, so this fact is only correct right now, on the day I is writing.

I live in Pig House. Pig House is next to **CHICKEN HOUSE**, which is opposite **COW shed**, which is not too far from **Duck pond**.

I has drawn a map for you.

Highlight the words that are incorrect. Write what they should be in the space below each sentence.

Today I is very happy! Farmer gave me two big dollops of slops.

I is really not liking chickens. They is evil.

When I is not looking they sticks their evil beaks into my bowl and eats my slops.

If I shouts at them to stop, they pecks me on my head.

I is not liking their evil little eyes, they makes me feel scared just looking at them.

Curriculum Links

KS1 English: Pupils should be taught to:

Word Reading

- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Reading Comprehension

- discuss and clarify the meanings of words.
- check that the text makes sense to them.
- participate in discussion about books, taking turns and listening to what other people have to say.

Writing

- write for different purposes.
- write down ideas and/or key words.
- use some written features of Standard English.

Spoken Language

- speak audibly and fluently.

KS2 English: Pupils should be taught to:

Reading Comprehension

- listen to and discuss a wide range of fiction.
- read books that are structured in different ways.
- check that the text makes sense to them.
- identify main ideas drawn from more than one paragraph.
- participate in discussion about books, taking turns and listening to what others have to say.

Writing

- discuss writing that is similar to that which they are planning to write, in order to understand and learn from its structure, vocabulary and grammar.
- discuss and record ideas.
- propose changes to grammar and vocabulary.