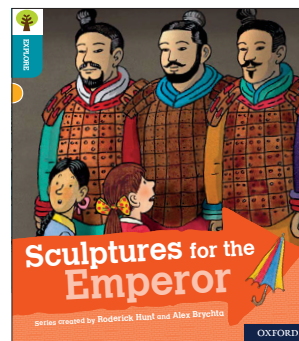


# Sculptures for the Emperor

Written by Roderick Hunt. Illustrated by Alex Brychta.  
Teaching notes written by Karra McFarlane.

Text type: fiction

Topic: sculptures of groups of people



## Synopsis

Anneena really enjoys the pottery class she is taking with her mother. She makes a sculpture of Biff holding her umbrella. When she gives the sculpture to Biff, the magic key whisks the pair off on another adventure. They are taken to ancient China, where they discover people making life-size clay sculptures of warriors for the Emperor. When the Emperor comes to inspect the sculptures, it rains heavily. Biff uses her umbrella to save the Emperor from getting soaked. In return, the Emperor presents Biff with a small warrior sculpture.

There is a topic-linked non-fiction book to partner this title, which is called *Stone Sculptures to Frozen Figures*.

## Group/Guided reading

### Introducing the story

- ➡ Look at the cover and read the title together. Ask: *What are sculptures? Have you ever seen a sculpture before or made your own?*
- ➡ *(Predicting)* Look at the picture and say: *I wonder who the men are.* Encourage the children to make predictions about who they are and why they are important to the story.
- ➡ *(Predicting)* Read the blurb together and then return to the cover picture. Ask: *Why do you think the warriors don't move?*
- ➡ Ask the children to share anything they know about China. If possible, use a map or a globe to show the children where China is.

### Vocabulary check

- ➡ As they read, encourage the children to sound out and blend new words, for example *u-n-wr-a-pp-ed*, *e-x-c-l-ai-m-ed*.
- ➡ This book includes some more challenging words that do not conform to phonics teaching, as well as subject-specific vocabulary that may be unfamiliar to children. Explain to the children that these words may be challenging but they are important for the story. Read these words for the children if necessary, to help build familiarity before they read the story.

**figures armour soldiers warriors torrents**

## Reading the story

- ➡ Ask the children to read the story aloud and help where necessary. Praise and encourage them as they read. Where necessary, encourage the children to re-read sentences to focus on meaning.
- ➡ On p5, ask: *How do you think Biff feels when Anneena presents her with the figure?*
- ➡ *(Predicting)* After reading p9, say: *I wonder why the soldiers aren't moving or breathing.* Encourage the children to make predictions, and remind them of the discussions you had when looking at the cover and reading the blurb.
- ➡ On p12, ask the children to share ideas about why the Emperor needs thousands of clay warriors to protect him.
- ➡ On p17, ask: *How do you think the boys and their father feel about the Emperor's visit? Why?*
- ➡ *(Questioning)* On p19, ask the children to think of some questions they would like to ask Biff and Anneena about standing on the street in ancient China waiting for the Emperor. Prompt them by saying: *I wonder how they feel when they hear that the Emperor has arrived.*
- ➡ *(Predicting)* At the end of p23, ask the children to predict what they think might happen next.
- ➡ On p27, point out the word 'superb'. Ask the children to suggest other words the author could have used to describe the workmanship.
- ➡ After reading p29, ask: *Why do you think Biff likes the figure from Anneena more than the clay warrior?*

## Returning to the story

- ➡ Look again at the picture of the workshop on p14–15. Ask: *How do you think Biff and Anneena felt when they first walked into the workshop?*
- ➡ *(Clarifying)* Ask: *Why do you think each of the warriors is given a different face?*
- ➡ Look at the picture of the Emperor on p20–21 and ask the children to think of three words to describe him, e.g. grand, important, serious.
- ➡ *(Clarifying)* Re-read p24 and ask: *Why do you think everyone breathes a sigh of relief when Biff's umbrella stops the Emperor getting soaked?*
- ➡ *(Summarizing)* Ask the children to work with a partner and to take it in turns to explain what is happening in each of the pictures on the story map on p30. Ask the children to use the pictures to help them to retell the story from Biff's point of view.

