

KS2 Guided Reading Record

2a	2b	2c	2d	2e	2f	2g	2h
Give/explain the meaning of words in context.	Retrieve and record information/identify key details from fiction and non-fiction.	Summarise main ideas from more than one paragraph.	Make inferences from the text/explain and justify inferences with evidence from the text.	Predict what might happen from details stated and implied.	Identify/explain how information/narrative content is related and contributes to meaning as a whole.	Identify/explain how meaning is enhanced through choice of words and phrases.	Make comparisons within the text.

Group: _____

Notes

Skill achieved ✓

Date:	Text:		
Reading Skill:	Focus:		
Date:	Text:		
Reading Skill:	Focus:		
Date:	Text:		
Reading Skill:	Focus:		

KS2 Reading Skills Questions

2a Give/explain the meaning of words in context

1. What does this word tell us about the character/setting/atmosphere?
2. Look at a sentence/passage and circle a word/phrase that means the same as...
3. Read this sentence...and circle a word that means the same as...
4. Which words/phrase in this text give us the impression that the main character is...?
5. Which words/phrase in this text give us the impression that the setting is...?
6. Which words/phrase in this text give us the impression that the atmosphere is...?
7. The author uses words like...to describe...What impression does this give us of the character/setting/atmosphere?
8. The author describes the main character/setting/atmosphere as... Think of another word that could be used instead.
9. The author describes the main character/setting/atmosphere as... What impression does this give us about...?
10. Why did the author use the word ... to describe ...?
11. How does the author make the reader feel...in this part of the text?
12. How has the choice of words created the feeling of...?
13. What do phrases such as ... tell you about...?
14. Why did the author choose the words ... and ... to describe...?

KS2 Reading Skills Questions

2b Retrieve and record information/identify key details from fiction and non-fiction

1. Where is the story set?

2. Put the events of the story in the order in which they have happened?

3. What is the name of the main character?

4. How does the main character look/behave/speak?

5. When is the story set?

6. What are the names of the characters in the book?

7. Where would you find a section about...?

8. Can ... have more than one meaning?

9. What does the word... mean?

10. Which word told you that...?

11. What does the phrase...mean?

12. Which phrase told you that...?

13. Find evidence to justify your opinion.

14. What did the...do when...?

15. Where did...go?

16. What does this section tell you about...?

17. Find a word or phrase which tells us how the character is feeling.

18. Where would you look for information about...?

19. What happened at...?

20. Describe...

21. Using the information that you have, could you plan a day at the museum/zoo/gallery?

22. Which paragraph tells us...?

23. Which section tells us...?

KS2 Reading Skills Questions

2c Summarise main ideas from more than one paragraph

1. What is the main argument in this paragraph?
2. What is the main message in this paragraph? Can you describe what has happened in this chapter?
3. Describe how to ride a bike/cross the road/complete the experiment.
4. Using less than 20 words, describe/write a blurb for this book.
5. Highlight only ten words from this page. Close the book. Using the ten words you picked out, turn these into a paragraph about this book.
6. Organise the sentences into the order that you have read them.
7. Make a table/graph/chart/drawing that demonstrates the information in this book.
8. Which is the most important message in this book?
9. Can you describe what happened in 3 sentences?

KS2 Reading Skills Questions

2d Make inferences from the text/explain and justify inferences with evidence from the text

1. What does...think?

2. How did ... react?

3. What makes you think that? Give evidence for your opinions.

4. Which words/phrases give you that impression?

5. Why do you think the author chose to...? Give reasons for your answer.

6. Explain why the author chose to...?

7. How was... different after...?

8. How did...?

9. Why did...?

10. Explain why the author chose this word to describe...

11. What ideas are we given about...?

12. What impression do we get about...?

13. What do you think will happen to the main character now? Can you give reasons for your opinion?

14. What makes you think this?

15. Why is...important?

16. What words tell us...?

17. What does the word...imply about...?

18. Which character would you most like to meet? Explain why.

19. Why did the character behave like this?

KS2 Reading Skills Questions

2e Predict what might happen from details stated and implied

1. Using the front cover, can you make a list of details about what you see?
2. Find another book/story with the same topic/themes. Is the content similar? What should this book contain? Check the contents/recap on the story to see if this happens.
3. Who is on the front cover? What is in the background? How might these details give us clues about the content of the book?
4. Based on what you know about the character/event what do you think the story will develop next?
5. Can you make a list of details to support your idea, using evidence from the text to say whether they are stated or implied?
6. Think about the author's other stories. Are there any familiar themes/characters/settings to the story we are reading? How did the story end? How might this story end?
7. Do you think the character will change his/her behaviour in the future? Give evidence for your ideas.
8. Why did the author choose this setting? How does this affect what happens in the story?
9. How is the character like someone that you know? How would she he/react to this situation? How does that affect how you think this character might respond?
10. The character is in a tricky situation. What will the character do next? What would you do? Why?

KS2 Reading Skills Questions

2f Identify/explain how information/narrative content is related and contributes to meaning as a whole

1. Explain why the character has done this.
2. Look at the section entitled... Why has this been included in this text?
3. Look at the front cover of this book. What sections would you expect to find in this book?
4. Explain how the character's behaviour/appearance has changed over the book. Why/how has this happened?
5. Does the author like the main character? How do you know?
6. What is the purpose of...?
7. How does the layout help...?
8. Why is...in...?
9. Why are..used?
10. What clues do we have that the main character is...?
11. Compare one character to the other. How are they different or similar?
12. Why is it easier to read...?
13. When might someone choose to use this book?
14. In what ways is...like...?
15. Why was this moment important for the rest of the story?
16. What is the author trying to say by writing this story?
17. Why did the author write this book?
18. How has the author organised the text? Why?
19. How does the organisation of this text help us to better understand the information?
20. In what ways do diagrams, photographs or illustrations help us to enjoy/understand the text?
21. Who has the author written this text for?
22. Do the events happen in time (chronological) order? Why is this?
23. Why did the author choose to...?
24. Why does the author use...?

KS2 Reading Skills Questions

2g Identify/explain how meaning is enhanced through choice of words and phrases

1. What does the word ...tell us about the character/setting/atmosphere?
2. Find examples from the text that describe ...as being...
3. What does the word...tell us about the character/setting/atmosphere?
4. Look for a phrase that implies that the character is...
5. Look for a phrase that implies that the setting is...
6. Look for a phrase that implies that the atmosphere is...
7. The author uses the word ...to describe... What impression does this give us?
8. How does the author show that the character/setting/atmosphere is...?
9. The author uses the word...to describe... Think of a synonym/antonym for this word.
10. Look for an example of a simile in the text. How does this add meaning?
11. Look for an example of a metaphor in the text. How does this add meaning?
12. Look for an example of personification in the text. How does this add meaning?
13. How have the headings/chapter names been chosen for this book?
14. Explain why the word...is used to describe...
15. Why does the writer compare... to...?
16. What does the word/phrase... tell you about ...?
17. How does the word/phrase...help us to describe...?
18. How has the choice of words created a feeling of...?
19. What does a phrase like ... tell us about ...?
20. Why did the author choose the verbs/adjectives... to describe...?

KS2 Reading Skills Questions

2h Make comparisons within the text

1. Describe how the character reacts to this problem. How is this different/similar to his/her previous reactions?
2. Compare how two characters are reacting to this problem. Who deals best with the situation?
3. How has the character changed during the text?
4. Which is the most important section in this book? Justify your choice.
5. How did people in the past understand this topic, compared to how we understand it today? Why have these views changed?
6. Compare one setting to another in the book. Why are the two settings significant to the story?
7. Why have the sections of the book been organised in this way? Reorganise the sections differently. Which do you prefer?
8. What can you tell about the viewpoint/opinion of the author in this situation/on this topic?

The Highwayman Y6

NC Year 6 Aims: Appendix 2- Vocabulary, Grammar and Punctuation

Pupils should be taught:

the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing

how words are related by meaning as synonyms and antonyms

the use of the passive to affect the presentation of information in a sentence

the difference between structures typical of informal speech and structures appropriate for formal speech and writing

to link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis

to use different layout devices

the use of the semi-colon, colon and dash to mark the boundary between independent clauses

the use of the colon to introduce a list and use of semi-colons within lists

punctuation of bullet points to list information

Lesson 1

Lesson 2

Lesson 3

Lesson 4

✓

✓

✓

✓

✓

✓

The Highwayman Y6

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
how hyphens can be used to avoid ambiguity	✓			
to use the terminology for Year 6 in Appendix 2 (subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points).	✓	✓	✓	✓
Key stage 2 English grammar, punctuation and spelling test framework 2016 Pupils should be taught:				
nouns, verbs and adjectives				
expressing time, place and cause using conjunctions (e.g. when, before, after, while, so, because)				
cohesion				
appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition				
possessive pronouns				
relative pronouns				
the use of -ly in Standard English to turn adjectives into adverbs				
expressing time, place and cause using adverbs (e.g. then, next, soon, therefore)				

The Highwayman Y6

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
indicating degrees of possibility using adverbs (e.g. perhaps, surely)				
adverbials				
expressing time, place and cause using prepositions (e.g. before, after, during, in, because of)				
use of the forms a or an according to whether the next word begins with a consonant or a vowel				
subjects and objects				
how the grammatical patterns in a sentence indicate its function as a statement				
how the grammatical patterns in a sentence indicate its function as a question, e.g. the use of question tags				
how the grammatical patterns in a sentence indicate its function as a command				
how the grammatical patterns in a sentence indicate its function as an exclamation (exclamations starting with what or how, e.g. What a good friend you are!)				
sentences and clauses				
relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun				
expanded noun phrases for description and specification				

The Highwayman Y6

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases to convey complicated information concisely				
co-ordination using or, and and but				
subordination using when, if, that and because				
extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although				
simple past tense and simple present tense				
use of the present perfect form of verbs				
using the perfect form of verbs to mark relationships of time and cause				
indicating degrees of possibility using modal verbs				
use of the progressive form of verbs in the present and past tense to mark actions in progress				
consistency of present and past tenses				
correct choice and consistent use of present and past tense throughout writing				
recognising subjunctive forms				

The Highwayman Y6

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
use of the passive to affect the presentation of information in a sentence				
capital letters for names of people, places, the days of the week, and the personal pronoun i				
capital letters to demarcate sentences				
full stops to demarcate sentences				
question marks to demarcate sentences				
commas to separate items in a list				
commas to clarify meaning or avoid ambiguity in writing				
commas after fronted adverbials				
exclamation marks to demarcate sentences				
inverted commas for direct speech				
inverted commas and other punctuation to indicate direct speech, (e.g. a comma after the reporting clause and end punctuation within inverted commas)				
apostrophes to mark singular possession in nouns				

The Highwayman Y6

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
apostrophes to mark plural possession				
the grammatical difference between plural and possessive –s				
apostrophes to mark contracted forms				
brackets, dashes or commas to indicate parenthesis				
colon to indicate the boundary between independent clauses				
colon to introduce lists				
semi-colon to mark the boundary between independent clauses		✓		
semi-colons within lists				
dash to mark the boundary between independent clauses				
how hyphens can be used to avoid ambiguity	✓			
punctuation of bullet points to list information				✓
how words are related by meaning as synonyms and antonyms		✓		✓

The Highwayman Y6

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
how the prefix un- changes the meaning of verbs and adjectives				
formation of nouns using a range of prefixes (e.g. super-, anti-, auto-)				
verb prefixes (e.g. dis-, de-, mis-, over- and re-)				
the suffixes -ment, -ness, -ful, -less and -ly				
formation of nouns using suffixes such as -ness, -er				
formation of adjectives using suffixes such as -ful, -less				
converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)				
singular suffixes				
plural suffixes				
regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the nouns				
word families based on common words, showing how words are related in form and meaning				
standard verb forms (e.g. I did / I done, We were / was, He was /were, isn't / ain't)				

The Highwayman Y6

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
pronouns (them / those, that / what)				
adverbs using -ly (run quickly / quick and anything / nothing)				
the difference between vocabulary typical of informal speech and writing, and vocabulary appropriate for formal speech and writing, e.g. ask for / request			✓	
the difference between structures typical of informal speech and writing, and structures appropriate for formal speech and writing			✓	
the difference between structures typical of informal speech and writing, and structures appropriate for formal speech and writing			✓	
recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms				

Guided Reading Order of Teaching – Option 1

This option will work well with KS1 and KS2 children. Using the same text with each group and one **Activity Plan** to last the week.

