



Key Stage 1 Activities

BeWILDerwood is full of fun and magical creatures drawn from the imagination of the author Tom Blofeld. Children will get even more out of their visit when they have had a chance to get to know the characters beforehand. Here are some suggested learning activities to pair with a reading of the book, **The Ballad of BeWILDerwood**.

Time: 20 minutes

Curriculum focus: English (spoken language)

*Boating gently in the marshes,
through the rushes and the reeds,
Here is Swampy, a marsh Boggle,
finding food among the weeds.
He's off to catch some fish so his mum
can cook her pies,
Which are just completely yummy,
and exactly the right size.*

Rhyming activity

Read the first page of *The Ballad of BeWILDerwood* and ask the learners if they notice anything about the way the story sounds, drawing out the rhyming.

Ask the learners to provide examples of rhyming words that they know and write these on the board.



Time: 20 minutes

Curriculum focus: English (spoken language)

Boggle Travelling Song

*We're travelling today (Tum Tummy Tum),
And singing on our way (Hum Humpty Hum).
There's a warm blue sky,
We've sweetsludge pie,
And all the world's okay (Way Hay Hay!)*

*(Boggles sing noisily most of the time,
But they always sing LOUDEST on the last line.*

*Then everyone makes up other verses
I wonder which one will invent the most worstest).*

Couplet activity

Read the *Boggle Travelling Song* in *The Ballad of BeWILDerwood* emphasising the line that says that everyone makes up their own verse.

The class will then write a new verse of the *Boggle Travelling Song* together. At this stage introduce the idea of a rhyming couplet and that our rhyming words always have to come at the end of the line.

Once you have your verse have the class read it out loud together.



Time: 20 minutes

Curriculum focus: English (spoken language)

*So off he went, much farther
than he'd ever been before.*

*He came across a massive lake,
and pushed out from the shore.*

"It's very big," he thought aloud.

A gulp grew in his throat.

*Then SPLOOSH and SPLASH
and water jets exploded by the boat."*



Onomatopoeia activity

Throughout the book you will find words that are in capitals. Most of these words are **onomatopoeia**. Choose a section containing these words and ask the class to read along with you trying to emphasize the sounds of these words.

Explain that these "sound words" are special because they sound like the things they describe.

Ask the class to give examples of their own "sound words". Encourage them to emphasise the sounds of the word, and if they feel confident, they might want to add an action to the word too, like waving their arms or clapping. Once they have demonstrated have the whole class copy the word and any actions that have been made up.



Key Stage 2 Activities

BeWILDerwood is full of fun and magical creatures drawn from the imagination of the author Tom Blofeld. Children will get even more out of their visit when they have had a chance to get to know the characters beforehand. Here are some suggested learning activities to pair with a reading of the book, The Ballad of BeWILDerwood.

Time: 30 minutes

Curriculum focus: English (writing composition)

Rhyming couplet activity

Read the first 2 pages of *The Ballad of BeWILDerwood* and ask the learners if they notice anything about the way the story sounds, drawing out the rhyming.

Ask the learners to provide examples of rhyming words that they know and write these on the board.

Read the *Boggle Travelling Song* in *The Ballad of BeWILDerwood* emphasizing the line that says that everyone makes up their own verse.

The class will then write a new verse of the *Boggle Travelling Song* together. At this stage introduce the idea of a rhyming couplet and that our rhyming words always have to come at the end of the line.

Once you have your verse have the class read it out loud together.

Then ask the class to work on their own to write their own poem that is 4 lines long and is made up of two rhyming couplets. This can be based on any theme or could be another verse of the *Boggle Travelling Song*.

“Boating gently in the marshes, through the rushes and the reeds,
Here is Swampy, a marsh Boggle, finding food among the weeds.
He’s off to catch some fish so his mum can cook her pies,
Which are just completely yummy, and exactly the right size.”



“We’re travelling today (Tum Tumpty Tum),
And singing on our way (Hum Humpty Hum).

There’s a warm blue sky,
We’ve sweetsludge pie,
And all the world’s okay (Way Hay Hay!)

(Boggles sing noisily most of the time,
But they always sing LOUDEST on the last line.

Then everyone makes up other verses
I wonder which one will invent the most worstest).”

Time: 30 minutes

Curriculum focus: English (spoken language)

Poetry performance activity

Throughout the book you will find words that are in capitals and in bold. These words are all **onomatopoeia**. Chose a section containing these words and ask the class to read along with you trying to emphasise the sounds of these words.

Explain that these “sound words” are called **onomatopoeia** and are special because they sound like the things they describe.

Ask the class to give examples of their own “sound words”. Encourage them to emphasize the sounds of the word, and if they feel confident, they might want to add an action to the word too (like waving their arms or clapping). Once they have demonstrated have the whole class copy the word and any actions that have been made up.

Discuss with the class how some poems are meant to be read out loud and how rhyming couplets and onomatopoeia give use clues on the best way to perform the poem. Choose a section of the book to demonstrate to the class.

We recommend:

Ask the class to copy how you read the section, placing emphasis in the same places you did.

Once they have understood the emphasis add an action for each line. This exercise can be extended to incorporate longer sections.

*They soon met the Witch
with her pet robin, Rosie.
She gave them some fruit
while the Boggles got cosy.
Then Swampy explained
how he'd been to the lake,
here the terrible **SPLASH**
had made his knees quake.*

