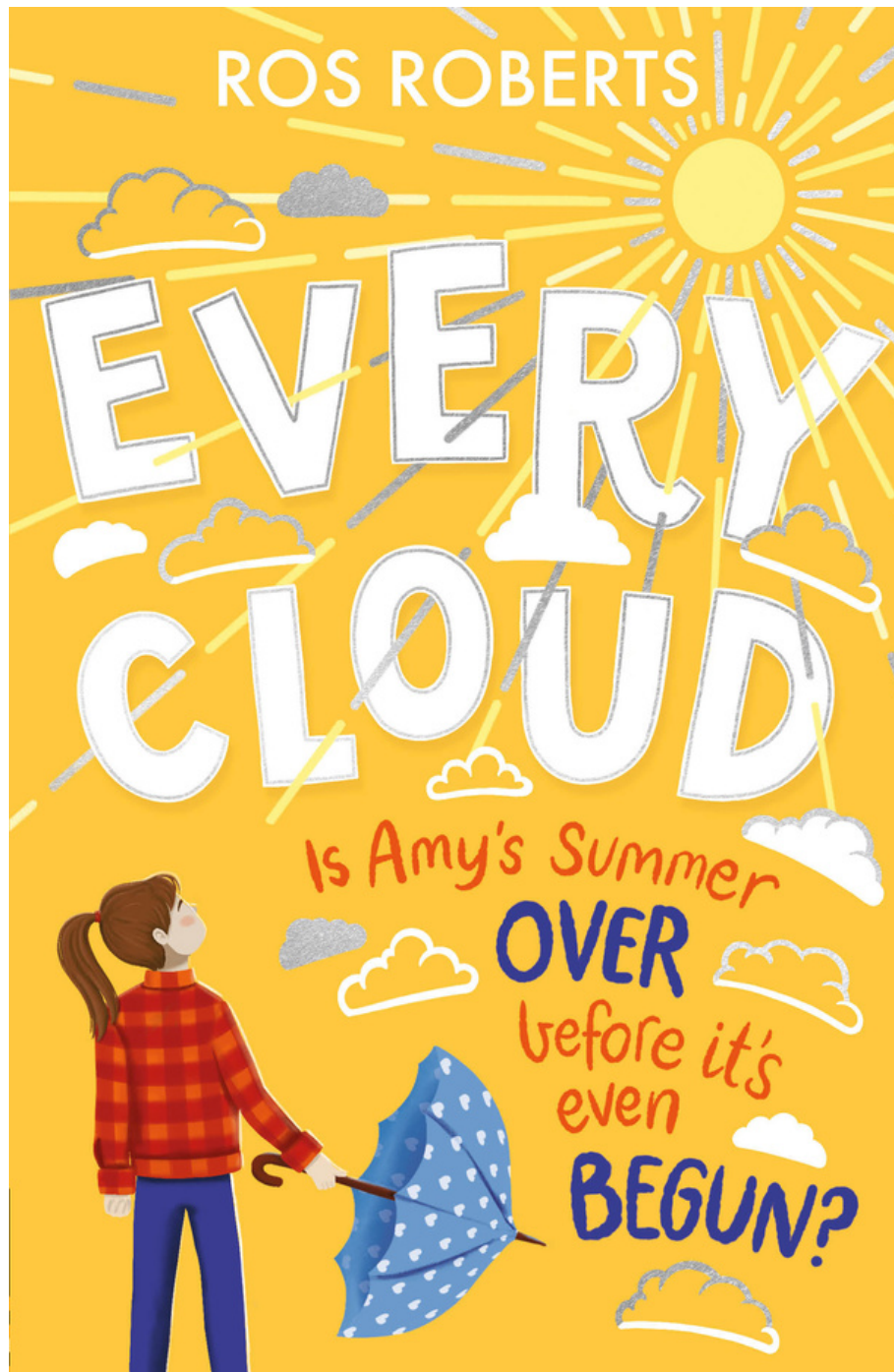


CLPE Teachers' Notes

Every Cloud by Ros Roberts





Teaching Notes for *Every Cloud* by Ros Roberts

These notes have been written by the teachers at the CLPE to provide schools with ideas to develop comprehension and cross-curricular activities around this text. They build on our work supporting teachers to use quality texts throughout the reading curriculum. They encourage a deep reading of and reflection on the text, which may happen over a series of reading sessions, rather than in just one sitting. We hope you find them useful.

This book is particularly suitable for Year 6 children.