Teacher Focus

On day 1, you will need to allow an extra long session. Share the section of the text specified on the **Activity Plan 1** with the whole class and discuss the Reading Questions. (*Note the deeper reading questions will be focused on during group guided reading.*) The children will then be familiar with the text so that they can move on to completing the tasks outlined in the timetable.

Independent

Throughout the rest of the week, rotate the carousel of suggested activities from the **Activity Cards**; each group will work on a different activity each day.

Note – With option 1, each pack is intended to last a whole week. On week 2, the order will be repeated but with **Activity Plan 2** and so on.

Suggested Timetable

There are four core activities for KS1 and three core activities for KS2 which are always on every **Activity Plan** and are also on the activities shown to the right. In addition, there are two extra activities which may change throughout each plan and the teacher can then choose to use these instead.

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	Shared class reading session with all groups. Phonics: (KS1) or a non-core activity (KS2)	Teacher focus - recap/re-read the section of the text identified on the Activity Plan and focus on answering the Deeper Reading questions.	Punctuation and Grammar	Comprehension	Vocabulary
Group 2	Vocabulary	Phonics: (KS1) or a non-core activity (KS2)	Teacher focus - recap/re-read the section of the text identified on the Activity Plan and focus on answering the Deeper Reading questions.	Punctuation and Grammar	Comprehension
Group 3	Comprehension	Vocabulary	Phonics: (KS1) or a non-core activity (KS2)	Teacher focus - recap/re-read the section of the text identified on the Activity Plan and focus on answering the Deeper Reading questions.	Punctuation and Grammar
Group 4	Punctuation and Grammar	Comprehension	Vocabulary	Phonics: (KS1) or a non-core activity (KS2)	Teacher focus - recap/re-read the section of the text identified on the Activity Plan and focus on answering the Deeper Reading questions.
Group 5	Teacher focus - recap/re-read the section of the text identified on the Activity Plan and focus on answering the Deeper Reading questions.	Punctuation and Grammar	Comprehension	Vocabulary	Phonics: (KS1) or a non-core activity (KS2)

Guided Reading Order of Teaching – Option 2

This option will work well with KS1 children. This option uses a different text with each group and one **Activity Plan** to last the week.

Teacher Focus

This option will work if your guided reading sessions are structured in such a way that only one group will have the text from this unit as their guided reading focus. On day 1, read the section of the text specified on **Activity Plan 1** with the focus group and discuss the Reading Questions. (This will take the whole session.)

Independent

On the following days, the children will independently complete a different related activity from the **Activity Cards** each day, allowing the teacher to focus on a guided reading session with a different group using a different text.

Note – With option 2, each pack is intended to last a whole week. On week 2, the order will be repeated but with Activity Plan 2 and so on.

Suggested Timetable

There are four core activities for KS1 and three core activities for KS2 which are always on every **Activity Plan** and are also on the activities shown to the right. In addition, there are two extra activities which may change throughout each plan and the teacher can then choose to use these instead.

Monday	Tuesday	Wednesday	Thursday	Friday
	Comprehension	Punctuation and Grammar	Vocabulary	Phonics: (KS1) or a non-core activity (KS2)

Teacher focus –
Read the section of the text identified on the **Activity Plan** and answer the Reading Questions and the Deeper Reading Questions.

Guided Reading Order of Teaching – Option 3

This option will work well with KS2 children. This option uses the same text with each group and one new **Activity Plan** each day .

Teacher Focus

This option will work if the text is being looked at as a class text/book study. On day 1, share the section of the text specified on **Activity Plan 1** with the whole class and discuss the Reading Questions and the Deeper Reading Questions.

Independent

On day 1, children complete one of the activities from the **Activity Cards**. There is the option for the whole class to complete the same activity or different groups to work on a different activity.

Note – With option 3, the teacher will pick up a new **Activity Plan** each day and repeat. It is suggested that the teacher ensures each child has an even coverage of the different types of activities they work on each day, e.g. comprehension one day and then punctuation and grammar the next, etc.

Suggested Timetable

There are four core activities for KS1 and three core activities for KS2 which are always on every **Activity Plan** and are also on the activities shown to the right. In addition, there are two extra activities which may change throughout each plan and the teacher can then choose to use these instead.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Share the section of the text specified on Activity Plan 1 with the whole class and discuss the Reading Questions and the Deeper Reading Questions.</p> <p>Comprehension</p>	<p>Share the section of the text specified on Activity Plan 2 with the whole class and discuss the Reading Questions and the Deeper Reading Questions.</p> <p>Punctuation and Grammar</p>	<p>Share the section of the text specified on Activity Plan 3 with the whole class and discuss the Reading Questions and the Deeper Reading Questions.</p> <p>Phonics: (KS1) or a non-core activity (KS2)</p>	<p>Share the section of the text specified on Activity Plan 4 with the whole class and discuss the Reading Questions and the Deeper Reading Questions.</p> <p>Choose from one of the non-core activities.</p>	<p>Share the section of the text specified on Activity Plan 5 with the whole class and discuss the Reading Questions and the Deeper Reading Questions.</p> <p>Vocabulary</p>

The Highwayman

Activity Cards 1



The Highwayman Activity Cards

Punctuation and Grammar

- Think about what you already know about hyphens and when they are used.
- Complete the [Hyphens Activity Sheet](#).
- **Challenge!** Can you write the hyphenated words from the poem into your own sentences?



The Highwayman Activity Cards

Comprehension

- Complete the [In Plain English Activity Sheet](#) to explain what is happening in one of the stanzas from the poem.
- **Challenge!** Write an additional stanza describing Tim's reaction/feelings about the events.



The Highwayman Activity Cards

Vocabulary

- There are some tricky old English words in The Highwayman.
- Can you write definitions of the unfamiliar words in the poem to create a Highwayman Vocabulary Guide?
- **Challenge!** Write your own sentences using each of the words in your vocabulary guide.



Describe

- Think about the description of the highwayman in the poem.
- Complete the **Highwayman Details Activity Sheet**.
- **Challenge!** Create a wanted poster for the highwayman. Include details about his appearance, why he is wanted, where he might be found and what a person should do if they see him.



Act

- To help you fully understand what is happening in the poem, it can help to act it out.
- Work in a small group to act out the events from part one of the poem, taking care to depict the characters as they are described.
- **Challenge!** Imagine you are one of the characters from 'The Highwayman'. Write a statement explaining what you were doing on the night in question.



Summarise

- Write a summary to describe the events of Part 1 of 'The Highwayman'.
- **Challenge!** Script out a voiceover explaining what has happened in the story so far, as if it were a television programme.
e.g. Previously, in 'The Highwayman'...



Reading Task

- Read Part 1 (stanzas 1-6) of the poem.



The Highwayman: Activity Plan 1

Reading Skill:

2a. Give/explain the meaning of words in context.

I can work out the meaning of unfamiliar words to help me understand the poem.

Vocabulary and Key Phrases:

Stanza, highwayman, galleon, breeches, pistol, rapier, ostler, moor.

Prior Learning: New text.

Reading Task: Read Part 1 (stanzas 1-6) of the poem.

Reading Questions

Which words are unfamiliar? Why? Can you work out what they mean by reading the rest of the stanza?

Stanza 1: Which words and phrases tell us what time of day it is and what the weather is like?

Stanza 2: What is the highwayman wearing? What do his clothes suggest about him? What does 'he rode with a jewelled twinkle' mean?

Stanza 3: Who has the highwayman come to see? What do you think a 'love-knot' is?

Stanza 4: Who is Tim? What is he doing and why? What does the description tell us about him?

Stanza 5: What does the highwayman mean when he says he is 'after a prize to-night'? What does he promise to Bess?

Stanza 6: What do you think 'His face burnt like a brand' means? What are the 'sweet, black waves'?

Deeper Reading:

How and why do you think Tim will be significant in the poem?

Related Activities

Punctuation and Grammar: Children complete the [Hyphens Activity Sheet](#).

Challenge! Children write the hyphenated words from the poem into their own sentences.

Vocabulary: Children create a Highwayman Vocabulary Guide to write definitions of the unfamiliar words in the poem.

Challenge! Children write their own sentences using each of the words.

Comprehension: Children complete the [In Plain English Activity Sheet](#) to explain what is happening in one of the stanzas.

Challenge! Children write an additional stanza describing Tim's reaction/feelings about the events.

Describe: Children complete the [Highwayman Details Activity Sheet](#).

Challenge! Children create a wanted poster for the highwayman.

Act: Children work in a small group to act out the events from part one of the poem.

Challenge! Children imagine they are one of the characters and write a statement about what they were doing on the night in question.

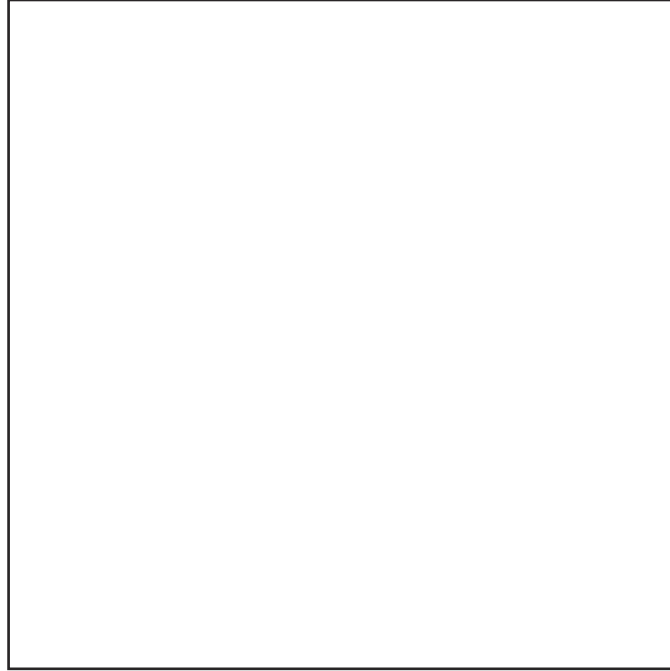
Summarise: Children write a summary about the events of Part 1.

Challenge! Children write a script for a voiceover explaining what has happened in the story so far, as if it were a television programme. e.g. Previously, in 'The Highwayman'...

Highwayman Details

Part A

Draw and label a picture of the highwayman to accurately reflect the details given about him in the poem.



Highwayman Details

Part B

Write a description of the highwayman using the details from the poem to help you.

★ Challenge Task ★

Design a wanted poster for the highwayman. Include details about his appearance, why he is wanted, where he might be found and what a person should do if they see him.

