

# What to do today

*IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.*

## 1. Read the start of a book

- Look closely at the *Front Cover* of Way Home.
- Make brief notes about five things that you notice and what you think might happen in the book.
- Read *First Page Text*. Is this how you expected it would be from the front cover. What do you think about Shane? What do you think might happen?
- Listen to the *Reading* of the first part of the book, **stop the video at 6.14**, <https://www.youtube.com/watch?v=rjzP18bsSdQ>.

## 2. Answer questions

- Read *Book Questions*. Think carefully about your answers.
- Write your answers as sentences making a paragraph for each section.

## 3. Make predictions

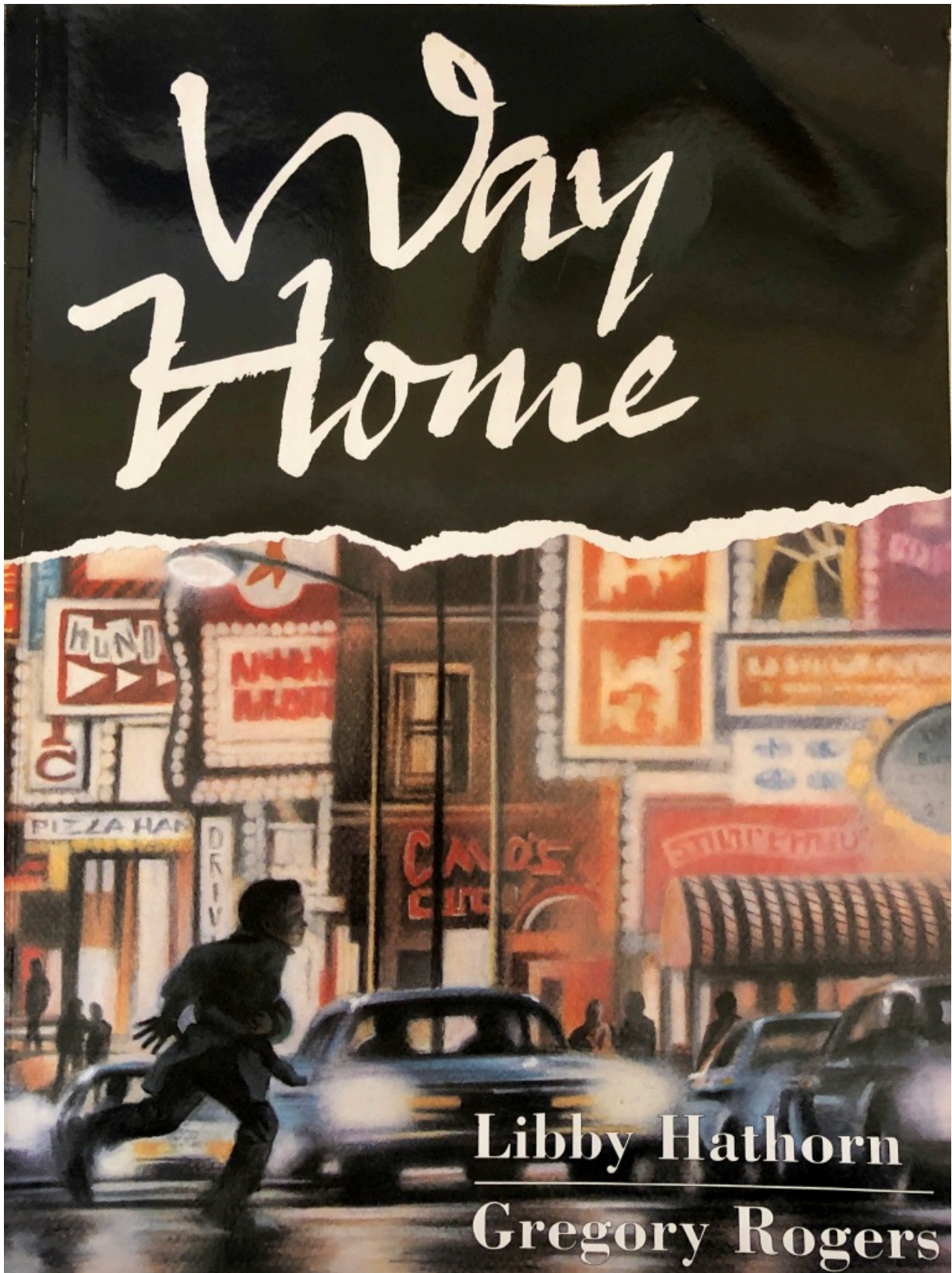
- Use *Development/Resolution* to note down with words and pictures what you think will happen in the rest of the book.
- Write about your predictions. What will happen to Shane? What will happen to the cat? How might the story end?

