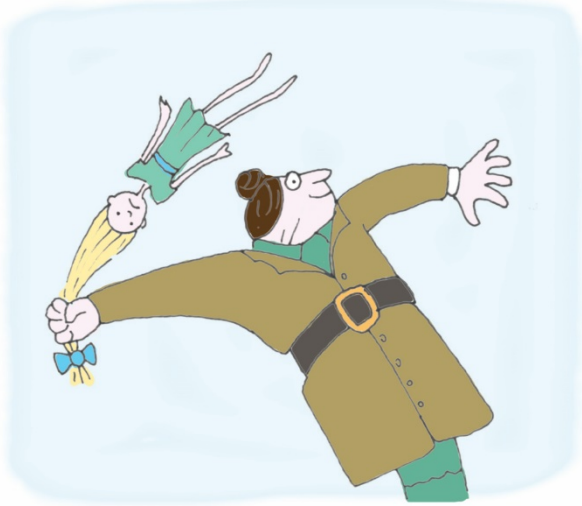


TERRIBLE TRUNCHBULL ATTACKS CHILD

Yesterday, Miss Trunchbull, the head teacher of Crunchem Hall Primary school, carried out a nasty attack on one of the **pupils**.

It started as a very normal day for the pupils of Crunchem Hall. But then, all of that changed. All of the children were out on the playground and then their head teacher, Miss Trunchbull, started **strolling** around. Some of the pupils have said that Miss Trunchbull is always walking around looking for a child to whom she can be mean.



Amanda Thrupp, who is only 7 years old, was **apparently** picked out by the head teacher because she had pigtails in her hair. Amanda said that Miss Trunchbull made her feel **embarrassed** in front of all of the other children. Then she picked

Amanda up by her pigtails and swung her around and around. When she let go of her, Amanda flew across the playground and over the railings!



Thankfully, the throw was **powerful** enough for Amanda to go over the fence. If not, then Amanda could have ended up in hospital. "I know Miss Trunchbull can be very mean sometimes, but I didn't think she would ever attack someone like that!" **exclaimed** one of the other pupils.

After the attack, Amanda could not stop shaking. All of her friends ran over to where she had landed. They were all very kind to her and made

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Terrible Trunchbull Attacks Child – Y1m/Y2d/Y3e (Purple) – Text

sure that she was not hurt. Miss Trunchbull told her that she must cut her pigtails off!



Miss Trunchbull is now being questioned by the local police. Other children at the school have reported that Miss Trunchbull does lots of mean things to the children at the school. One child said, "Miss Trunchbull locks children in a cupboard full of nails for no reason at all!"

Amanda's friends said that they were so scared when they saw her fly into the air. They thought that she might land on the railings! They were all very **relieved** when she went straight over the railings and landed safely on the grass.



Miss Trunchbull is going to be in a lot of trouble with the police and she might even go to jail. Miss Honey will be in charge of the school for now. Miss Honey said, "I don't want any child to be worried about coming to school. I am in charge and I will keep you all very safe."



Reported by Philippa Wickens

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Terrible Trunchbull Attacks Child – Y1m/Y2d/Y3e (Purple) – Text

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What is the head teacher called?

What is the school called?

In your own words, explain what happened at the school yesterday.

Why did Miss Trunchbull pick out Amanda Thripp?

Why do you think that the sentence at the top is much bigger than the rest of the text?

What type of text is this?

What is the purpose of a newspaper report?

How do you think that Amanda Thripp felt when Miss Trunchbull was swinging her around by her pigtails?

Do you think that Miss Trunchbull is a kind or a mean person? Why do you think this?

Why was it a good thing that Amanda went over the railings?

Why do you think that Amanda was shaking?

Do you think that Miss Honey is a kind or a mean person? Why do you think this?

Terrible Trunchbull Attacks Child – Vocab 1

Write the meaning of each of these words.

pupils _____

strolling _____

apparently _____

embarrassed _____

thankfully _____

powerful _____

exclaimed _____

relieved _____

Terrible Trunchbull Attacks Child – Vocab 2

Use each word in a sentence. Remember to check that your sentence makes sense!

pupils

embarrassed

powerful

In the text, the reporter used the word 'exclaimed' and 'reported' instead of 'said'. Think of 10 other words which could be used instead of 'said'?

Terrible Trunchbull Attacks Child – SPAG

Conjunctions

Conjunctions are joining words. Circle all of the conjunctions.

so	yes	Matilda	Miss	and
also	yesterday	because	school	yet
pigtails	Amanda	strolled	no	but

Punctuation

Circle all of the words which should have a capital letter.

Write each sentence again, putting capital letters in the correct places.

matilda is friends with amanda.

miss trunchbull is a very mean lady.

amanda felt very upset after the attack.