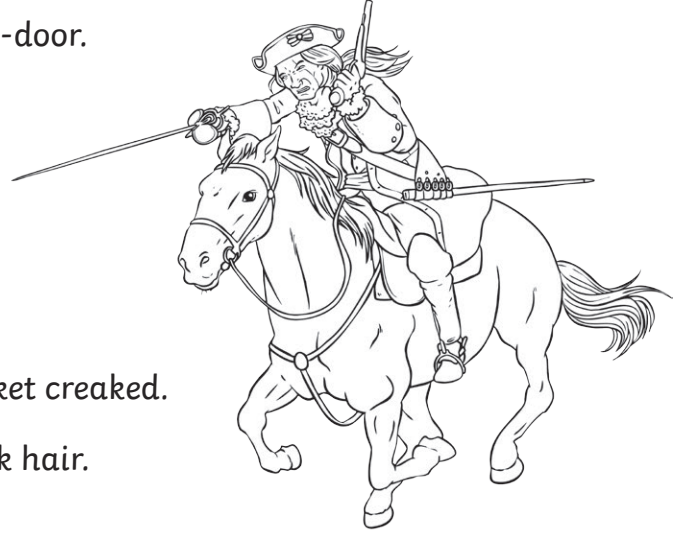
Hyphens

Part A

Alfred Noyes has used hyphens in some of the words in his poem.

Highlight the hyphenated words and then write them under the heading which describes their purpose in the poem.

1. The highwayman came riding up to the old inn-door.
2. He'd a French cocked-hat on his forehead.
3. ...and breeches of brown doe-skin.
4. His pistol butts a-twinkle,
5. But the landlord's black-eyed daughter.
6. And dark in the dark old inn-yard a stable-wicket creaked.
7. Plaiting a dark red love-knot into her long black hair.
8. The landlord's red-lipped daughter.



To create an informal word or phrase	To create a compound adjective	To create a compound noun

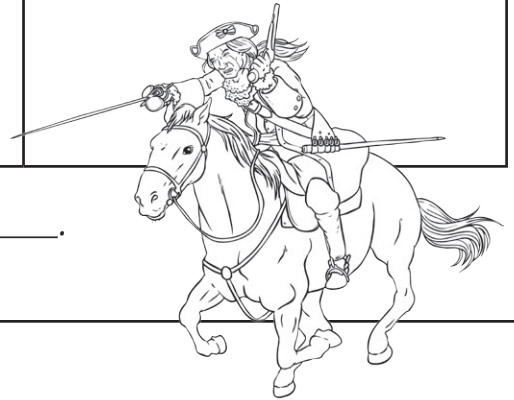
Hyphens

Part B

Alfred Noyes has used hyphens in some of the words in his poem.

Find and highlight the hyphenated words in the first part of the poem and then write them under the heading which describes their purpose in the poem. Can you spot the odd one out? (A word which is no longer hyphenated in modern English.)

To create an informal word or phrase	To create a compound adjective	To create a compound noun



The odd one out is _____.

★ Challenge Task ★

Use each of the hyphenated words in a sentence of your own.

Hyphens Answers

Part A and B

To create a compound adjective	To create an informal word or phrase	To create a compound noun
<ul style="list-style-type: none">• <i>a-twinkle</i>	<ul style="list-style-type: none">• <i>red-lipped</i>• <i>black-eyed</i>	<ul style="list-style-type: none">• <i>inn-door</i>• <i>inn-yard</i>• <i>doe-skin</i>• <i>cocked-hat</i>• <i>stable-wicket</i>• <i>love-knot</i>

Part B

The odd one out is to-night.

In old and middle English 'to' was a preposition followed by the separate word 'night' so a hyphen was used to link the two words. Over time they came to be used together as one word.

In Plain English

Part A

Draw lines to match up the stanzas to the descriptions opposite.

The wind was a torrent of darkness among the gusty trees.
The moon was a ghostly galleon tossed upon cloudy seas.
The road was a ribbon of moonlight over the purple moor,
And the highwayman came riding-
Riding-riding-
The highwayman came riding, up to the old inn-door.

He'd a French cocked-hat on his forehead, a bunch of lace at his chin,
A coat of the claret velvet, and breeches of brown doe-skin.
They fitted with never a wrinkle. His boots were up to the thigh.
And he rode with a jewelled twinkle,
His pistol butts a-twinkle,
His rapier hilt a-twinkle, under the jewelled sky.

Over the cobbles he clattered and clashed in the dark inn-yard.
He tapped with his whip on the shutters, but all was locked and barred.
He whistled a tune to the window, and who should be waiting there
But the landlord's black-eyed daughter,
Bess, the landlord's daughter,
Plaiting a dark red love-knot into her long black hair.

And dark in the dark old inn-yard a stable-wicket creaked
Where Tim the ostler listened. His face was white and peaked.
His eyes were hollows of madness, his hair like mouldy hay,
But he loved the landlord's daughter,
The landlord's red-lipped daughter.
Dumb as a dog he listened, and he heard the robber say-

'One kiss, my bonny sweetheart, I'm after a prize to-night,
But I shall be back with the yellow gold before the morning light;
Yet, if they press me sharply, and harry me through the day,
Then look for me by moonlight,
Watch for me by moonlight,
I'll come to thee by moonlight, though hell should bar the way.'

He rose upright in the stirrups. He scarce could reach her hand,
But she loosened her hair in the casement. His face burnt like a brand
As the black cascade of perfume came tumbling over his breast;
And he kissed its waves in the moonlight,
(O, sweet black waves in the moonlight!)
Then he tugged at his rein in the moonlight, and galloped away to the west.

The highwayman rides into the inn-yard. He knocks on the window but nobody answers so he whistles a tune and Bess comes to the window. Bess is plaiting a love-knot in her hair.

The scene is set. It is night time and the moon is reflecting off the road over the moor. It is a windy night when the highwayman rides over the road towards the inn.

The highwayman asks Bess for a kiss. He tells Bess her that he is going out to make some money but that he will be back tomorrow with some gold. He tells Bess that if he is being chased in the day he will come back at night-time instead.

The highwayman's clothes are described. He is well-presented and appears to twinkle in the moonlight as he rides along.

The highwayman has to stand up in the stirrups to just about reach Bess's hand. She lets her hair fall down towards him so he can smell the perfume on it. He then gallops away on his horse.

A wild-looking man called Tim, who looks after the horses, is listening to the conversation between Bess and the highwayman. He is hiding so they will not see him. Tim also loves Bess.

In Plain English

Part B

Choose one of the stanzas of the poem and write it out in modern-day English to describe exactly what is happening.

e.g. 'The wind was a torrent of darkness among the gusty trees,' could be written:

The wind rushed unseen through the trees, causing them to swish and sway violently.

★ Challenge Task ★

Write an additional stanza for Part 1 describing Tim's reaction to Bess and the highwayman's meeting. Use the details about Tim from stanza 4 to help you.



In Plain English Answers

Part A

Draw lines to match up the stanzas to the descriptions opposite.

The wind was a torrent of darkness among the gusty trees.
The moon was a ghostly galleon tossed upon cloudy seas.
The road was a ribbon of moonlight over the purple moor,
And the highwayman came riding-
 Riding-riding-
The highwayman came riding, up to the old inn-door.

He'd a French cocked-hat on his forehead, a bunch of lace at his chin,
A coat of the claret velvet, and breeches of brown doe-skin.
They fitted with never a wrinkle. His boots were up to the thigh.
And he rode with a jewelled twinkle,
 His pistol butts a-twinkle,
His rapier hilt a-twinkle, under the jewelled sky.

Over the cobbles he clattered and clashed in the dark inn-yard.
He tapped with his whip on the shutters, but all was locked and barred.
He whistled a tune to the window, and who should be waiting there
But the landlord's black-eyed daughter,
 Bess, the landlord's daughter,
Plaiting a dark red love-knot into her long black hair.

And dark in the dark old inn-yard a stable-wicket creaked
Where Tim the ostler listened. His face was white and peaked.
His eyes were hollows of madness, his hair like mouldy hay,
But he loved the landlord's daughter,
 The landlord's red-lipped daughter.
Dumb as a dog he listened, and he heard the robber say-

'One kiss, my bonny sweetheart, I'm after a prize to-night,
But I shall be back with the yellow gold before the morning light;
Yet, if they press me sharply, and harry me through the day,
Then look for me by moonlight,
 Watch for me by moonlight,
I'll come to thee by moonlight, though hell should bar the way.'

He rose upright in the stirrups. He scarce could reach her hand,
But she loosened her hair in the casement. His face burnt like a brand
As the black cascade of perfume came tumbling over his breast;
And he kissed its waves in the moonlight,
 (O, sweet black waves in the moonlight!)
Then he tugged at his rein in the moonlight, and galloped away
to the west.

The highwayman rides into the inn-yard. He knocks on the window but nobody answers so he whistles a tune and Bess comes to the window. Bess is plaiting a love-knot in her hair.

The scene is set. It is night time and the moon is reflecting off the road over the moor. It is a windy night when the highwayman rides over the road towards the inn.

The highwayman asks Bess for a kiss. He tells Bess her that he is going out to make some money but that he will be back tomorrow with some gold. He tells Bess that if he is being chased in the day he will come back at night-time instead.

The highwayman's clothes are described. He is well-presented and appears to twinkle in the moonlight as he rides along.

The highwayman has to stand up in the stirrups to just about reach Bess's hand. She lets her hair fall down towards him so he can smell the perfume on it. He then gallops away on his horse.

A wild-looking man called Tim, who looks after the horses, is listening to the conversation between Bess and the highwayman. He is hiding so they will not see him. Tim also loves Bess.

Reading Questions: Prompt Sheet

The Highwayman by Alfred Noyes

Reading Questions and Answers

Which words are unfamiliar? Why? Can you work out what they mean by reading the rest of the stanza?

- torrent: strong and fast-moving like a river
- galleon: an old-fashioned sailing ship used from the 15th century
- moor: un-farmed open land, often covered with heather
- breeches: trousers
- doe-skin: skin of a female deer, soft and supple
- pistol: small gun designed to be held in one hand
- pistol-butt: handle of the pistol
- rapier: long, thin, twin-edged sharp sword
- rapier hilt: handle of the rapier
- stable-wicket: a small door or gate
- ostler: old-fashioned word to describe a man who looks after horses
- harry: bother or harass
- casement: window
- brand: hot iron used for burning a mark on livestock

Stanza 1: Which words and phrases tell us what time of day it is and what the weather is like?

- Example answer: Mention of the moon and the moonlight reflecting off the road tell us that it is night-time. 'The wind was a torrent of darkness among the gusty trees' tells us that it is very windy.

Stanza 2: What is the highwayman wearing? What do his clothes suggest about him? What does 'he rode with a jewelled twinkle' mean?

- Example answer: The highwayman is wearing a French cocked-hat - a triangular shaped hat worn by men in the 18th century; a pair of brown breeches (trousers) made of doe-skin (deer hide); a claret (deep-red) velvet coat; white shirt with lace ruffles at the collar and thigh-high boots. He is clearly well-dressed and presented; he obviously takes pride in his appearance.
- 'He rode with a jewelled twinkle' means that the moonlight is reflecting off him and his weapons (his pistol butts a-twinkle/his rapier hilt a-twinkle) making him look like he is studded with jewels. It also hints at a twinkling, confident personality.

Stanza 3: Who has the highwayman come to see? What do you think a 'love-knot' is?

- Example answer: The highwayman has come to see Bess - the daughter of the inn landlord. In this poem, Bess's love-knot is made by plaiting a ribbon into her hair. This represents her bond with the highwayman.

Stanza 4: Who is Tim? What is he doing and why? What does the description tell us about him?

- Example answer: Tim is an ostler, which means he looks after the horses. He is skulking around the inn-yard listening to the conversation between Bess and the highwayman.
- The description makes Tim sound like he is a deranged and lowly character. The words 'his face was white and peaked' suggests he is sickly-looking with eyes like 'hollows of madness' indicating an almost crazed demeanour. His 'hair like mouldy hay' tells us that he is unkempt and dirty.

Stanza 5: What does the highwayman mean when he says he is 'after a prize to-night'? What does he promise to Bess?

- Example answer: The prize the highwayman is after is money or other goods that he intends to steal from travellers out on the road.
- He promises Bess that no matter what happens he will return to her with gold.