*Well done. Show your predictions to a grown-up. Explain to them how the story has started, what has happened and why you are making these predictions.*

## Try the Fun-Time Extra

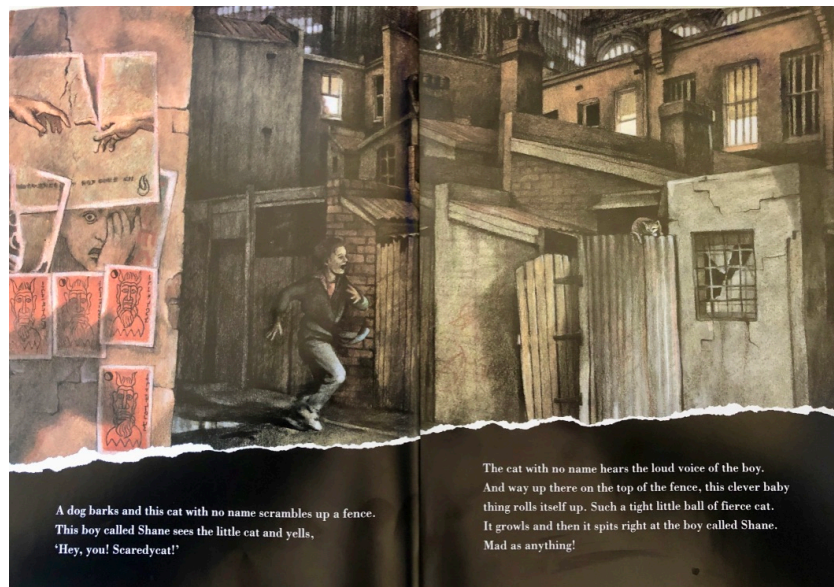
Write your own story about meeting a stray cat. What would you call it? Where would you take it? What would you show it?

Front Cover



**Libby Hathorn**  
**Gregory Rogers**

## First Page Text



A dog barks and this cat with no name scrambles up a fence.  
This boy called Shane sees the little cat and yells,  
'Hey, you! Scaredycat!'

The cat with no name hears the loud voice of the boy. And  
way up there on the top of the fence, this clever baby thing  
rolls itself up. Such a tight little ball of fierce cat. It growls and  
then it spits right at the boy called Shane.

Mad as anything!

## Book Questions

What do you like about the book? Is there anything that you dislike?  
Why?

What does the book make you think about?  
Anything you have read or seen? Anything that people have talked  
about? Anyone you know?

What makes the book striking? Which page particularly caught your  
eye? What is your favourite phrase, sentence or paragraph so far?

What issue and questions does the book raise?

## Development/Resolution

*What do you predict will happen next? How will the story end? Use words and pictures to show your ideas.*


## Your Predictions

*Write about what you think might happen in the story.*



A large rectangular writing area with a decorative orange and black zigzag border. The interior of the rectangle is filled with horizontal lines, providing a space for writing predictions.

# What to do today

*IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.*

## 1. Listen to a story

- Listen to the *Reading* of the second part of Way Home, **start the video at 6.14**, where you ended it yesterday <https://www.youtube.com/watch?v=rjzP18bsSdQ>.
- Did the story end as you predicted? What could happen in a sequel to the story?

## 2. Revise informal language

- Use the *PowerPoint on informal language* or, if this is not possible, remind yourself using the *Revision Card* about this.
- Complete *Formal and Informal*.

## 3. Now for some writing

- Read *Through the Windows*. This is what Shane says to the cat as they look through the three sets of windows in the book.
- Look at *Windows*. Pick one window and imagine what Shane would say to the cat about it. Write 2 or 3 sentences of speech, making sure that you keep to Shane's informal style.
- Challenge yourself to write about the other windows or to imagine and write about other windows.