Terrible Trunchbull Attacks Child – Oral Teacher Questions

What is the head teacher called? **Miss Trunchbull**

What is the school called? **Crunchem Hall Primary School.**

In your own words, explain what happened at the school yesterday. **Children's own answer with relevant points from the text. E.g. Miss Trunchbull walked around the playground and then decided to be mean to Amanda. She picked her up by her pigtails, spun her around and threw her over the fence.**

Why did Miss Trunchbull pick out Amanda Thripp? **Because she had pigtails.**

Why do you think that the sentence at the top is much bigger than the rest of the text? **This might require lots of discussion. Discuss the fact that it is the headline so needs to stand out and catch the readers attention.**

What type of text is this? **A newspaper report.**

What is the purpose of a newspaper report? **It tells you the news/ tells you what has been going on in the world.**

How do you think that Amanda Thripp felt when Miss Trunchbull was swinging her around by her pigtails? **Children's own answer with reasonable justification. E.g. Scared because she did not know what was going to happen.**

Do you think that Miss Trunchbull is a kind or a mean person? Why do you think this? **Children's own answer with reasonable justification. E.g. Mean because she did a very mean thing to Amanda and she locks the children in a cupboard full of nails.**

Why was it a good thing that Amanda went over the railings? **If not, she might have landed on them and might have ended up in hospital.**

Why do you think that Amanda was shaking? **She was nervous and scared or any other reasonable answer.**

Do you think that Miss Honey is a kind or a mean person? Why do you think this? **Children's own answer with reasonable justification. E.g. A nice person because she is trying to make the children feel happy about coming into school.**

Write the meaning of each of these words.

pupils – children at school

strolling – walking slowly

apparently – they say that

embarrassed – when you feel uncomfortable

thankfully – luckily

powerful – strong

exclaimed – to speak loudly with surprise

relieved – thankful, feel better

Terrible Trunchbull Attacks Child – Vocab 2

Use each word in a sentence. Remember to check that your sentence makes sense!

Children's own sentence. Ensure that words have been used in the correct context and that sentences make sense.

In the text, the reporter used the word 'exclaimed' and 'reported' instead of 'said'. Think of 10 other words which could be used instead of 'said'?

Various answers, some could include:

shouted

screamed

whispered

moaned

cried

giggled

explained

groaned

joked

snapped

Conjunctions

Conjunctions are joining words. Circle all of the conjunctions.

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matilda is friends with amanda.

Matilda is friends with Amanda.

miss trunchbull is a very mean lady.

Miss Trunchbull is a very mean lady.

amanda felt very upset after the attack.

Amanda felt very upset after the attack.

Reading Strategies

- | | | |
|----------|----|--|
| Year 1/2 | S1 | Talk about features of books such as contents page and titles |
| Year 3/4 | S2 | With support, recognise and understand the features of continuous and non-continuous texts in terms of language, structure and presentation |
| | S3 | Identify how texts differ in organisation, purpose, structure and layout |
| Year 5/6 | S2 | Recognise and understand the characteristics of a range of different texts (continuous and non-continuous) in terms of language, theme, structure and presentation |
| | S3 | Identify features of specific texts |

Comprehension

- | | | |
|----------|----|--|
| Year 1/2 | C1 | Recall and retell narratives and information from texts with some details in order |
| | C2 | Identify information from a text accurately and sort into categories or headings |
| | C3 | Recall and explain relevant details from texts |
| | C4 | Draw upon relevant personal experience and prior knowledge to support understanding of texts |
| Year 3/4 | C5 | Accurately identify the topic, main points and supporting information in texts |
| | C6 | Deduce connections between information |
| | C7 | Take an interest and explore information and ideas beyond their personal experience |
| | C8 | Identify similarities and differences between continuous and/or non-continuous texts |
| Year 5/6 | C5 | Show understanding of main ideas and significant details in different texts |
| | C6 | Infer meaning and ideas which are not explicitly stated |
| | C7 | Identify and explore ideas and information that interest them to develop further understanding |
| | C8 | Identify and begin to comment on similarities and differences between continuous and/or non-continuous texts in terms of language, techniques, structure, character and form |

Response and Analysis

- | | | |
|----------|----|--|
| Year 1/2 | R1 | Express views about information and details in a text, considering content, ideas, presentation, organisation and the language used |
| | R2 | Explore, understand and express opinions about language, information and events in texts |
| | R3 | Make links between the text and other information about the topic |
| Year 3/4 | R2 | Consider what they read/view, responding orally and in writing to the ideas, language, tone and presentation/organisation |
| | R3 | Make links between what they read and what they already know and believe about the topic |
| | R4 | Respond to texts orally and in writing |
| | R5 | Identify how texts change when they are adapted for different media and audiences |
| Year 5/6 | R2 | Consider what they read/view, responding orally and in writing to the ideas, language, tone, style and presentation/organisation; select evidence to support their views |
| | R3 | Consider whether a text is reliable and effective in conveying information and ideas |
| | R4 | Respond to texts orally and in writing |
| | R5 | Comment on how texts change when they are adapted for different media and audiences |
| | R6 | Collate and make connections between information and ideas from different sources |
| | R7 | Distinguish between facts, theories and opinions |
| | R8 | Identify what the writer thinks about the topic |
| | R9 | Compare the viewpoint of different writers on the same topic |