Stanza 6: What do you think 'His face burnt like a brand' means? What are the 'sweet, black waves'?

- Example answer: 'His face burnt like a brand' means that he is blushing from Bess's attention - his face feels like it is glowing red hot as if struck with a branding iron.
- 'Sweet black waves' describes Bess's wavy hair.

Deeper Reading

How and why do you think Tim will be significant in the poem?

- Tim loves Bess but she and the highwayman are in love with each other and probably completely unaware of Tim's feelings and the frustration and despair that unrequited love brings.
- The fact that a crazy man, who is in love with Bess, knows she is involved with a wanted highwayman is a potential threat. He could try and spoil their arrangement in a bid to try to get closer to Bess himself.



The Highwayman

by Alfred Noyes

Part 1

The wind was a torrent of darkness among the gusty trees.
The moon was a ghostly galleon tossed upon cloudy seas.
The road was a ribbon of moonlight over the purple moor,
And the highwayman came riding—

Riding—riding—

The highwayman came riding, up to the old inn-door.

He'd a French cocked-hat on his forehead, a bunch of lace at his chin,
A coat of the claret velvet, and breeches of brown doe-skin.

They fitted with never a wrinkle. His boots were up to the thigh.

And he rode with a jewelled twinkle,

His pistol butts a-twinkle,

His rapier hilt a-twinkle, under the jewelled sky.

Over the cobbles he clattered and clashed in the dark inn-yard.

He tapped with his whip on the shutters, but all was locked and barred.

He whistled a tune to the window, and who should be waiting there

But the landlord's black-eyed daughter,

Bess, the landlord's daughter,

Plaiting a dark red love-knot into her long black hair.

And dark in the dark old inn-yard a stable-wicket creaked

Where Tim the ostler listened. His face was white and peaked.

His eyes were hollows of madness, his hair like mouldy hay,

But he loved the landlord's daughter,

The landlord's red-lipped daughter.

Dumb as a dog he listened, and he heard the robber say—

'One kiss, my bonny sweetheart, I'm after a prize to-night,

But I shall be back with the yellow gold before the morning light;

Yet, if they press me sharply, and harry me through the day,

Then look for me by moonlight,

Watch for me by moonlight,

I'll come to thee by moonlight, though hell should bar the way.'

He rose upright in the stirrups. He scarce could reach her hand,

But she loosened her hair in the casement. His face burnt like a brand

As the black cascade of perfume came tumbling over his breast;

And he kissed its waves in the moonlight,

(O, sweet black waves in the moonlight!)

Then he tugged at his rein in the moonlight, and galloped away to the west.

The Highwayman

by Alfred Noyes

Part 1

The wind was a torrent of darkness among the gusty trees.
The moon was a ghostly galleon tossed upon cloudy seas.
The road was a ribbon of moonlight over the purple moor,
And the highwayman came riding—

Riding—riding—

The highwayman came riding, up to the old inn-door.

He'd a French cocked-hat on his forehead, a bunch of lace at his chin,
A coat of the claret velvet, and breeches of brown doe-skin.

They fitted with never a wrinkle. His boots were up to the thigh.
And he rode with a jewelled twinkle,

His pistol butts a-twinkle,
His rapier hilt a-twinkle, under the jewelled sky.

Over the cobbles he clattered and clashed in the dark inn-yard.
He tapped with his whip on the shutters, but all was locked and barred.
He whistled a tune to the window, and who should be waiting there
But the landlord's black-eyed daughter,

Bess, the landlord's daughter,
Plaiting a dark red love-knot into her long black hair.

And dark in the dark old inn-yard a stable-wicket creaked
Where Tim the ostler listened. His face was white and peaked.
His eyes were hollows of madness, his hair like mouldy hay,
But he loved the landlord's daughter,

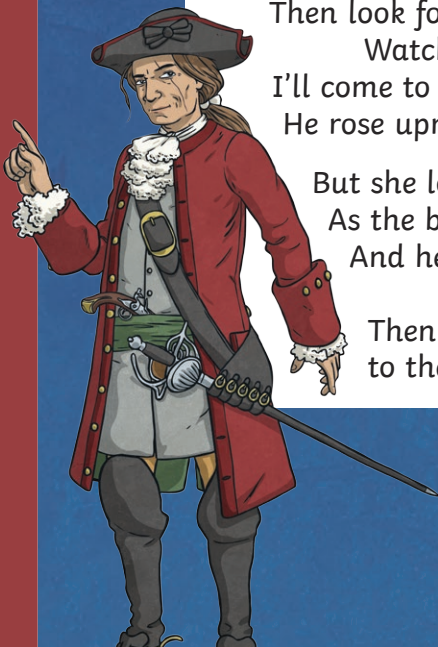
The landlord's red-lipped daughter.
Dumb as a dog he listened, and he heard the robber say—

'One kiss, my bonny sweetheart, I'm after a prize to-night,
But I shall be back with the yellow gold before the morning light;
Yet, if they press me sharply, and harry me through the day,
Then look for me by moonlight,

Watch for me by moonlight,
I'll come to thee by moonlight, though hell should bar the way.'
He rose upright in the stirrups. He scarce could reach her hand,

But she loosened her hair in the casement. His face burnt like a brand
As the black cascade of perfume came tumbling over his breast;
And he kissed its waves in the moonlight,
(O, sweet black waves in the moonlight!)

Then he tugged at his rein in the moonlight, and galloped away
to the west.



stanza

highwayman

galleon

breeches

pistol

rapier

ostler

moor

The Highwayman

Activity Cards 2



The Highwayman Activity Cards

Punctuation and Grammar

- Complete the [Semi-Colons Activity Sheet](#).
- **Challenge!** Find other examples of semi-colons in your reading book. Write out the sentences and explain why a semi-colon has been used.



The Highwayman Activity Cards

Comprehension

- Complete the [Character Actions Activity Sheet](#).
- **Challenge!** Imagine that Tim features in part 2 of the poem. Write about what you think he would be doing.



The Highwayman Activity Cards

Vocabulary

- Choose one word from each stanza of the poem and write 3 synonyms for each word.
- **Challenge!** Write a definition for each original word chosen.



Describe

- Complete the **Hell at One Dark Window Activity Sheet**.
- **Challenge!** Answer this question in as much detail as you can: Is this scene hell for Tim?



Explain

- Write out your five favourite lines from the poem and explain why you think they are effective.
- **Challenge!** Answer this question in as much detail as you can: How does repetition make the poem more effective?



Summarise

- Write a summary about the events of Part 2.
- **Challenge!** Script out a voiceover as if the poem were a television programme to review what is to come in the next episode (Part 2).
e.g. Tonight, in The Highwayman...



Reading Task

- Read part 2 (stanzas 1-11) of the poem.



The Highwayman: Activity Plan 2

Reading Skill:

2a. Give/explain the meaning of words in context.

I can work out the meaning of unfamiliar words to help me understand the poem.

Vocabulary and Key Phrases:

Red-coat troop, King George, musket, spurs.

Prior Learning: Children should have read Part 1 of the poem in The Highwayman Activity 1.

Reading Task: Read Part 2 (stanzas 1-11) of the poem.

Reading Questions

Which words are unfamiliar? Why? Can you work out what they mean by reading the rest of the stanza?

Stanza 1: Who are the red-coats? What time of day do they come?

Stanzas 2/3: What have the red-coats done? What do they mean by 'keep good watch'?

Stanza 4/5: Which words and phrases describe Bess's desperation? What is she trying to do?

Stanza 6/7: Why is 'tlot, tlot' repeated several times? Why is Bess described as the red-coats' 'priming'?

Stanza 8/9: Which words/phrases describe the highwayman's state of mind throughout these two stanzas?

Stanza 10/11: How do these stanzas compare to stanzas 1 and 2 from part 1 of the poem?

Deeper Reading:

Find words and phrases throughout the poem that reflect the theme of death and tragedy?

Related Activities

Punctuation and Grammar: Children complete the [Semi-Colons Activity Sheet](#).

Challenge! Children find examples of semi-colons in their own reading book(s). They write out the sentences and explain why the semi-colon has been used.

Vocabulary: Children choose one word from each stanza and write 3 synonyms for each word.

Challenge! Children write a definition of each original word.

Comprehension: Children complete the [Character Actions Activity Sheet](#).

Challenge! Children imagine Tim features in part 2 of the poem and write about what he might be doing.

Describe: Children complete the [Hell at One Dark Window Activity Sheet](#).

Challenge! Children answer the question: Is this scene hell for Tim?

Explain: Children write out their five favourite lines from the poem and explain why they think they are effective.

Challenge! Children answer the question: How does repetition make the poem more effective?

Summarise: Children write a summary about the events of Part 2.

Challenge! Children write a script for a voiceover as if the poem were a television programme to review what is to come in the episode. E.g. Tonight, in The Highwayman...

Character Actions

Part A

Which character do the extracts describe? What do the actions of the character(s) tell us about them?

1. Her eyes grew wide for a moment; she drew one last deep breath,
Then her finger moved in the moonlight,
Her musket shattered the moonlight,
Shattered her breast in the moonlight and warned him –
with her death.

This extract is about _____

What is happening in the extract?

What does this tell us about the character(s)?

2. They had tied her up to attention, with many a sniggering jest.
They had bound a musket beside her, with the muzzle beneath her breast!
'Now, keep good watch!' and they kissed her.

This extract is about _____

What is happening in the extract?

What does this tell us about the character(s)?

Character Actions

3. Back, he spurred like a madman, shouting a curse to the sky,
With the white road smoking behind him and his rapier brandished high

This extract is about _____

What is happening in the extract?

What does this tell us about the character(s)?

Character Actions

Part B

For each character (Bess, the highwayman, the red-coats) find an extract that describes their action(s) in the poem and explain what this action tells us about them.

★ Challenge Task ★

If Tim was in Part 2 of the poem, what do you think his actions might be?

Character Actions Answers

Part A

1. *The extract is about Bess. Bess has pulled the trigger on the musket and killed herself. This action serves as a warning to the highwayman who will now know not to come any nearer to the inn.*

Bess' actions tell us that Bess loves the highwayman very much and she is very loyal. She would rather lose her own life than risk the highwayman being captured and/or killed.

2. *The extract is about the red-coat soldiers. The soldiers laughed as they bound ropes around Bess which force her to stand upright in the window. They have also propped the long musket up her body so that the muzzle is pointing into her chest. They have done this to taunt the highwayman and to encourage him to come and try to rescue her so that they can then capture him.*

The red-coats' actions tell us that they are cruel and heartless. They are intent on capturing the highwayman and are not afraid to treat Bess roughly and use her like bait in order to do so.