*Well done. Show your writing to a grown-up. Show them the informal features that you have included in Shane's language. You can look at possible answers to Formal and Informal at the end of this pack.*

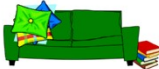


## Try the Fun-Time Extra

Can you imagine Shane coming to your school? What might he say in the classroom, in the playground, to your friends and to your teacher? Write some of your ideas.

# Revision Card – Informal Language

## Audience and Context

The **register** depends on *situation and audience*.  
The same person will use *different registers in different contexts*.

<p>At home with family</p> <p>You're going to wear that, are you?</p> <p><b>Informal</b></p> 	<p>In school with the headteacher</p> <p>When will we be going on the museum trip?</p> <p><b>More Formal</b></p> 	<p>In formal writing</p> <p>I wonder, might I be permitted to enquire about progress?</p> <p><b>Very Formal</b></p> 
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## Contractions

I'd
what's
we're
you're  
mustn't
haven't

Contractions appear in **informal language**.

Spoken language often contains **contractions**...  
but written **formal language** uses the longer versions of the word/s.

We might write:

*Do not say that I did not warn you.*

but we are more likely to say:

*Don't say I ~~didn't~~ warn you.*

What are the **formal** versions of the **contractions** above?

**Question Tags** can be used in **informal language**.

**Tags** are questions added to a clause to encourage a listener to respond.

**Tags** can be used to soften a **command**.

main clause
Tag  
*You're joking, aren't you?*

main clause
Tag  
*Look at that Fatcat, will you?*

The tag changes a statement into a question.



main clause
Tag  
*We're mates, aren't we?*

In very **informal speech** *right* and *yeah* can be used as **tags**.

main clause
Tag  
*You're ready, yeah?*

## Breaking Grammar Rules!

**Ellipsis** (omitting words) has not changed the meaning but the grammar is now incorrect. This is common in **informal spoken language**.

*Nobody lives in them – no way.*  
*Nobody lives in them; there is no way that they are occupied.*

**Slang** can be used to write realistic dialogue. Slang can help to make the speech sound authentic.

*Whaddo you reckon?*  
*What do you think about that?*



## Formal and Informal

*Annotate these sentences to show any informal features.*

*Rewrite them in a formal style.*

(Informal features: vocabulary, question tags, contractions, slang, ellipsis)

“Whaddo you reckon, Catlegs?”

“Take a look at that Fatcat, will you?”

“You’n me together.”

“Act kinda cool. Cool, right. That’s us.”

“Uh, oh, they’re coming. Gotta get out of here. Away from them.”

“You and me in a Jag. Vroom vroom.”

“We gotta go down right now.”

“But we got each other, right?”

## Through the windows

### **The other cat**

“Take a look at that Fatcat will you? I’m telling you that cat’s a loser. Eats fancy mince, no kidding. Heaps of it. Right there at the window. Disgusting. And get that collar. What a joke!”

### **Car showroom**

“You can come out now Whiskettes.

No worries. Hey, just take a look.

Vroom vroom. You and me in a Jag. Vroom vroom.

Huh, but they’ve only got red...and we want green.”

### **Chinese restaurant**

“See they cook stuff right on the table in front of you.

Stacks of meat and things.

But don’t get ideas, Hungry.

No pets allowed, places like this.”

## Windows



## Through the Window

*Write your speech for Shane here.*



A large rectangular writing area with a decorative orange and black zigzag border. The interior of the rectangle is filled with horizontal lines, providing a space for writing a speech.

## Formal and Informal – Possible Answers

*Annotate these sentences to show any informal features.*

*Rewrite them in a formal style.*

(Informal features: vocabulary, question tags, contractions, slang, ellipsis)

“Whaddo you reckon, Catlegs?”

What is your opinion, Catlegs?

“Take a look at that Fatcat, will you?”

Please look at the fat cat in the window.

“You’n me together.”

We are united.

“Act kinda cool. Cool, right. That’s us.”

Behave causally as that would be our typical style.

“Uh, oh, they’re coming. Gotta get out of here. Away from them.”

I am concerned that the hostile group are approaching and believe that it is important for us to depart rapidly.

“You and me in a Jag. Vroom vroom.”

I am imagining driving in a Jaguar car with you. I think we would enjoy the sound and power of the engine.

“We gotta go down right now.”

We have to go down immediately.

“But we got each other, right?”

We are able to look after one another.

