

# Roald Dahl Land

Where your imagination comes to life!

[www.roalddahlland.co.uk](http://www.roalddahlland.co.uk)

Are you a Roald Dahl fan?

Would you like to meet some of his incredible characters?

Then **immerse** yourself in your favourite stories and characters at Roald Dahl Land!

## Thrills and Excitement

In need of some thrills and excitement? Then race through the **subterranean** tunnels with Fantastic Mr Fox, collecting chickens as you go. **Snatch** as many as you can before Bunce, Boggis and Bean can stop you!

Leap **fearlessly** over stepping stones to cross the slimy, green swamp and **evade** the hungry snapping jaws of the enormous crocodile.

Dare to **soar** through the air in a giant peach, **accompanied** by James and his friends. Hold tight as you **skim** dangerously close to choppy water and towering skyscrapers.

Feeling **fatigued**? Then take a breather as you cruise down the creamy, chocolaty river, winding its way through Willy Wonka's factory. **Relive** the adventures of Charlie Bucket and his Grandfather as scenes are lovingly **recreated** along the route.

## Interactive Story Writing

Do you think you are up to the challenge of rewriting a Roald Dahl story? Then visit our state-of-the-art, **interactive** story writing centre; creating a **masterpiece** will be a piece of cake for a bright spark like you!

Choose a character from your favourite story then select an **appropriate** setting. Next, write a whole new adventure for your character to experience. Print off the finished work of art and take it home to treasure and enjoy.

## Zoo

Take time out to visit the **unique** animals in our rather special zoo. Make friends with the giraffes, pelicans and monkeys, or guess the weight of our tortoise Alfie. Wander around the enormous **aviary** and have fun trying to spot the rare Roly-Poly Bird.

## Theatre

Prepare to be thrilled by our truly talented performers who bring your favourite Roald Dahl stories to life. Shows are performed daily at 10am and 1pm.

## Refreshments

**Sample** some freshly made Marvellous Medicine, or enjoy a three course meal all wrapped up in one stick of chewing gum! **Slurp** on our **speciality** snozzcumber soup or **quench** your thirst with a refreshing glass of Froboscottle. All in the comfort of our 100-seater, fully air-conditioned restaurant.

## Gift Shop

Visit the gift shop before you leave to buy a copy of your favourite Roald Dahl book. Or choose from our wide selection of **plush** toys, representing many of your favourite Roald Dahl characters.

Roald Dahl Land  
Matilda Drive  
Hoppy Town  
Dream Country, DC12 1RD  
Tel: 01657 073695  
Email: [rdland@bfg.com](mailto:rdland@bfg.com)

Open 7 days a week, including Bank Holidays.  
Book early to avoid disappointment!  
Children under 3 are free. Special offers available for internet bookings!

**classroomsecrets.com**

Roald Dahl Land – Y5m/Y6s (Black) – Text

Like this? Find more differentiated Roald Dahl resources [here](#).

What type of text is this?

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How has the author tried to persuade you?

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In what ways could you contact Roald Dahl Land?

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How can you cross the slimy, green swamp?

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What should you collect whilst racing through the tunnels?

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Identify 2 things you skim over whilst in the giant peach.

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What does the phrase 'a piece of cake' mean?

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Why do you think the author refers to the reader as a 'bright spark'?

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Do you think you would be able to spot a real-life Roly-Poly Bird?

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Identify 4 examples of imperative verbs used in the text.

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Write down 2 words which mean the same as 'slurp'.

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Who usually drinks Froboscottle?

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What can you buy from the gift shop?

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What is the purpose of the subheadings?

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Why must you book early?

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Who can get in for free?

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Which is your favourite Roald Dahl book and why?

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Has this leaflet convinced you to visit Roald Dahl Land? Explain your answer.

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Write the meaning of each of these words.

immerse \_\_\_\_\_

subterranean \_\_\_\_\_

snatch \_\_\_\_\_

fearlessly \_\_\_\_\_

evade \_\_\_\_\_

soar \_\_\_\_\_

accompanied \_\_\_\_\_

skim \_\_\_\_\_

fatigued \_\_\_\_\_

relive \_\_\_\_\_

recreated \_\_\_\_\_

interactive \_\_\_\_\_

masterpiece \_\_\_\_\_

appropriate \_\_\_\_\_

unique \_\_\_\_\_

aviary \_\_\_\_\_

sample \_\_\_\_\_

slurp \_\_\_\_\_

speciality \_\_\_\_\_

quench \_\_\_\_\_

plush \_\_\_\_\_

## Roald Dahl Land – Vocab 2

Choose 3 words from the previous vocabulary list to use in your own sentences.

Challenge: Try to include an interesting verb, adverb, adjective and conjunction.

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Choose an appropriate imperative verb to make these sentences complete.

- \_\_\_\_\_ the apple with a sharp knife.
- \_\_\_\_\_ the skipping rope by the handle.
- \_\_\_\_\_ the button to start the machine.
- \_\_\_\_\_ the dog regularly in warm soapy water.
- \_\_\_\_\_ the soup gently, stirring continuously until done.