3. *This extract is about the highwayman. The highwayman is charging back to the inn on his horse. He has his sword out ready and rides so fast that he leaves a cloud of dust 'smoking' in his wake.*

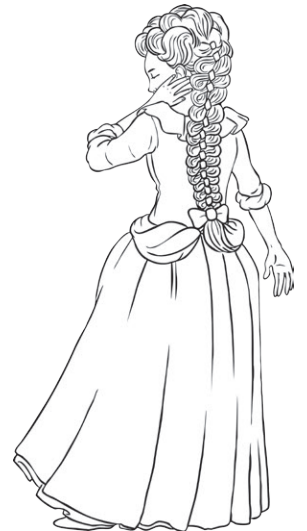
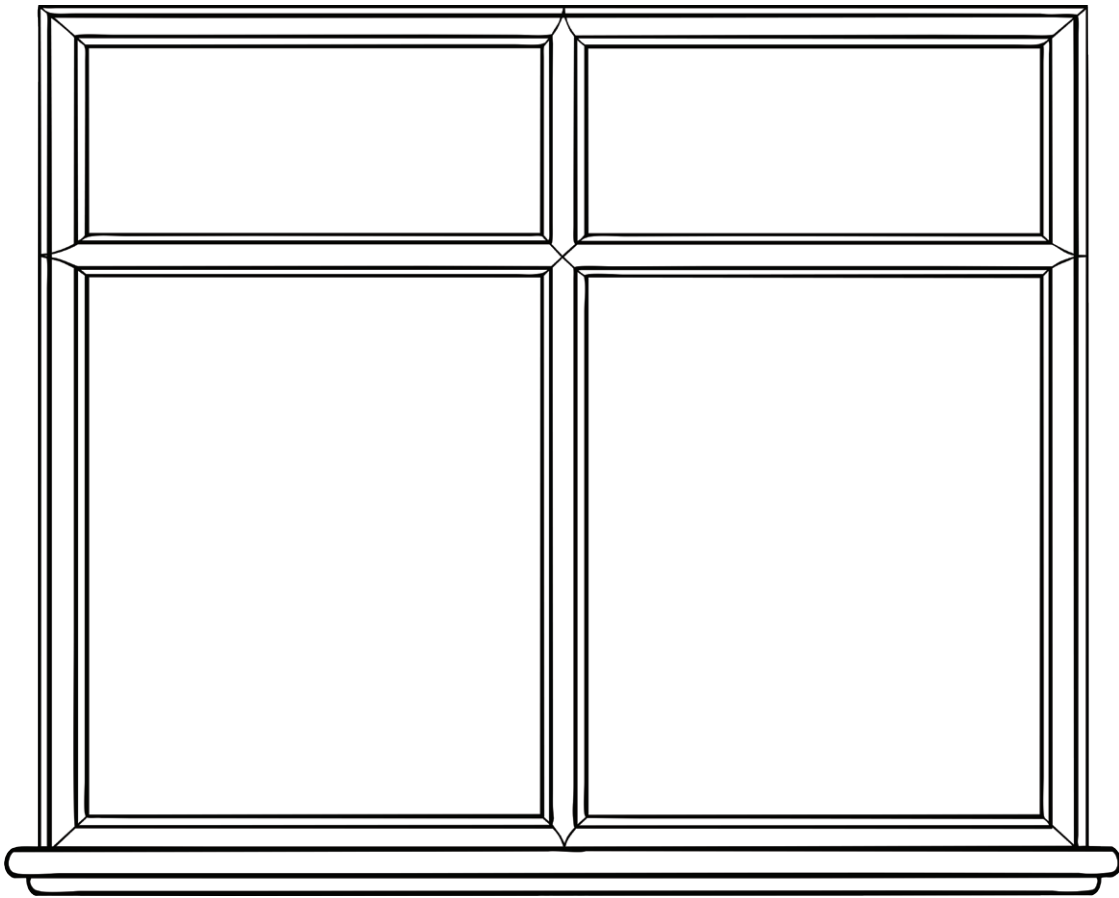
The highwayman's actions tell us that he loved Bess dearly. He is absolutely incensed to hear what has happened and he is intent on seeking revenge on those who contributed to Bess' death.

Hell at One Dark Window

Part A

Draw and label a picture to depict the 'hell at one dark window' that Bess experiences while tied up.

Think about what Bess can see, feel, imagine, hear. Remember to depict the weather and time of day accurately too.

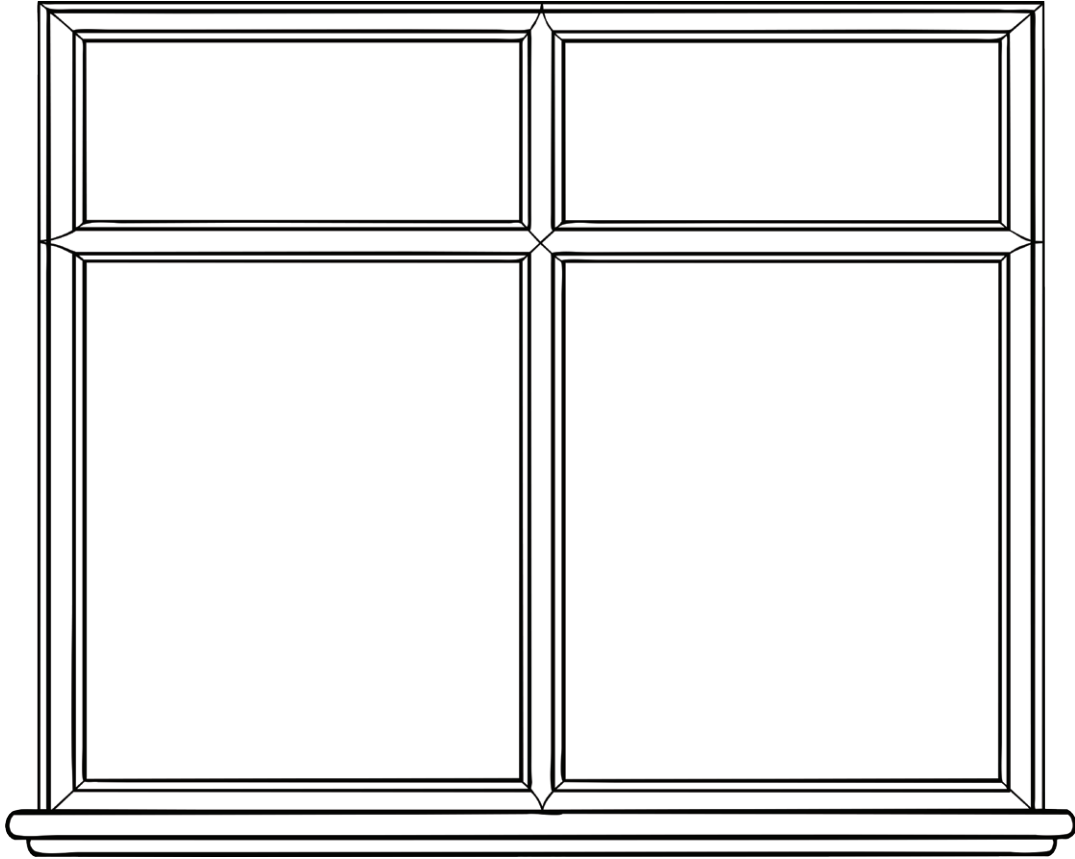


Hell at One Dark Window

Part B

Draw a picture to depict the 'hell at one dark window' that Bess experiences while tied up. Think about what Bess can see, feel, imagine, hear. Remember to depict the weather and time of day accurately too.

Write a passage to describe the 'hell at one dark window' to accompany the picture.



Challenge Task

Answer the question: 'Is this scene hell for Tim?'

Reading Questions: Prompt Sheet

The Highwayman by Alfred Noyes

Reading Questions and Answers

Which words are unfamiliar? Why? Can you work out what they mean by reading the rest of the stanza?

- tawny: orangey/yellow-brown colour
- gypsy: traveller
- landlord: man who runs an inn
- ale: beer
- gagged: stopped from moving the mouth to prevent screaming by putting something in it, e.g. a length of material that could then be tied around the head
- musket: a gun with a long barrel (the tubular part of the gun)
- muzzle: the hole at the end of the barrel of a gun where the bullet comes out
- spurs: spikes or a spiked wheel worn on the heels of riding boots and used to prompt the horse to move forwards

Stanza 1: Who are the red-coats? What time of day do they come?

- Example answer: The red-coats were soldiers, so-called because of the red military jackets they wore. As these red-coats are described as 'King George's men' it is likely they were serving under King George III who ruled from 1760-1810.
- The soldiers come during the 'tawny sunset' when the light is an orangey/yellow-brown and it is not fully dark, 'before the rise o' the moon'.

Stanza 2/3: What have the red-coats done? What do they mean by 'keep good watch'?

- Example answer: The red-coats have tied Bess up so that she is stood upright with a musket strapped up her body and the muzzle pointing into her breast. They have propped her up in front of the window facing outwards.
- The red-coats say 'Keep good watch,' because they know when the highwayman arrives Bess will do her best to warn him of the danger waiting and in doing so warn them of his arrival.

Stanza 4/5: Which words and phrases describe Bess's desperation? What is she trying to do?

- Example answer: Bess is frantically trying to secure a grip on the trigger of the musket. The line 'She writhed her hands till her fingers were wet with sweat or blood!' shows that she is desperate to achieve this aim and the exertion and pain of trying will not deter her. To Bess, standing there feels 'like years' and her fingers are 'stretched and strained' trying to reach the trigger.

Stanza 6/7: Why is 'tlot, tlot' repeated several times? Why is Bess described as the red-coats' 'priming'?

- Example answer: 'Tlot, tlot,' is repeated several times to build up the suspense of the highwayman's arrival. It represents the sound of the horse's hoofs approaching.
- Something that is primed is prepared and ready for use. In this part of the poem Bess is described as the red-coats' 'priming' because they are using her like bait to lure in the highwayman.

Stanza 8/9: Which words/phrases describe the highwayman's state of mind throughout these two stanzas?

- Example answer: The highwayman is stopped in his tracks by the sound of the gunshot and he is confused 'he did not know who stood...' This confusion turns to a sickening realisation when he hears about Bess 'his face grew grey to hear'. In stanza 9 his anger surfaces. He is incensed and intent on revenge 'Back, he spurred like a madman...his rapier brandished high!'

Stanza 10/11: How do these stanzas compare to stanzas 1 and 2 from Part 1 of the poem?

- Example answer: These stanzas almost exactly mirror stanzas 1 and 2 from Part 1 of the poem, except this time the two main characters are dead. Repeating the stanzas in this way is a poignant reminder of the fate they met. Now they are trapped in time - a ghostly eternity - continuously re-living their last meeting together before their deaths.

Deeper Reading

Find words and phrases throughout the poem that reflect the theme of danger and death.

- From the very start of the poem there is a sense of unrest and an eerie ghostly atmosphere. In Part 1, stanza 1, the 'torrent of darkness' represents something deep and foreboding and the moon as a 'ghostly galleon' on 'cloudy seas' also suggests there could be trouble ahead.
- In stanza 3, Bess's red love-knot could be seen to represent the lovers' blood that will be spilt.
- In stanza 4, Tim's crazed demeanour suggests impending danger - he loves Bess; will he seek revenge on the highwayman?
- In stanza 5, the highwayman promises to return even if 'hell should bar the way'. A hellish fate will later afflict them both.
- In Part 2, stanza 2, Bess is tied up and death and danger is inevitable, 'there was death at every window; And hell at one dark window'. We know now that something bad will definitely happen.
- In stanzas 4 and 5, Bess finds the trigger of the musket and we know that she has the power to kill herself, 'the trigger at least was hers'. Her blood pounds round her body - she is poised and ready to commit the act of suicide for love, 'the blood of her veins in the moonlight throbbled to her love's refrain'.



Semi-Colons

Part A

Semi-colons can be used to link two closely-related clauses. They are usually used to replace a co-ordinating conjunction such as 'and', 'or', 'but', etc.

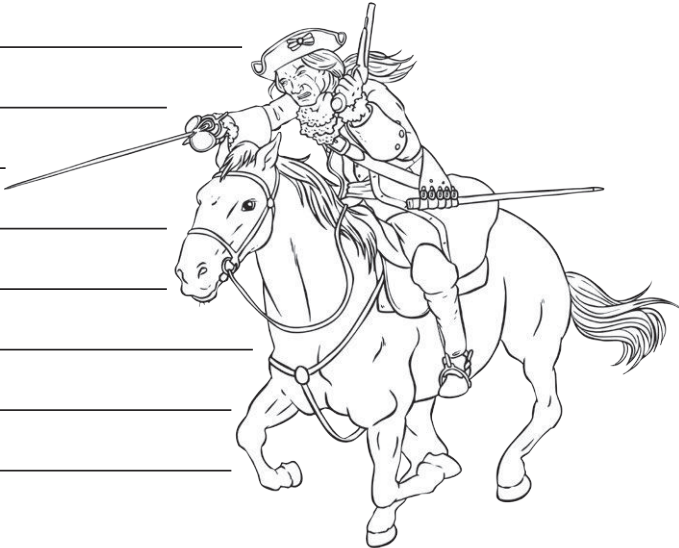
In 'The Highwayman', some semi-colons are used alongside repetition of key words to create a dramatic effect.