# What to do today

*IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.*

## 1. Track emotions through a story

- Look carefully at the *Emotions Graph – Example*.
- Listen to the story again and make an *Emotions Graph for Shane* <https://www.youtube.com/watch?v=rjzP18bsSdQ> .  
Try to find 4 or 5 key events and imagine his emotions.
- Now make an *Emotions Graph for the cat*. Compare your two graphs. Are there points when they both have similar emotions? When are their emotions most different?

## 2. Read two ‘cat-narrator’ extracts

- Read *Cat Speaks 1 and 2*.
- Complete *Cat Speaks* questions.

## 3. Now for some writing

- Write *Way Home* as though it is told by the cat.
- Use your *Emotions Graph* and some of the ideas that you saw in *Cat Speaks 1 and 2*.

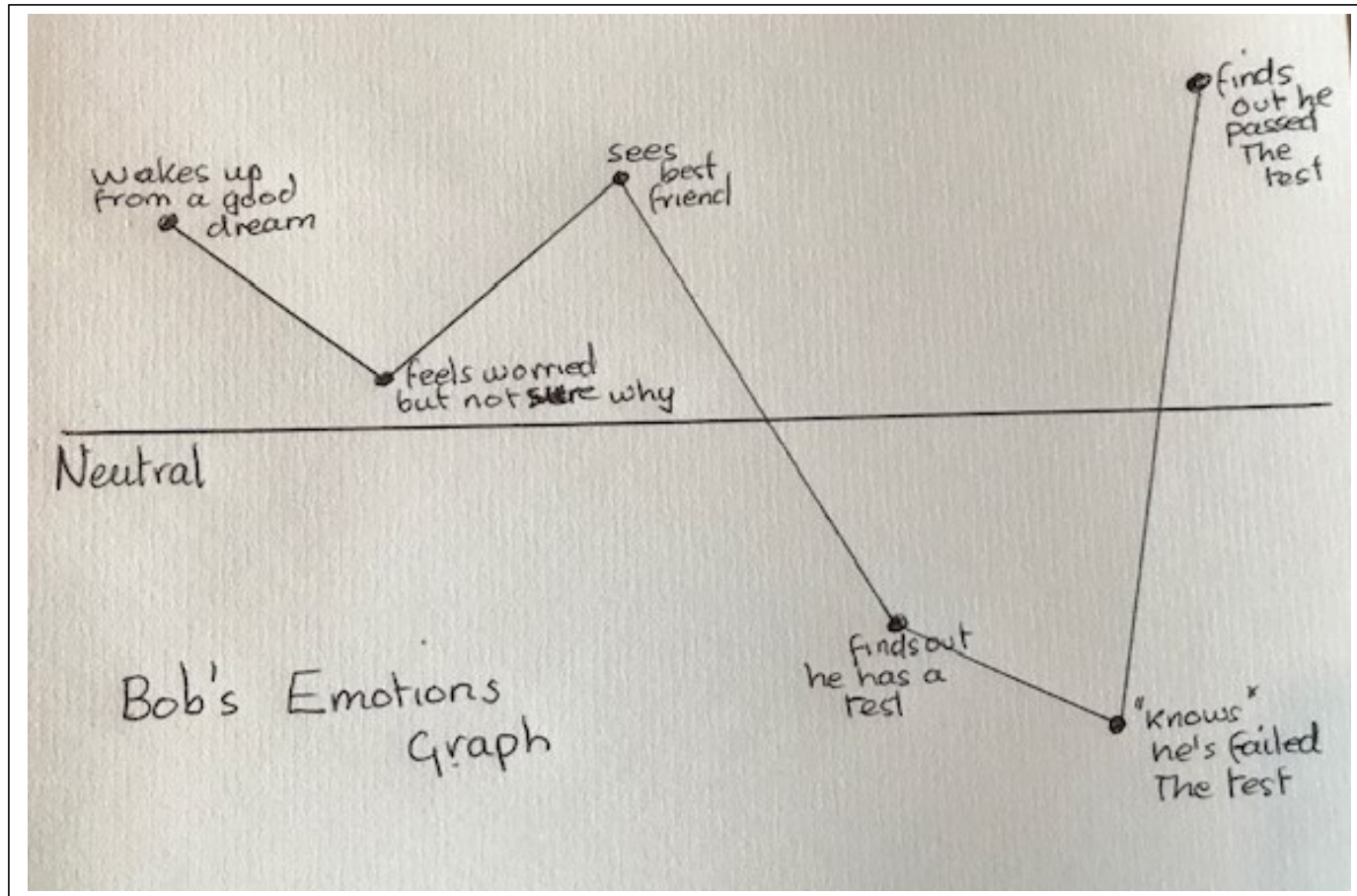
*Well done. Show your writing to a grown-up. Explain to them how you have used your Emotions Graph and the ideas in Cat Speaks 1 and 2.*