Before You Start:

- This book is perfect for year 6 pupils who are preparing for the transition from primary school to secondary school. You may need to be aware of any pupils who are feeling especially concerned about their move as many of the themes are associated with moving school; new friends; new uniform and a change of outlook. Pupils in other year groups will also enjoy this book where other themes such as friendship; family relationships; sacrifice for others; respect for the elderly and being true to yourself are all explored too.
- Within this book, the themes of dementia; living with step-parents and parents who are recovering from a serious injury are explored. Some pupils may need to be supported with these themes before reading the novel.
- Before sharing the book, display the title '*Every Cloud*' and ask pupils to work together and predict what this novel may be about. Some pupils may be aware of and understand the saying, '*Every Cloud has a Silver Lining*,' – this may be a difficult concept to explain, and pupils may benefit from sharing some of their own experiences that illustrate the point.
- At the beginning of the book there is a brilliant map which highlights many of the places explored in the book. This would be a perfect place to start and share discussions around. The following questions could be explored:
 - *What did you notice first from the map?*
 - *What is the most significant place for you?*
 - *What characters are you expecting to meet?*
 - *Who do you think will be the main character?*
 - *Why have some journeys been timed?*
 - *Why has the catchment divider for schools been included?*
 - *Why has Amy's old and new house been included on the map?*
- Exploring these questions (and more wonderings from the pupils) will spark a rich discussion where inference skills will be at the heart of learning. Pupils will generate predictions and begin to support



their answers with evidence from the map – this skill can be transferred later to sourcing evidence from the text to support answers.

- Within this book, there are many characters that each have a specific function. Pupils may associate with one character more than another. You may like to track characters throughout the novel by having sheets for each character displayed on a working wall for pupils to add notes to. Alternatively, pupils could keep their own individual character trackers as a journal activity to complete when they have some new information to add.

Reading the book:

- Friendship is explored in many ways throughout the novel. You may wish to display some of the most interesting combinations of friendship to discuss and explain such as:

Cassie and Amy	Amy and Jay	Dana and Amy	Cassie and Jess
Amy and Molly	Pops and Jay	Pops and Spinney	Jay and Sam
Cassie and Maxi	Jay and Josh	The girls in the cake shop and Dana	Summer and Dana

- Throughout the book Amy references ‘*her scabies*’ especially when she seems stressed or anxious. This could be discussed with pupils as a sensitive aspect of her character – could hit a chord with pupils too.
- There are a number of questions to discuss throughout the book:
 - *Do parents always know what is right?*
 - *Can the elder generation learn from the younger generation too?*
 - *What is the value of friendship?*
 - *How do you know when to ask for help?*
 - *How brave do you have to be to admit you were wrong?*
 - *Do we all sometimes struggle with what to say?*
 - *Why can friends make us feel great and awful at the same time?*

Revisiting the story as a whole:

- Clouds had a significant role in Amy and her dad’s life- discuss this and explore how the idea of cloud watching both comforted and calmed Amy. She saw her clouds on her ceiling as a security blanket – create a design of clouds for your ceiling. Use different media to create this.
- Initially Amy struggles without wifi when she moves to Gran’s and Pops’ home. *How would you feel to be unplugged from wifi?*
- Focus on the character of Jay.
 - *What is the main function of Jay’s character?*
 - *How does Jay show Amy what friendship can mean?*



- Does Jay bridge Amy's focus for family and friends?
- How does Jay's relationship with Pops develop throughout the novel?

- Repeat this activity with a focus on Pops. What role does Pops play in this novel? Is he:

A grandfather	A father	A friend	A bridge between the past and the present
A confidante	A moral compass	A husband	An entertainer

- There are so many themes explored in this novel. Identifying five main events from the novel could generate a huge discussion with pupils. You could also identify a turning point in the plot – discuss the following:
 - When did Amy decide that Thornberry was the school for her?
 - Were Amy's mum and Dad right to promise her a place at Valley High?
 - Did the adults in the novel orchestrate the friendship between Jay and Amy or were the meetings coincidental?
 - Do you feel sympathy or anger towards Cassie?

After reading:

- There are no chapter titles in this book – you could choose some specific chapters and challenge pupils to generate suitable titles for them. This provides opportunities for pupils to summarise efficiently. Pupils can think creatively with a focus on alliteration; puns; specialist vocabulary; movie quotes or song lyrics.
- Read Pops' instructions for the game and try to create the game – have fun exploring board games.
- Design an outfit for Mr Penguin in Jay's window – what type of character do you want to portray him as? Think carefully about what he will wear, any props and any other relevant information.
- There are a variety of writing opportunities to be explored- for example
 - Writing diary entries
 - Writing the next chapter
 - Writing Amy's speech explaining why she chose Thornberry
 - Writing a persuasive letter as Amy to get a place at Valley High
- Create a new dance for Jamila to teach at Amy and Dana's dance class – this dance could be any style.
- Research dementia and create a child-friendly leaflet explaining how to support families who are affected by this.
- Research stuttering and speech impediments – Jay used his ear pods to help him. Look at other ways that can support people who stutter too.
- Research different trap cams like Sam and explore making one and identifying wildlife in the school's local areas.

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Other titles by Ros Roberts or to support exploration of themes from the book:

- *Digger and Me*, Ros Roberts
- *Wonder*, R.J. Palaccio
- *Everything all at Once*, Steven Camden
- *Talking to the Moon*, S.E. Durant
- *Where Do You Go, Birdy Jones?*, Joanna Nadin

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