Part 2, stanza 5, line 3:

She would not risk their hearing; she would not strive again;

The semi-colon shows the close link between ideas. Bess will not risk the red-coats hearing what she is doing by striving for a stronger grip on the trigger.

Find 5 examples of semi-colons within the poem and write the lines again using a range of co-ordinating conjunctions.



Semi-Colons

Part B

In 'The Highwayman', some semi-colons are used to show that the information in separate sentences is closely related, without having to repeatedly use words like 'and', 'but' 'so'.

Part 2, stanza 5, line 3:

She would not risk their hearing; she would not strive again;

Read this stanza from Sherwood by Alfred Noyes (the punctuation has been removed!)

Robin Hood is here again all his merry thieves

Hear a ghostly bugle-note shivering through the leaves

Calling as he used to call faint and far away

In Sherwood in Sherwood about the break of day

Can you turn this section of poetry into a piece of prose that uses semi-colons to create some interesting sentences?

★ Challenge Task ★

Find other examples of semi-colons in your reading book. Write out the sentences and explain why a semi-colon has been used.

The Highwayman

by Alfred Noyes

Part 2

He did not come in the dawning. He did not come at noon;
And out o' the tawny sunset, before the rise o' the moon,
When the road was a gypsy's ribbon, looping the purple moor,
A red-coat troop came marching—
Marching—marching—
King George's men came marching, up to the old inn-door.

They said no word to the landlord. They drank his ale instead.
But they gagged his daughter, and bound her, to the foot of her narrow bed.
Two of them knelt at her casement, with muskets at their side!
There was death at every window;
 And hell at one dark window;
For Bess could see, through her casement, the road that he would ride.

They had tied her up to attention, with many a sniggering jest.
They had bound a musket beside her, with the muzzle beneath her breast!
'Now keep good watch!' and they kissed her.
 She heard the dead man say—
Look for me by moonlight;
 Watch for me by moonlight;
I'll come to thee by moonlight, though hell should bar the way!

She twisted her hands behind her; but all the knots held good!
She writhed her hands till her fingers were wet with sweat or blood!
They stretched and strained in the darkness, and the hours crawled by like
years,
Till, now, on the stroke of midnight,
 Cold on the stroke of midnight,
The tip of one finger touched it! The trigger at least was hers!

The tip of one finger touched it. She strove no more for the rest.
Up, she stood to attention, with the muzzle beneath her breast.
She would not risk their hearing; she would not strive again;
For the road lay bare in the moonlight;
 Blank and bare in the moonlight;
And the blood of her veins, in the moonlight, throbbed to her love's refrain.

The Highwayman by Alfred Noyes

Part 2

Tlot-tlot; tlot-tlot! Had they heard it? The horse-hoofs ringing clear;
Tlot-tlot; tlot-tlot, in the distance! Were they deaf that they did not hear?
Down the ribbon of moonlight, over the brow of the hill,
The highwayman came riding—
Riding—riding—
The red-coats looked to their priming! She stood up, straight and still.

Tlot-tlot, in the frosty silence! Tlot-tlot, in the echoing night!
Nearer he came and nearer. Her face was like a light.
Her eyes grew wide for a moment; she drew one last deep breath,
Then her finger moved in the moonlight,
Her musket shattered the moonlight,
Shattered her breast in the moonlight and warned him—with her death.

He turned. He spurred to the west; he did not know who stood
Bowed, with her head o'er the musket, drenched with her own red blood!
Not till the dawn he heard it, and his face grew grey to hear
How Bess, the landlord's daughter,
The landlord's black-eyed daughter,
Had watched for her love in the moonlight, and died in the darkness there.

Back, he spurred like a madman, shouting a curse to the sky,
With the white road smoking behind him and his rapier brandished high.
Blood-red were his spurs in the golden noon; wine-red was his velvet coat;
When they shot him down on the highway,
Down like a dog on the highway,
And he lay in his blood on the highway, with the bunch of lace at his
throat.

And still of a winter's night, they say, when the wind is in the trees,
When the moon is a ghostly galleon tossed upon cloudy seas,
When the road is a ribbon of moonlight over the purple moor,
A highwayman comes riding—
Riding—riding—
A highwayman comes riding, up to the old inn-door.

Over the cobbles he clatters and clangs in the dark inn-yard.
And he taps with his whip on the shutters, but all is locked and barred.
He whistles a tune to the window, and who should be waiting there
But the landlord's black-eyed daughter,
Bess, the landlord's daughter,
Plaiting a dark red love-knot into her long black hair.

The Highwayman

by Alfred Noyes

Part 2

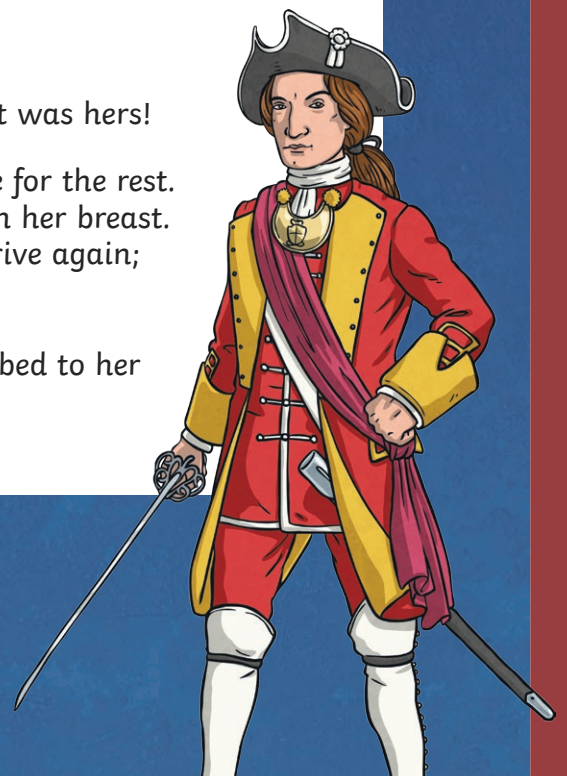
He did not come in the dawning. He did not come at noon;
And out o' the tawny sunset, before the rise o' the moon,
When the road was a gypsy's ribbon, looping the purple moor,
A red-coat troop came marching—
Marching—marching—
King George's men came marching, up to the old inn-door.

They said no word to the landlord. They drank his ale instead.
But they gagged his daughter, and bound her, to the foot of her narrow bed.
Two of them knelt at her casement, with muskets at their side!
There was death at every window;
 And hell at one dark window;
For Bess could see, through her casement, the road that he would ride.

They had tied her up to attention, with many a sniggering jest.
They had bound a musket beside her, with the muzzle beneath her breast!
'Now keep good watch!' and they kissed her.
 She heard the dead man say—
Look for me by moonlight;
 Watch for me by moonlight;
I'll come to thee by moonlight, though hell should bar the way!

She twisted her hands behind her; but all the knots held good!
She writhed her hands till her fingers were wet with sweat or blood!
They stretched and strained in the darkness, and the hours crawled
by like years,
Till, now, on the stroke of midnight,
 Cold on the stroke of midnight,
The tip of one finger touched it! The trigger at least was hers!

The tip of one finger touched it. She strove no more for the rest.
Up, she stood to attention, with the muzzle beneath her breast.
She would not risk their hearing; she would not strive again;
For the road lay bare in the moonlight;
 Blank and bare in the moonlight;
And the blood of her veins, in the moonlight, throbbed to her
love's refrain.



The Highwayman by Alfred Noyes

Part 2

Plot-tlot; tlot-tlot! Had they heard it? The horse-hoofs ringing clear;
Tlot-tlot; tlot-tlot, in the distance! Were they deaf that they did not hear?
Down the ribbon of moonlight, over the brow of the hill,
The highwayman came riding—
Riding—riding—
The red-coats looked to their priming! She stood up, straight and still.

Tlot-tlot, in the frosty silence! Tlot-tlot, in the echoing night!
Nearer he came and nearer. Her face was like a light.
Her eyes grew wide for a moment; she drew one last deep breath,
Then her finger moved in the moonlight,
Her musket shattered the moonlight,
Shattered her breast in the moonlight and warned him—with her death.

He turned. He spurred to the west; he did not know who stood
Bowed, with her head o'er the musket, drenched with her own red blood!
Not till the dawn he heard it, and his face grew grey to hear
How Bess, the landlord's daughter,
The landlord's black-eyed daughter,
Had watched for her love in the moonlight, and died in the darkness there.

Back, he spurred like a madman, shouting a curse to the sky,
With the white road smoking behind him and his rapier brandished high.
Blood-red were his spurs in the golden noon; wine-red was his velvet coat;
When they shot him down on the highway,
Down like a dog on the highway,
And he lay in his blood on the highway, with the bunch of lace at his throat.

And still of a winter's night, they say, when the wind is in the trees,
When the moon is a ghostly galleon tossed upon cloudy seas,
When the road is a ribbon of moonlight over the purple moor,
A highwayman comes riding—
Riding—riding—
A highwayman comes riding, up to the old inn-door.

Over the cobbles he clatters and clangs in the dark inn-yard.
And he taps with his whip on the shutters, but all is locked
and barred.
He whistles a tune to the window, and who should
be waiting there
But the landlord's black-eyed daughter,
Bess, the landlord's daughter,
Plaiting a dark red love-knot into her long black hair.



red-coat troop

King George

musket

spurs



The Highwayman

Activity Cards 3



The Highwayman Activity Cards

Punctuation and Grammar

- Complete the **Formal and Informal Activity Sheet**.
- **Challenge!** Write a new stanza for the poem that includes Bess's formal response to the highwayman's words in Part 1, Stanza 5.



The Highwayman Activity Cards

Comprehension

- Answer the questions on **The Highwayman Activity Sheet**.
- **Challenge!** Write three questions and answers of your own. Make sure your answers are justified with reference to the text.



The Highwayman Activity Cards

Vocabulary

- Find and write or highlight words and phrases in the poem that represent the weather, the setting and the time of day.
- **Challenge!** Use the words and phrases you have found to write your own description of a setting for a story version of 'The Highwayman'.



Perform

- Practise reading the poem out loud, experimenting with tone, pace and style.
- **Challenge!** Work in a group to perform the poem adding music and/or sound effects.



Create

- Complete the **Figurative Language Activity Sheet** to find examples of figurative language in 'The Highwayman'.
- **Challenge!** Write your own sentences using figurative language, i.e. similes, metaphors, onomatopoeia and alliteration.



Draw

- Draw a series of emojis to reflect the progression of events in the poem.
- **Challenge!** Write a series of newspaper headlines to represent key events throughout the poem.



Reading Task

- Re-read the whole poem.



The Highwayman: Activity Plan 3

Reading Skill:

2g. Identify/explain how meaning is enhanced through choice of words and phrases.

I can find examples of figurative language and explain how these enhance the meaning of the poem.

Vocabulary and Key Phrases:

Metaphor, simile, figurative language, onomatopoeia, repetition, rhyming couplets, alliteration.

Prior Learning:

Children will have learnt about the theme and meaning of the poem in Activity 1 and 2.

Reading Task:

Re-read the whole poem.

Reading Questions

What is figurative language? Why do you think it is a common feature in poetry writing?

What metaphors can you find in the poem? What effects do they create?

What similes can you find in the poem? What effects do they create?

Where is onomatopoeia used in the poem? What effect does it create?

Where is repetition used in the poem? What effect does it create?

Where is alliteration used in the poem? What effect does it create?