## Try the Fun-Time Extras

Write a diary for a pet that you know well. Try to imagine how they would see and understand the activities of the humans around them.

## Emotions Graph – Example

Above the neutral line for positive emotion, below for negative. Give short reason.



## Emotions Graph - Shane



## Emotions Graph - Cat

## Cat Speaks 1



Okay, okay. So hang me. I killed the bird. For pity's sake, I'm a cat. It's practically my job to go creeping round the garden after sweet little eensy-weensy birdy-pies that can hardly fly from one hedge to another. So what am I supposed to do when one of the poor feathery little flutterballs just about throws itself into my mouth? I mean, it practically landed on my paws. It could have hurt me. Okay, okay. So I biffed it. Is that any reason for Ellie to cry in my fur so hard I almost drown, and squeeze me so hard I almost choke? 'Oh, Tuffy!' she says, all sniffles and red eyes and piles of wet tissues. 'Oh, Tuffy. How could you do that?' How could I do that? I'm a cat. How did I know there was going to be such a giant great fuss, with Ellie's mother rushing off to fetch sheets of old newspaper, and Ellie's father filling a bucket with soapy water?

*By Anne Fine. The Diary of a Killer Cat*

## Cat Speaks 2



*I AM A cat. As yet, I have no name.* There's a famous cat in our country who once made this very statement.

I have no clue how great that cat was, but at least when it comes to having a name I got there first. Whether I like my name is another matter, since it glaringly doesn't fit my gender, me being male and all. I was given it about five years ago – around the time I came of age.

Back then, I used to sleep on the bonnet of a silver van in the parking lot of an apartment building. Why there? Because no one would ever shoo me away. Human beings are basically huge monkeys that walk upright, but they can be pretty full of themselves. They leave their cars exposed to the elements, but a few paw prints on the paintwork and they go *ballistic*.

At any rate, the bonnet of that silver van was my favourite place to sleep. Even in winter, the sun made it all warm and toasty, the perfect spot for a daytime nap.

I stayed there until spring arrived, which meant I'd survived one whole cycle of seasons. One day, I was lying curled up, having a snooze, when I suddenly sensed a warm, intense gaze upon me. I unglued my eyelids a touch and saw a tall, lanky young man, eyes narrowed, staring down at me as I lay prone.

'Do you always sleep there?' he asked.

I suppose so. Do you have a problem with that?

'You're really cute, do you know that?'

So they tell me.

'Is it okay if I stroke you?'

No, thanks. I batted one front paw at him in what I hoped to be a gently threatening way.

'Aren't you a stingy one,' the man said, pulling a face.

Well, how would you like it if you were sleeping and somebody came by and rubbed you all over?

*By Hiro Arikawa. The Travelling Cat Chronicles*

## Cat Speaks – Questions

**How would you sum up the character of these cats?**

Diary of a Killer Cat	The Travelling Cat Chronicles
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**How are these cats similar?**

**How are they different?**

**What do you think is the most memorable thing that each of these cats say?**

Diary of a Killer Cat	The Travelling Cat Chronicles
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**What do you think their owners might say about these cats?**

Diary of a Killer Cat	The Travelling Cat Chronicles
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## Way Home – the cat’s story

*Write Way Home as though it is told by the cat.*



A large rectangular writing area with a decorative orange and black zigzag border. The interior is filled with horizontal lines for writing, suitable for a story.



A large rectangular writing area with a decorative border. The border consists of a repeating orange and black zigzag pattern. The writing area is ruled with horizontal lines, providing a space for text.

# What to do today

*IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.*

## 1. Make notes about a character

- Make notes on *Shane* that show what you know about this character. You could include questions that you have about him as well.
- Listen to the story again <https://www.youtube.com/watch?v=rjzP18bsSdQ> and add to your notes as you do.

