



‘We’ll have to be up most awfully early,’ said Dick, yawning. ‘What about going to bed in good time tonight? I’m tired with all that rowing.’

In the ordinary way none of the children liked going to bed early – but with such an exciting thing to look forward to, early bed seemed different that night.

‘It will make the time go quickly,’ said Anne, putting down her doll. ‘Shall we go now?’

‘Whatever do you suppose Mother would say if we went just after tea?’ said George. ‘She’d think we were all ill. No, let’s go after supper. We’ll just say we’re tired with rowing – which is perfectly true – and we’ll get a good night’s sleep, and be ready for our adventure tomorrow morning. And it is an adventure, you know. It isn’t many people that have the chance of exploring an old, old wreck like that, which has always been at the bottom of the sea!’

So, by eight o’clock, all the children were in bed, rather to Aunt Fanny’s surprise. Anne fell asleep at once. Julian and Dick were not long – but George lay awake for some time, thinking of her island, her wreck – and of course, her beloved dog!

‘I must take Tim too,’ she thought, as she fell asleep. ‘We can’t leave old Tim out of this. He shall share in the adventure too!’

Pages 74-75, *Five on a Treasure Island*

## Activities

- Discuss the idea of going to sleep early to make the morning come more quickly, particularly when you’re looking forward to something exciting. Get the pupils to think of something they would be excited about and how they might feel the night before.
  - Look at what George says about what makes the day special and get pupils to write their own version with their own example
- This is the first book in a series, introducing characters that will then feature in every story. Consider another series of books that your class is familiar with and look at how they are introduced, and what you have learned about them since.



- Divide the class into groups and get them to come up with a story of what might happen the next day. This could be presented as a piece of prose, a storyboard or even a drama piece.
- Consider the fact that this is a story from many years ago. You might want to discuss:
  - What might be different in a modern setting?
  - Are there any words that you don't recognise? What might the modern equivalent be?
  - There is a good chance your pupils' parents might have read this book when they were children. Encourage them to go home and talk to their family about this, and more generally about their experience of reading books. How was it different? Did they spend more time doing it? Did they enjoy it?

### The reveal

Once you have built anticipation around the book, you could reveal the title. Treasure is a great theme to work around! You could:

- Hold a treasure hunt in the school or as a trip around your local area
- Ask pupils to write about their experience of hunting for and discovering treasure
- Get pupils to plot and design their own treasure maps

This exercise is taken from our Reading for Pleasure training, running for Key Stage 2 teachers in Liverpool and Swindon. The training takes place over two sessions, a full day and a twilight follow-up, to allow participants time to reflect on what they have learned and try out different strategies.

Swindon sessions:

- Day 1: 10 October
- Day 2: 23 January

Liverpool sessions:

- Day 1: 17 October
- Day 2: 16 January

The cost of the course is £350 for the first participant per school and £250 for every colleague you bring. All participants also receive a year's membership of the National Literacy Trust, giving you access to a huge range of resources. Existing members receive a £50 discount per school.

**Booking:** email [schools@literacytrust.org.uk](mailto:schools@literacytrust.org.uk) or call 0207 587 3067. We recommend booking early to avoid disappointment.