Deeper Reading:

How do the rhyming patterns influence the reading of the poem and the overall effect?

Related Activities

Punctuation and Grammar: Children complete the [Formal and Informal Activity Sheet](#).

Challenge! Children write a new stanza for the poem that includes Bess's formal response to the highwayman's words from Part 1, stanza 5.

Vocabulary: Children find words and phrases in the poem that describe: the weather, the setting and the time of day.

Challenge! Children use the key words collected and write out their own description of a setting for a story version of 'The Highwayman'.



Comprehension: Children complete [The Highwayman Activity Sheet](#).

Challenge! Children write 3 of their own questions for a friend.

Create: Children complete the [Figurative Language Activity Sheet](#).

Challenge! Children write their own sentences using figurative language.

Perform: Children practise reading the poem, experimenting with tone, pace and style.

Challenge! Children work in small groups to perform the poem, using sound effects and/or music.



Draw: Children draw a series of emojis to represent the progression of events in the poem.

Challenge! Children write a series of imaginary newspaper headlines to represent events at strategic points throughout the poem.

Comprehension

Part A

Answer the questions in as much detail as you can.

1. Based on the description in the poem, draw how you imagine the scene from stanza 1 and 2 to look.

2. Based on the description in the poem, choose 3 adjectives to describe each of the following characters:

Bess: _____

The highwayman: _____

Tim: _____

The red-coats: _____

3. How do we know this is a historical poem?

4. Why is the highwayman described as 'the dead man' in Part 2, stanza 3?

5. Why is 'the hours crawled by like years' in Part 2, stanza 4 an effective description?



Comprehension

Part B

Answer the questions in as much detail as you can.

1. Read Part 1, stanzas 1 and 2. Re-write the stanzas as if you were writing the opening of the story about the highwayman.

2. Who are the heroes and villains in the poem?

3. To what extent is the time of day important in the poem?

4. Describe the mood and atmosphere in the poem. What words, phrases and techniques has the poet used to create this impression?

Challenge Task

Complete the following 3 questions and then answer them.

1. What words/phrases tell us _____ ?

2. What words/phrases are used to describe _____ ?

3. What does _____ mean?



Comprehension Answers

Part A

1. Based on the description in the poem, draw how you imagine the scene from stanza 1 and 2 to look.

Children's answers should depict a selection of the following features:

- *show it is night-time,;*
- *large moon;*
- *cloudy sky;*
- *purple (heather-covered) moorland/hills;*
- *thin snaking road illuminated;*
- *the highwayman on a horse dressed in a French cocked-hat; a shirt with lace at the neck; a deep-red coat; tight brown trousers; thigh-high boots;*
- *sword and gun.*

2. Choose three adjectives to describe the characters.

- *Bess - loyal, brave, strong*
- *The Highwayman - bold, confident, proud*
- *Tim - sneaky, crazy, vengeful*
- *red-coats - cruel, rough-handed, vicious*

3. How do we know this is a historical poem?

- *There are some old-fashioned words, e.g. ostler, inn, harry, thee.*
- *Type of clothing described.*
- *Mention of red-coats and King George indicates poem is set in the 18th century.*

4. Why is the highwayman described as 'the dead man' in Part 2, stanza 3?

- *The description is from Bess's point of view. Bess knows that the highwayman is doomed to die if he returns to her and is captured by the red-coats.*

5. Why is 'the hours crawled by like years' in Part 2, stanza 4 a good description?

- *The description emphasises how tortuous it is for Bess as she tries to regain some control of the situation.*

Comprehension Answers

Part B

1. Read Part 1, stanzas 1 and 2. Re-write them as if you were writing the opening to a story about the highwayman.
 - *It was a dark, cloudy night and the trees gushed and swayed in the wind. A highwayman rode along the ribbon of moonlight over the heather-topped moor. Impeccably dressed, he wore a claret velvet coat, lace-collared shirt and tight brown leather trousers. Illuminated by the light of moon, his rapier and pistol twinkled like the jewelled sky and his thigh-high boots urged his horse on towards the inn.*
2. Who are the heroes and villains in the poem?
 - *Arguably, Bess is the one true heroine as she sacrifices her own life in an attempt to save the highwayman. The red-coats behave villainously by treating Bess the way they do, although they are acting within the law in their attempt to ensnare the highwayman and would have been considered protectors of the civilians. The highwayman could also be regarded as a villain for his choice of occupation - hijacking and stealing from travellers on the road, but he is also depicted as a distinguished, respectable man who loves Bess and he acts like a hero in his attempt to avenge those responsible for her death. Tim is depicted as a crazed individual who, we can infer, betrays Bess and the highwayman to the authorities. It can be argued that this act of spite paints him as a villain.*
3. To what extent is the time of day important in the poem?
 - *The time of day is central to the poem; all the action happens at night and repeated references to the moonlight occur throughout. The atmosphere in the poem is built around the dark, moonlit, ghostly and eerie scenes that occur and Bess and the highwayman's encounters continue, even beyond their deaths...when the moonlight and other combination of factors are aligned.*
4. Describe the atmosphere in the poem. What words, phrases and techniques has the poet used to create this impression?
 - *A ghostly, eerie atmosphere is created at the very beginning of the poem through the description of the setting. We get the impression of the highwayman racing across the moor like an apparition in the night. There are multiple references to the dark, e.g. 'dark in the dark old inn-yard' and the moonlight, 'watch for me by moonlight' and hints at blood and death, 'red-lipped/I'll come to thee...though hell should bar the way'. The poet uses repetition to emphasise the theme and build tension, e.g. 'tlot tlot' is repeated across two stanzas creating suspense and intrigue.*

Figurative Language

Part A

1. Write a list of all the metaphors you can find in 'The Highwayman'.

2. Which metaphor is your favourite? Explain why.

3. Write a list of all the similes you can find in 'The Highwayman'.

4. Which simile is your favourite? Explain why.



Figurative Language

Part B

1. Re-read 'The Highwayman'. Find and write examples of each type of figurative language:

- metaphor

- simile

- onomatopoeia

- alliteration

2. What is your favourite use of figurative language? Explain why.

★ Challenge Task ★

Write your own example sentences using each type of figurative language (metaphor, simile, onomatopoeia, alliteration).

Figurative Language Answers

Part A and B

Metaphors:

- *The wind was a torrent of darkness among the gusty trees.*
- *The moon was a ghostly galleon tossed upon cloudy seas.*
- *The road was a ribbon of moonlight over the purple moor.*
- *His eyes were hollows of madness.*
- *The road was a gypsy's ribbon.*

Similes:

- *Dumb as a dog.*
- *His hair like mouldy hay.*
- *His face burnt like a brand!*
- *The hours crawled by like years.*
- *Her face was like a light.*
- *Like a madman.*
- *Down like a dog.*

Part B

Onomatopoeia

- *Tlot, tlot.*

Similes:

- *ghostly galleon*
- *...French cocked-hat on his forehead...*
- *...coat of the claret velvet...*
- *...breeches of brown doe-skin...*
- *Over the cobbles he clattered and clashed in the dark inn-yard.*
- *He whistled a tune to the window, and who should be waiting there*
- *And dark in the dark old inn-yard...*
- *...loved the landlord's daughter/landlord's red-lipped daughter...*
- *Dumb as a dog...*
- *They stretched and strained...*
- *Down like a dog...*

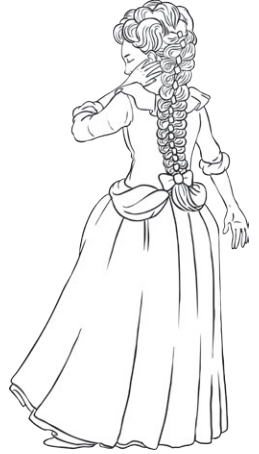
Formal and Informal Language

Part B

'The Highwayman' is written using formal language which is typical of poetry of this style.

Read the following stanza and then write a new stanza using informal and more modern language.

*'One kiss, my bonny sweetheart, I'm after a prize tonight,
But I shall be back with the yellow gold before the morning light;
Yet if they press me sharply, and harry me through the day,
Then look for me by moonlight,
 Watch for me by moonlight,
I'll come to thee by moonlight, though hell should bar the way.'*



★ Challenge Task ★

Write a new stanza for the poem that includes Bess's formal response to the highwayman's words from Part 1, stanza 5.

Formal and Informal Language

Part A

Example Answer:

Please give me a kiss my lovely. I'm going off to get some good stuff tonight.

Don't worry though - I'll be back with the money before the morning.

If they're after me and stop me getting back in the day then look out for me in the evening. I'll make sure I come back to you in the evening whatever happens.

Part B

Example Answer:

A kiss please, my lovely lady, I'll get some good things tonight,

But I will be back with plenty of money before it even gets light,

Although, if they chase and harass me, and I struggle to come in the day,

Then look out for me in the evening, watch for me in the evening,

I'll come to you in the evening and nothing will stand in my way.

Challenge Task

Write a new stanza for the poem that includes Bess's formal response to the highwayman's words from Part 1, stanza 5.

Example answer:

Her smile as warm as sunshine, Bess tossed back her sweet black hair,

Tim the ostler strained to hear her words so soft and fair -

'Sweetheart, I shall not leave this room 'til you return to me,

I'll wait here at the casement,

I'll watch here at the casement,

Come back to me at the casement, my heart I pledge to thee.

Reading Questions: Prompt Sheet

The Highwayman by Alfred Noyes

Reading Questions and Answers

What is figurative language? Why do you think it is a common feature in poetry writing?

- Figurative language uses words and meanings which do not have their literal meaning. Figurative language is commonly used in poetry writing because it allows the poet to create powerful descriptions and comparisons in fewer words but with maximum impact.

What metaphors can you find in the poem? What effects do they create?

- The wind was a torrent of darkness among the gusty trees. This metaphor compares the wind to a torrent of darkness creating the image of a fast-flowing dark void swirling and blustering through the trees.
- The moon was a ghostly galleon tossed upon cloudy seas. This metaphor compares the moon to a galleon suggesting that it is like a large majestic ship which is being jostled around on the sea. The sea in this case is the clouds which are being blown about in the wind and across the moon.
- The road was a ribbon of moonlight over the purple moor. This metaphor compares the road to a ribbon which suggests it is floaty and winding up and down and around the hills, illuminated by the moonlight. The apparent course of the road will be affected by the gusty weather, as if it could shift as lightly and easily as a ribbon.
- His eyes were hollows of madness. This metaphor creates the effect of Tim's eyes being deep, dark voids detached from reality and focused only on crazy, wild thoughts.
- The road was a gypsy's ribbon. This metaphor compares the road to a ribbon, narrow and winding across the moor. It is a gypsy's ribbon because gypsy travellers would travel along these roads.

What similes can you find in the poem? What effects do they create?

- Dumb as a dog. This simile compares Tim's silence to that of a dog incapable of speech.
- His hair like mouldy hay. This simile compares Tim's hair to mouldy hay, suggesting that it is wild, wiry and dirty.
- His face burnt like a brand! This simile compares the highwayman's face to a red-hot iron brand. This suggests that he is blushing bright red as a result of Bess's

affections.

- The hours crawled by like years. This simile compares the lengths of time. To Bess it feels like she has stood for years awaiting her fate but in reality she knows it is actually been hours.
- Her face was like a light. This simile creates an image of Bess's face like a beacon of light shining out into the darkness.
- Like a madman. This simile directly compares the highwayman to a man who is crazy and out of control.
- Down like a dog. This simile compares the way the highwayman is shot down to the way a dog might be treated. He is afforded no humanity and there is no dignity in his death.

Where is onomatopoeia used in the poem? What effect does it create?

- Onomatopoeia is used to create a realistic impression of the sound of horses' hoofs, 'tlot-tlot'.

Where is repetition used in the poem? What effect does it create?