## Independent reading

- ➡ Introduce the story as in the Introducing the story section above.
- ➡ Encourage the children to read the story as independently as possible. Remember to give them lots of encouragement and praise.
- ➡ As they read, encourage the children to sound out and blend new words, for example *E-m-p-er-or*, *c-a-n-o-p-y*.
- ➡ This book also contains a number of more challenging words, which children may need more support with at this stage, but which enrich the story. You can look together at the inside front cover for a list of challenging words. Read them together and talk about what each word means.
- ➡ Remind the children to use the pictures to support them when reading the text.
- ➡ For suggestions of questions to ask the children after they have read the story to check comprehension, please refer to the Look Back, Explorers page in the book.

## Speaking, listening and drama activities

- ➡ Organize the children into small groups. Ask the children in each group to take on the roles of Biff, Anneena and the Emperor.
- ➡ Ask them to role-play the point in the story where Biff and Anneena meet the Emperor.
- ➡ Encourage the children to think about how Biff and Anneena might behave when they meet the Emperor. Ask: *Do they listen to the advice they were given to bow down and only speak if they are spoken to?*
- ➡ Prompt the children to consider the characters' body language and facial expressions, as well as their speech.
- ➡ Ask some groups to perform their role-plays to the rest of the class.

## Writing activities

- ➡ Ask the children to write a letter to the Emperor, as if they were Biff, thanking him for the clay warrior.
- ➡ Tell the children they should consider anything else they might like to write in their letters about their visit to ancient China, e.g. commenting on how polite the boys were, or how skilled their father was.
- ➡ Encourage the children to rehearse what they are going to write orally before writing anything down, use their phonic knowledge to spell any new or unfamiliar words, and re-read what they have written to check it makes sense.

## Cross-curricular activity

### Art and design

- ➡ Provide the children with some clay and tools, and ask them to create their own small figures. You could ask them to make a sculpture of a friend or family member. When the sculptures are dry, give the children an opportunity to paint their sculptures.

**Oxford**  
**OWL**

**For school**

Discover free eBooks, teaching notes, advice and support

**For home**

Helping your child's learning with free eBooks, essential tips and fun activities

**[www.oxfordowl.co.uk](http://www.oxfordowl.co.uk)**



# Sculptures for the Emperor

## Curriculum links and assessment

### Links to Oxford Reading Criterion Scale

- Can explain the meaning of interesting 'WOW' words in context (e.g. despair, marvel) including words with common prefixes and suffixes (e.g. undecided, forgetful). (D) (ORCS Standard 3, 17)
- Can summarize a story, giving the main points clearly in sequence. (R) (ORCS Standard 3, 18)
- Having read a text, can find the answers to questions, both written and oral. (R) (ORCS Standard 3, 20)
- Can discuss reasons for events in stories by beginning to use clues in the story. (D) (ORCS Standard 3, 22)

### ENGLAND The National Curriculum in England: English Programme of Study, Year 2

	National Curriculum objectives	Book-related assessment pointers
<b>Spoken language</b>	participate in discussions, presentations, performances, role play, improvisations and debates (SpokLang.9) select and use appropriate registers for effective communication. (SpokLang.12)	Check the children consider how Biff and Anneena would behave towards the Emperor, when participating in the role play. Check they use body language and facial expressions, as well as speech.
<b>Reading: Word reading</b>	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent (Y2 ReadWord.1)	Check the children automatically decode more common words, and use their phonic knowledge to decode any new or unfamiliar words.
<b>Reading: Comprehension</b>	discussing the sequence of events in books and how items of information are related (Y2 ReadComp.1ii)	Check the children use the story map to help them to retell the story from Biff's point of view, including the main events in the correct sequence.
	predicting what might happen on the basis of what has been read so far (Y2 ReadComp.2v)	Check the children can make plausible predictions about what might happen when the Emperor's canopy fills with water on p23.
<b>Writing: Composition</b>	writing for different purposes (Y2 WritComp.1iv)	Check the children include additional details about Biff's visit to ancient China in their letters to the Emperor.

**SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes, First Level**

	<b>Experiences and outcomes</b>	<b>Book-related assessment pointers</b>
<b>Listening and talking</b>	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. (LIT 1-02a)	Check the children consider how Biff and Anneena would behave towards the Emperor, when participating in the role play. Check they use body language and facial expressions, as well as speech.
<b>Reading</b>	I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1-12a)	Check the children automatically decode more common words, and use their phonic knowledge to decode any new or unfamiliar words.
	I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. (ENG 1-19a)	Check the children use the story map to help them to retell the story from Biff's point of view, including the main events in the correct sequence.
	To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. (ENG 1-17a)	Check the children can make plausible predictions about what might happen when the Emperor's canopy fills with water on p23.
<b>Writing</b>	By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful to others. (LIT 1-26a)	Check the children include additional details about Biff's visit to ancient China in their letters to the Emperor.

**WALES Curriculum for Wales: Foundation Phase Framework, Year 2**

	<b>Framework objectives</b>	<b>Book-related assessment pointers</b>
<b>Oracy</b>	adopt a specific role, using appropriate language in structured situations (Y2_OracSpea.7) use a growing range of appropriate vocabulary in play and structured activities and formal situations, using variety in tone to add interest (Y2_OracSpea.5)	Check the children consider how Biff and Anneena would behave towards the Emperor, when participating in the role play. Check they use body language and facial expressions, as well as speech.
<b>Reading</b>	apply the following reading strategies with increasing frequency to a range of familiar and unfamiliar texts: - phonic strategies (Y2_ReadStrat.4i) decode text with unfamiliar content or vocabulary sustaining comprehension throughout (Y2_ReadStrat.6)	Check the children automatically decode more common words, and use their phonic knowledge to decode any new or unfamiliar words.
	retell narrative or information that they have heard, sequencing events correctly (Y2_OracList.5)	Check the children use the story map to help them to retell the story from Biff's point of view, including the main events in the correct sequence.
	refine and revise predictions in fiction and non-fiction texts (Y2_ReadComp.5)	Check the children can make plausible predictions about what might happen when the Emperor's canopy fills with water on p23.
<b>Writing</b>	write for different purposes (Y2_WritMean.2) use different types of writing appropriate to purpose and reader (Y2_WritStru.5)	Check the children structure their writing as a letter and include additional details about Biff's visit to ancient China.

## NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Level 1/2

	Levels of progression	Book-related assessment pointers
<b>Talking and listening</b>	follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i) use body language to show engagement (L2_com_talk.6)	Check the children consider how Biff and Anneena would behave towards the Emperor, when participating in the role play. Check they use body language and facial expressions, as well as speech.
<b>Reading</b>	use a range of reading strategies (L2_com_read.2)	Check the children automatically decode more common words, and use their phonic knowledge to decode any new or unfamiliar words.
	understand, recount and sequence events and information (L2_com_read.1)	Check the children use the story map to help them to retell the story from Biff's point of view, including the main events in the correct sequence.
	express opinions and make predictions (L2_com_read.5ii)	Check the children can make plausible predictions about what might happen when the Emperor's canopy fills with water on p23.
<b>Writing</b>	write using a given form (L2_com_write.3)	Check the children structure their writing as a letter and include additional details about Biff's visit to ancient China.

## CAMBRIDGE INTERNATIONAL Primary English Curriculum Framework: Level 2

	Learning objectives	Book-related assessment pointers
<b>Speaking and listening</b>	Extend experiences and ideas through role-play. (2SL9)	Check the children consider how Biff and Anneena would behave towards the Emperor, when participating in the role play. Check they use body language and facial expressions, as well as speech.
<b>Reading</b>	Use phonics as the main method of tackling unfamiliar words. (2R02) Read aloud with increased accuracy, fluency and expression. (2R06)	Check the children automatically decode more common words, and use their phonic knowledge to decode any new or unfamiliar words.
	Talk about what happens at the beginning, in the middle or at the end of a story. (2Rw2)	Check the children use the story map to help them to retell the story from Biff's point of view, including the main events in the correct sequence.
	Predict story endings. (2Ri1)	Check the children can make plausible predictions about what might happen when the Emperor's canopy fills with water on p23.
<b>Writing</b>	Plan writing through discussion or by speaking aloud. (2W06)	Check the children rehearse what they want to write orally before writing anything down.