Add the letters ei or ie to make these words correct.

f\_\_ld

r\_\_gn

w\_\_rd

ch\_\_f

r\_\_n

ach\_\_ve

b\_\_ge

abs\_\_l

dr\_\_d

th\_\_r

n\_\_ghbour

br\_\_f

v\_\_l

th\_\_ve

al\_\_n

f\_\_ry

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Roald Dahl Land – Y5m/Y6s (Black) – Vocab

Like this? Find more  
differentiated Roald Dahl  
resources [here](https://www.classroomsecrets.com).

## Roald Dahl Land – SPAG

Verbs are words used to show that an action is taking place. Replace these verbs with more powerful and exciting examples.

run

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speak

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ask

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shake

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walk

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eat

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An adverb tells us more about a verb. Use some exciting adverbs to describe how these verbs are done. Adverbs often end in -ly.

laugh

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skip

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think

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jump

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read

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dress

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What type of text is this? **A persuasive leaflet.**

How has the author tried to persuade you? **Use of rhetorical questions, exaggerated adjectives, exciting verbs and adverbs, flattery, appeal to the audience, time limits.**

In what ways could you contact Roald Dahl Land? **By telephone, letter or email.**

How can you cross the slimy, green swamp? **By leaping over stepping stones.**

What should you collect whilst racing through the tunnels? **Chickens**

Identify 2 things you skim over whilst in the giant peach. **Choppy water and towering skyscrapers.**

What does the phrase ‘a piece of cake’ mean? **The task should be easy to accomplish.**

Why do you think the author refers to the reader as a ‘bright spark’? **Bright spark means clever, and the author is attempting to flatter the reader.**

Do you think you would be able to spot a real-life Roly-Poly Bird? **No, it is a fictional bird.**

Identify 4 examples of imperative verbs used in the text. **Snatch, leap, dare, hold, relive, choose, print, take, make, wander, prepare, sample, slurp, visit, book.**

Write down 2 words which mean the same as ‘slurp’. **Examples could include: gulp, swallow, swig, sip, taste.**

Who usually drinks Froboscottle? **The giants in The BFG.**

What can you buy from the gift shop? **Roald Dahl books and plush toys.**

What is the purpose of the subheadings? **It tells the reader what the information following the subheading is about. They also allow readers to find specific information quickly.**

Why must you book early? **In case tickets sell out.**

Who can get in for free? **Children under 3.**

Which is your favourite Roald Dahl book and why? **Various answers with reasons for their choice.**

Has this leaflet convinced you to visit Roald Dahl Land? Explain your answer. **Various responses that link directly to activities mentioned and the intent of the author.**

Write the meaning of each of these words.

immerse – to become completely occupied with something

subterranean – existing or situated below ground level

snatch – to grab something hastily

fearlessly – to be determined in the face of dangers or challenges

evade – not to go near somebody or something

soar – to fly or rise high in the air

accompanied – to go with somebody

skim – to pass closely over the surface of something

fatigued – feeling tired

relive – to experience something again

recreated – to create again

interactive – the exchange of information or instructions between a person and machine

masterpiece – an exceptionally good piece of creative work

appropriate – suitable or fitting for the circumstances

unique – one of a kind

aviary – an enclosure or large cage for birds

sample – to try a small amount to test the quality of the whole

slurp – a loud sucking sound made while eating or drinking

speciality – a product of somebody's skill or expertise

quench – to satisfy a thirst by drinking

plush – a soft, rich fabric



## Roald Dahl Land – Vocab 2

Choose 3 words from the previous vocabulary list to use in your own sentences.

Challenge: Try to include an interesting verb, adverb, adjective and conjunction.

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Choose an appropriate imperative verb to make these sentences complete.

Possible answers include:

**Cut/slice** the apple with a sharp knife.

**Turn/grasp** the skipping rope by the handle.

**Push/press** the button to start the machine.

**Bath/wash** the dog regularly in warm soapy water.

**Warm/heat** the soup gently, stirring continuously until done.

Add the letters ei or ie to make these words correct.

field

reign

weird

chief

rein

achieve

beige

abseil

dried

their

neighbour

brief

veil

thieve

alien

fiery

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Roald Dahl Land – Y5m/Y6s (Black) – Vocab **ANSWERS**

Like this? Find more differentiated Roald Dahl resources [here](#).

Verbs are words used to show that an action is taking place. Replace these verbs with more powerful and exciting examples.

Possible answers could include:

run	dash	dart	rush	scamper
speak	natter	communicate	express	verbalise
ask	enquire	request	invite	raise
shake	tremble	quiver	vibrate	wobble
walk	stroll	saunter	amble	wander
eat	munch	gobble	devour	consume

An adverb tells us more about a verb. Use some exciting adverbs to describe how these verbs are done. Adverbs often end in -ly.

Possible examples could include:

laugh	happily	joyfully	noisily	cheekily
skip	merrily	joyously	lightly	heavily
think	quickly	sharply	intelligently	mysteriously
jump	swiftly	sluggishly	energetically	bravely
read	quickly	slowly	quietly	sleepily
dress	neatly	smartly	cheaply	messily

### Reading Strategies

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

### Comprehension

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

### Response and Analysis

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