- Repetition is used in every stanza of the poem where a key word in line 4 is repeated in line 5 and often line 6 also. Throughout the poem other key words are repeated to emphasise the important themes and the overall mood and atmosphere, e.g. references to the colour red reflect the theme of death; and references to the moonlight build atmosphere, emphasise the significance of the time of day for every character and establish the setting for the eternal ghostly encounters.
- The final two stanzas are almost direct repetitions of the first and third stanzas. They are designed to make a poignant statement about the tragedy of the lovers' fate, and to show that the pair are locked forever in their last moments with one another.

Where is alliteration used in the poem? What effect does it create?

- Alliteration is used in the line 'Over the cobbles he clattered and clashed in the dark inn-yard.' The repetition of the hard 'c' sound suggests the highwayman is brash and noisy and not afraid to make his presence known.

Deeper Reading

How do the rhyming patterns influence the reading of the poem and the overall effect?

- The poem's rhyme scheme is a, a, b, c, c, b. Lines 1 and 2 form a rhyming couplet and this creates a lyrical, almost sing-song effect which moves the action along quite quickly. Along with line 3 a good bulk of information is communicated in the first half of each stanza. Lines 4 and 5 also rhyme but there are far fewer words and repetition of certain words is used here to emphasise key themes and build mood and atmosphere. These shorter lines make the reader slow down and reflect on the events. Line 6 then rhymes with line 3 creating a rounded end to each stanza. The easy flowing rhyme scheme is very effective in a narrative poem like this (where a story is told) as it makes the poem more memorable and easy to read.



metaphor

simile

**figurative
language**

onomatopoeia

repetition

rhyming couplets

alliteration

The Highwayman

Activity Cards 4



The Highwayman Activity Cards

Punctuation and Grammar

- Use bullets to list the 'ingredients' for writing a highwayman poem.
- **Challenge!** Choose another poem and use bullets to list its 'ingredients'.



The Highwayman Activity Cards

Comprehension

- Complete the **What If..? Activity Sheet** to imagine how events in the poem might have unfolded differently.
- **Challenge!** Imagine you are Tim. Write a letter to Bess to explain your feelings for her and what you have done.



The Highwayman Activity Cards

Vocabulary

- Choose five lines from the poem. Rewrite these lines using antonyms to change key words and affect the overall mood and meaning.
- **Challenge!** Rewrite Part 1, Stanzas 1 and 3 of the poem using antonyms to change key words and affect the overall meaning.



Compare

- Watch two or three of the following presentations of The Highwayman poem:
 - <https://goo.gl/dhQ3tc> - <https://goo.gl/TBWqzf>
 - <https://goo.gl/Hqmefx> - <https://goo.gl/5UX4tP>
- Create a chart or write about their similarities, differences and overall effect.
- **Challenge!** Create your own re-enactment of the poem using suitable props and costumes. You could film it!



Create

- Complete the **Character Histories Activity Sheet** to imagine and write about the background details of one of the characters.
- **Challenge!** Write an account of the events of the poem from the point of view of a character who doesn't feature directly in the story, e.g. the landlord.



Research

- Research and present ten key facts about highwaymen using information books or the Internet.
- **Challenge!** Choose a famous highwayman from history and create a presentation all about him.



Reading Task

- Read Part 1, stanzas 4 and 5 and Part 2, Stanzas 4 and 5.



The Highwayman: Activity Plan 4

Reading Skill:

2d. Make inferences from the text/explain and justify inferences with evidence from the text.

Child friendly aim: I can infer ideas about the story by using details from the text.

Vocabulary and Key Phrases:

Infer, justify, evidence.

Prior Learning:

Children will have learnt about the theme and meaning of the poem in Activity 3.

Reading Task:

Re-cap events as necessary. Read Part 1, stanzas 4 and 5 then Part 2, stanzas 4 and 5.

Reading Questions

Part 1, stanza 4:

Is Tim an important character?

Why does he only feature in one stanza?

What words/phrases are used to describe Tim? What impression does this create of the character?

Why would Tim betray Bess to the red-coats if he loved her?

Do you think Tim intended the outcome that occurred?

Part 2, stanzas 4 and 5:

What do you think Bess thought of Tim?

What do Bess's actions tell us about her character?

Who do you think is to blame for what happened?

Who do you think the different characters feel is to blame for what happened?

Deeper Reading: If the characters could rewind time how do you think they might have behaved differently?

Related Activities

Punctuation and Grammar: Children use bullets to list the 'ingredients' for writing a highwayman poem.

Challenge! Children choose another poem and use bullets to list its 'ingredients'.

Vocabulary: Children choose five lines from the poem and rewrite them using antonyms to change key words and affect the overall mood and meaning.

Challenge! Children rewrite stanzas 1 and 3 using antonyms to change key words.

Comprehension: Children complete the [What If..? Activity Sheet](#).

Challenge! Children write a letter to Bess in role as Tim to explain his feelings and actions.

Create: Children complete the [Character Histories Activity Sheet](#).

Challenge! Children write about the events of the poem from the point of view of a character who doesn't feature directly in it, e.g. the landlord.

Compare: Children access vimeo on the internet to choose and compare two or three presentations of the poem. Click on these links to view [Presentation 1](#), [Presentation 2](#), [Presentation 3](#) and [Presentation 4](#).*

Challenge! Children plan and prepare their own re-enactment of the poem using props and costumes. (This can be filmed if required.)



Research: Children research and write ten facts about real-life highwaymen.

Challenge! Children create a presentation about a highwayman from history.



Character Histories

Part A

Choose a character: Bess, Tim or the highwayman. Complete the table to create a history for that character.



Name and age of character	
Parents and childhood	
Hobbies and interests	
Characteristics, personality	
Experiences, life events	
Future goals	

Character Histories

Part B

Choose a character: Bess, Tim or the highwayman. Create and write a history for the character. You may wish to include:

- name and age;
- details about their parents and childhood;
- what the character is like, e.g. personality traits;
- details about their hobbies and interests;
- details about their life so far, e.g. places they have been, experiences;
- details about their hopes and expectations for the future.



★ ★ ★ ★ ★

Challenge Task

Write about the events of the poem from the point of view of a character who doesn't feature in it, e.g. the landlord.

Reading Questions: Prompt Sheet

The Highwayman by Alfred Noyes

Reading Questions and Answers

Is Tim an important character?

- Yes. We can assume that Tim is responsible for betraying Bess and the highwayman to the authorities. His untold actions are central to the entire poem.

Why does he feature in only one stanza?

- Tim only features in one stanza because his actions here, and the events we can infer happen because of his actions, are sufficiently communicated in this one stanza. It also represents that, although his actions lead the events that unfold, he is on the sidelines and unimportant to Bess and the highwayman. The poem is their love story.

What words/phrases are used to describe Tim? What impression does this create of the character?

- Tim is described as having a 'white and peaked' face and eyes that are 'hollows of madness'. This creates an alarming image of a man who is crazy looking. His hair is 'like mouldy hay' which suggests he is unkempt and dirty. We get the impression that Tim is a lowly character, prone to skulking around in the inn-yard spying on Bess.

Why would Tim betray Bess to the red-coats if he loved her?

- As Tim is seemingly quite mad and unstable he may not have fully thought through the potential consequences of his actions. He may have believed that the highwayman would be captured, leaving Bess free for himself.

Do you think Tim intended the outcome that occurred?

- It is not likely that Tim intended for Bess to be hurt or killed. His aim was more likely to rid himself of the highwayman so that Bess might then notice him.

What do you think Bess thought of Tim?

- It is likely that Bess barely noticed or acknowledged Tim's existence. She may well have regarded him as the lowly stable-hand and not thought much of him at all. Her attentions lay elsewhere.

What do Bess's actions tell us about her character?

- Her actions throughout show us the strength of love she felt for the highwayman. She reveals herself to be selfless and brave when she sacrifices her own life in an attempt to save his.

Who do you think is to blame for what happened?

- It can be argued that Tim is to blame. If he had not informed the red-coats about Bess's highwayman, the lovers may not have lost their lives.

Who do you think the different characters feel are to blame for what happened?

- Tim may feel that the highwayman is to blame as he should not be so brazen as to visit Bess and put her at risk. Bess may blame Tim if she knew of his feelings and actions. She might feel that he should mind his own business and leave her alone. The highwayman might blame the red-coats as they are always harassing him and looking for an opportunity to capture and kill him.

Deeper Reading

If the characters could rewind time how do you think they might have behaved differently?

- Tim might have decided to confront Bess and try to lure her away from the highwayman. Bess might have decided to take a horse and leave the inn to try and find the highwayman herself. The highwayman might have threatened or disposed of Tim so he could not betray him to the red-coats.



infer

justify

evidence

What If..?

Part A

Use your imagination to consider how events in the poem might have been different if the following things happened:

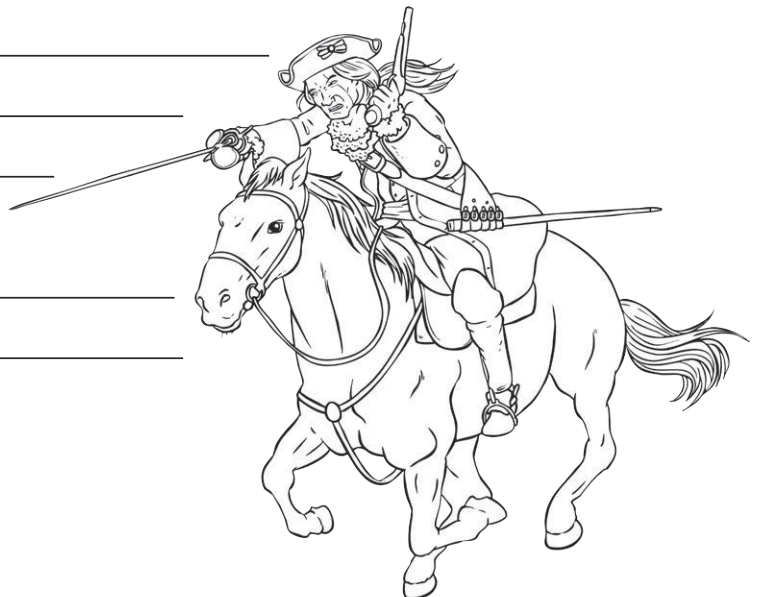
1. What if Tim had never overheard Bess and the highwayman's conversation?

2. What if Bess had managed to hide from the red-coats?

3. What if Bess hadn't found the trigger?

4. What if the red-coats hadn't killed the highwayman?

5. Ask and answer your own 'What if..?' question.



What If..?

Part B

Consider the following: What if Bess couldn't locate the trigger on the musket?

Write the story in prose from this point forwards, describing how you imagine events could have unfolded.

Challenge Task

What if Tim wrote a letter to Bess after he had heard her talking to the highwayman? Write Tim's letter to explain his feelings and actions.

What If..? Answers

Part A

Answers given are examples only. Multiple interpretations are applicable. Accept all those which make sense in the context of the poem.

1. What if Tim had never overheard the conversation between Bess and the highwayman?
 - *Bess and the highwayman could have continued to meet in secret for many years.*
 - *Bess and the highwayman may have eloped and married.*
2. What if Bess had managed to hide from the red-coats?
 - *Bess may have hidden through the night until the highwayman came and rescued her.*
 - *The red-coats may have accused Tim of lying about Bess and the highwayman and arrested him.*
3. What if Bess hadn't found the trigger?
 - *The highwayman might have returned to the inn and been shot down in the yard in view of Bess.*
 - *The highwayman might have seen Bess tied up in the window and retreated to plot a daring rescue for another time.*
4. What if the red-coats hadn't killed the highwayman?
 - *The highwayman might have been visited by Bess's ghost.*
 - *The highwayman may have been tormented by what happened to Bess and driven to take his own life.*