## 2. Look closely at an illustration

- Look at the *Last Page* of the book.
- Read *Picture Prompts* and think about your answers.
- Choose five of your answers to write as sentences.
- Complete *Objects*. Imagine how Shane got each of these objects and why it might be important to him.

## 3. Imagine interviewing Shane

- Think of 5-10 questions that you would like to ask Shane.
- Write these down and then imagine his answers to each of them. Write his answers, trying to make them sound like the way he talks in the book.

*Well done. Explain your ideas about the objects to a grown-up. Show them the answers that you have imagined for Shane too.*

## Try these Fun-Time Extras

What would you choose if you could have seven objects around you? Draw or photograph the objects and write about why they are important to you.

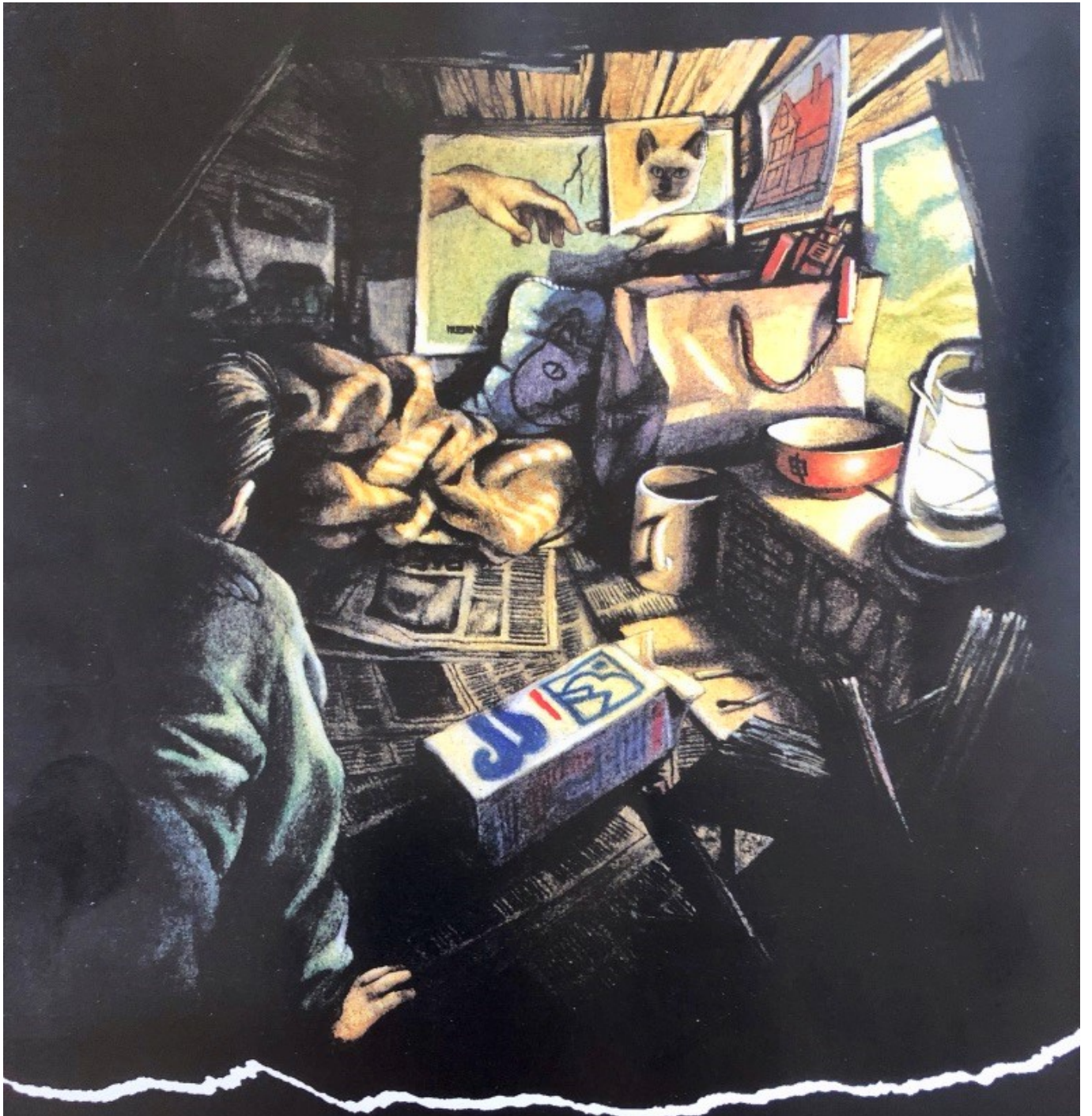
Interview some other people to find what objects they would choose and why.



