

# Krindlekrax

## Fiction

### Content domain focus:

**2b** retrieve and record information/identify key details from fiction and non-fiction

**2d** make inferences from the text/explain and justify inferences with evidence from the text

**2g** identify/explain how meaning is enhanced through choice of words and phrases

### Text summary

This extract is taken from *Krindlekrax* by Philip Ridley. Krindlekrax is a lizard-like monster that lives in the drains beneath Lizard Street. Ruskin Splinter, the main character in the story, is determined to find and confront Krindlekrax to prove that he really has what it takes to be a hero.

### Unit summary

The questions start by asking the children to identify key details in the extract. They then move on to exploring the language and techniques used by the author in building up tension and creating an impression of Krindlekrax.

### Teaching prompts

- Remind the children that when they are looking for information and details in a text, they should try to picture a key word or phrase that is used in the question. They can also think about clues in the question. For example, if a question asks “*What?*”, they are likely to be looking for a noun or a proper noun.
- Establish that making inferences from reading involves reading between the lines, thinking about clues that the author has left in the text and linking these to their own experiences.
- Suggest to the children that, when they are reading, they should think about the language and techniques that the author has chosen to use. Remind them that the author will have thought carefully about how this will affect the way a reader responds to the writing.

### Revisiting the text

Ask the children to:

- draw a picture of Krindlekrax
- role-play the scene described in the extract
- create a freeze frame to show what they think might happen next
- write the next chapter in the story.

 **Answers**

Links to content domain requirements are in brackets after the answer.

- 1. a claw [2b]
- 2. scared [2b]
- 3. a drain [2b]
- 4. wider than an open car bonnet; full of sharp teeth; each one the size of a new pencil [2g]
- 5.

claws	black
legs	green
eyes	red

[2b]

- 6. toast [2b]
- 7. traffic lights [2b]
- 8. Because he was scared of Krindlekrax. [2d]
- 9. Krindlekrax wasn't well./Krindlekrax was ill./Krindlekrax was scary. [2g]
- 10. repetition; short sentences [2g]

 **Assessment**

The children are secure in their ability to retrieve information if they are able to identify clues in the questions that help them to identify the key words and phrases they are looking for.

The children make inferences effectively if they make connections between what they are reading and their own experiences (both actual and virtual).

The children can identify how meaning is enhanced if they are able to demonstrate an appreciation of the author's choice of language and use of techniques.

**Next steps**

Show a short passage on the interactive whiteboard (IWB) and give the children a short time to skim the text to get the basic gist. Remove the passage and ask for feedback. Discuss techniques they used to skim, e.g. reading the first and last sentences in the passage or in paragraphs.

Give the children three questions relating to the passage. Explain that you are going to show it again and that this time they should scan it to find the answers. Ask them to explain scanning techniques that they are familiar with, e.g. identifying key words in the questions, visualising words, looking for features that stand out such as capital letters, numbers or punctuation marks. Show the passage for a limited time and challenge the children to find the answers to the questions. Take feedback and establish which scanning techniques they found particularly helpful.

Use images taken from newspapers to develop the children's inferential skills. Ask them to "read" the pictures to work out what is happening, and what might have happened before and after the picture was taken.

Use short descriptive passages to carry out a cloze procedure – deleting a particular word class, such as adjectives, to focus the children's attention on making careful and thoughtful word choices. Reveal the author's original words and compare them with the children's suggestions.