## Shane



## Last Page







'Here we are.  
We're home!'

## Picture Prompts

1. What was your first reaction to this artwork? Why do you think you had the reaction?
2. Describe the lines in this artwork
3. Describe the colours in the artwork
4. Which area of the artwork is most important? Why?
5. What adjectives would you use to describe this artwork?
6. What verbs would you use to describe this artwork?
7. If you could ask the artist a question, what would you ask him/her?
8. What emotions do you notice in the artwork?
9. Who do you know that would really like this artwork? Why would they like it?
10. Who do you know that would really dislike this artwork? Why would they dislike it?
11. If this artwork were music, what would it sound like?

from <https://artclasscurator.com/82-questions-to-ask-about-a-work-of-art/>

## Objects

Object	How he may have got it	Why it might be important
Picture of a cat 		
Picture of a house 		
Michelangelo – Creation of Adam picture 		
Chinese bowl 		

Milk carton



Hurricane Lamp



Picture of a green Jaguar



## Questions for Shane

*Write down 5-10 questions that you would like to ask Shane.*



A large rectangular area with a decorative orange and black zigzag border, containing 15 horizontal lines for writing questions.

# Shane's Answers

*Imagine Shane's answers and write them here.*

A large rectangular area with a decorative orange and black zigzag border. Inside the border, there are 20 horizontal lines, creating 19 rows of space for writing. The lines are evenly spaced and extend across the width of the page.

# What to do today

*IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.*

## 1. Find out about a true story

- Watch the trailer for *A Street Cat named Bob*.  
<https://www.youtube.com/watch?v=s13Fnj8LzD8>  
\* This film is rated 12 and the trailer and extract (included in the resources from the associated book) make passing reference to substance addiction – please watch / read first to check suitability specifically for your child.
- How does this true story seem similar to Way Home? How does it feel different? Try to think of three different ways.
- Read the *Extract* and answer the *Questions*.

## 2. Learn about homelessness in Britain

- Visit this Newsround website about homelessness. Read all the information and take notes about the five things that most stand out to you. <https://www.bbc.co.uk/newsround/50631620>
- Watch Natasha's story on this website. How is it similar to Way Home? How is it different?
- Make a poster that shows the five things that you chose as most important from this website. What do you want to tell people about homelessness?

## 3. Read poems about home

- Read the two poems about home: *A Home Song* and *There's No Place Like Home*. Read each twice: once in your head and once out loud.
- Choose your favourite poem and practise reading it out loud. Use the *Top Tips* to help you.

*Well done. Talk to a grown-up about three things you have learned today.*

## Try the Fun-Time Extra

Write a poem about the place you feel most at home.



## Extract

There's a famous quote I read somewhere. It says we are all given second chances every day of our lives. They are there for the taking, it's just that we don't usually take them.

I spent a big chunk of my life proving that quote. I was given a lot of opportunities, sometimes on a daily basis. For a long time, I failed to take any of them, but then, in the early spring of 2007, that finally began to change. It was then that I befriended Bob. Looking back on it, something tells me it might have been his second chance too.

I first encountered him on a gloomy, Thursday evening in March. London hadn't quite shaken off the winter and it was still biting cold on the streets, especially when the winds blew in off the Thames. There had even been a hint of frost in the air that night, which was why I'd arrived back at my new, sheltered accommodation in Tottenham, north London, a little earlier than usual after a day busking around Covent Garden.

As normal, I had my black guitar case and rucksack slung over my shoulders but this evening I also had my closest friend, Belle, with me. We'd gone out together years ago but were just mates now. We were going to eat a cheap takeaway curry and watch a movie on the small black and white television set I'd managed to find in a charity shop round the corner.

As usual, the lift in the apartment block wasn't working so we headed for the first flight of stairs, resigned to making the long trudge up to the fifth floor.

The strip lighting in the hallway was broken and part of the ground floor was swathed in darkness, but as we made our way to the stairwell, I couldn't help noticing a pair of glowing eyes in the gloom. When I heard a gentle, slightly plaintive meowing I realised what it was.

Edging closer, in the half-light I could see a ginger cat curled up on a doormat outside one of the ground-floor flats in the corridor that led off the hallway.

I'd grown up with cats and had always had a bit of a soft spot for them. As I moved in and got a good look I could tell he was a tom, a male.



I hadn't seen him around the flats before, but even in the darkness I could tell there was something about him, I could already tell that he had something of a personality.

He wasn't in the slightest bit nervous, in fact, completely the opposite. There was a quiet, unflappable confidence about him. He looked like he was very much at home here in the shadows and to judge by the way he was fixing me with a steady, curious, intelligent stare, I was the one who was straying into his territory. It was as if he was saying: 'So who are you and what brings you here?'

I couldn't resist kneeling down and introducing myself. 'Hello, mate. I've not seen you before, do you live here?' I said. He just looked at me with the same studious, slightly aloof expression, as if he was still weighing me up.

I decided to stroke his neck, partly to make friends but partly to see if he was wearing a collar or any form of identification. It was hard to tell in the dark, but I realised there was nothing, which immediately suggested to me that he was a stray. London had more than its fair share of those.

He seemed to be enjoying the affection, and began brushing himself lightly against me. As I petted him a little more, I could feel that his coat was in poor condition, with uneven bald patches here and there. He was clearly in need of a good meal. From the way he was rubbing against me, he was also in need of a bit of TLC.

'Poor chap, I think he's a stray. He's not got a collar and he's really thin,' I said, looking up at Belle, who was waiting patiently by the foot of the stairs.

She knew I had a weakness for cats.

'No, James, you can't have him,' she said, nodding towards the door of the flat that the cat was sitting outside. 'He can't have just wandered in here and settled on this spot, he must belong to whoever lives there. Probably waiting for them to come home and let him in.'

Reluctantly, I agreed with her. I couldn't just pick up a cat and take him home with me, even if all the signs pointed to the fact it was homeless. I'd barely moved into this place myself and was still trying to sort out my flat. What if it did belong to the person living in that flat? They weren't going to take too kindly to someone carrying off their pet, were they?

Besides, the last thing I needed right now was the extra responsibility of a cat. I was a failed musician and recovering drug addict living a hand-to-mouth existence in sheltered accommodation. Taking responsibility for myself was hard enough.

*James Bowen A Street Cat Named Bob: How one man and his cat found hope on the streets*

## Questions

- 1. Where does James first meet the cat?*
- 2. What tells him that the cat might be a stray?*
- 3. Why does James think about taking the cat?*
- 4. Why does he decide that he shouldn't take the cat?*
- 5. How would you describe the mood of this extract?*
- 6. What do you think might happen next?*

## A Home Song

I read within a poet's book  
A word that starred the page:  
"Stone walls do not a prison make,  
Nor iron bars a cage!"

Yes, that is true; and something more  
You'll find, where'er you roam,  
That marble floors and gilded walls  
Can never make a home.

But every house where Love abides,  
And Friendship is a guest,  
Is surely home, and home-sweet-home:  
For there the heart can rest.

by Henry Van Dyke



## There's No Place like Home

Mid pleasures and palaces though we may roam,  
Be it ever so humble, there's no place like home;  
A charm from the sky seems to hallow us there,  
Which, seek through the world, is ne'er met with elsewhere.  
Home, home, sweet, sweet home!  
There's no place like home, oh, there's no place like home!

To thee I'll return, overburdened with care;  
The heart's dearest solace will smile on me there;  
No more from that cottage again will I roam;  
Be it ever so humble, there's no place like home.  
Home, home, sweet, sweet, home!  
There's no place like home, oh, there's no place like home!

*by John Howard Payne*

## Top tips for reading a poem aloud

- Work on the **tricky words**. Find out what they mean and how they are said. Practise saying them.
- Look for the **full stops**. Make sentences flow to the full stop, even when there's a new line.
- **Slow down**. Speak slowly when you're reading a poem, so that others can hear the words.
- **Project your voice**. Imagine someone on the other side of the room and speak to them.
- **Practise**. Read and read and read your poem, so that you get better each time.

