

# CRACKING COMPREHENSION



**Year 2**

## **Teaching and Assessment Guide**

**Kate Ruttle**

**RISING★STARS**

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**Don't forget to log on to My Rising Stars to access:**

- The Interactive Modelling Software
- All teaching notes
- Teaching text questions
- Progress Task sheets for all Assessment Tasks

# How to use this resource

## Introduce, Listen and Read

- 1 Introduce the unit by sharing the *Key text features* and *Reading the Teaching text* questions in the Teacher's Guide.
- 2 Use the **Read** tab text in the Interactive Modelling Software to introduce the teaching. Press the play button to listen to the audio. The **Listening comprehension questions** will be shown on screen. If you prefer, you can read the text yourself.



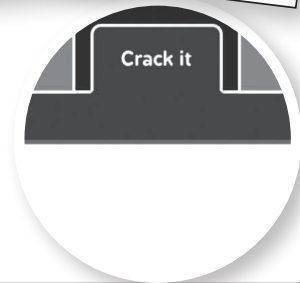
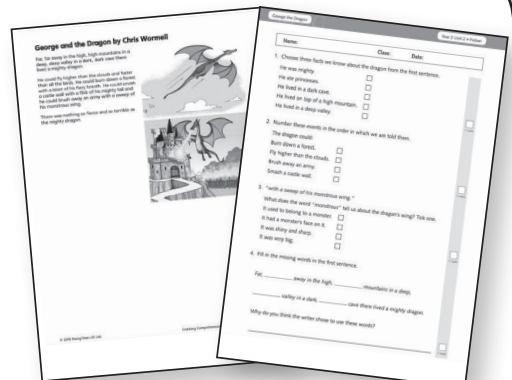
## Model

- 1 In the **Question zap** tab, click on the first question to open it.  
**2 Zap the question:** Teach children how to interpret the question:  
“What is being asked?”  
“Which reading strategies will be needed to find the answer?”  
Use the on-screen tools to highlight key words in the question.  
Answers and strategies are supplied in the Teacher's Guide.
- 3 In the **Text search** tab, use the on-screen tools to highlight any pieces of text that are relevant to the question. Click *Copy to Crack it* to transfer this text to the evidence section of the **Crack it** tab.
- 4 In the **Crack it** tab, use the copied text in the *Evidence* section to write an answer. Compare this with the model answer given in the Teacher's Guide and encourage the class to discuss and consider the relative merits of their own answers and the model answer.



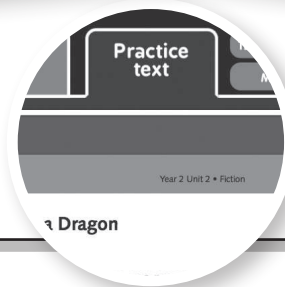
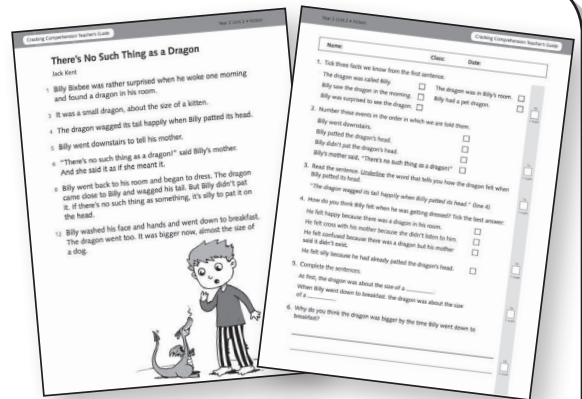
## Apply

- 1 Give the children copies of the Teaching text and questions so that they can apply the strategies they learned in the previous session. (These can be found in the home screen for each unit, by clicking the *Teaching text* button.)
- 2 Ask the children to work independently and give their own answers.
- 3 In the **Question zap** tab, select a question. Move to the **Crack it** tab, and click *Check it* to review the model answer. Repeat for each question. Allow the children to mark their own work as you review each model answer. You can also check answers and strategies in the Teacher's Guide.
- 4 Encourage discussion so that the children can compare their own answers to the model answer. There may be alternative possible ‘correct’ answers for each question.



## Practise

- 1 Revisit the key strategies taught using the Teaching text, and then distribute photocopies of the Practice text, and Practice text questions, for children to practise answering the questions, using and applying the strategies taught. (These can be found in the home screen for each unit, by clicking the *Practice text* button, and in the Teacher's Guide.)
- 2 Display the **Practice text** tab in the Interactive Modelling Software. Use the strategies suggested in the Teacher's Guide to mark and discuss the children's answers. Let children mark their own work, although you will want to monitor their answers as part of your ongoing assessment procedures.



## Extend

Children can extend their learning, either through writing (see *Moving into writing*) or through developing further reading pathways (see *Extending reading*). Brief suggestions for both of these routes are included in each unit of the Teacher's Guide. It is anticipated you will use your professional understanding of effective ways to teach reading and writing if you follow the suggestions.

### Moving into writing

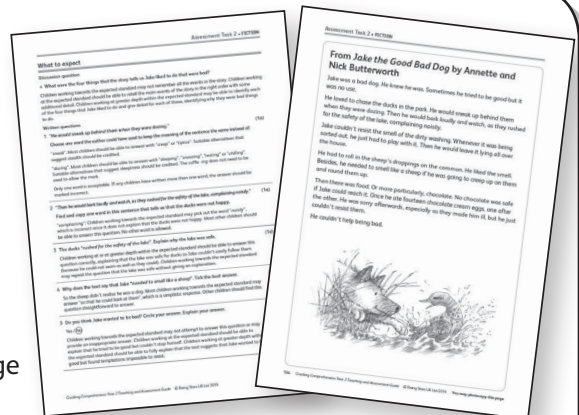
- Reread *There's No Such Thing as a Dragon*.
- Ask the children to think about what might happen next. Will Billy pat the dragon? What might happen if he does? What might happen if they continue to ignore it?
- Allow the children to think, pair, share for their ideas.
- Ask them to draw three pictures to show what will happen next.
- Tell the children to cut the pictures out and then use them to write a beginning, middle and end of the next part of the story.

### Extending reading

*Tarquin the Wonder Horse* – June Crebbin  
*Care of Henry* – Anne Fine  
*I Am Cat* – Jackie Morris  
*Daisy Dawson* – Steve Voake

## Assess

- 1 Introduce the Assessment Tasks through class discussion so that children are clear what they are being asked to do. If appropriate, display the text in the Interactive Modelling Software and read it out. If the text is a playscript or a poem which lends itself well to being read aloud, encourage children to enact some or all of the text over the course of the assessment.
- 2 Provide each child with the question sheet.
- 3 Circulate throughout the task, offering support or challenge as necessary. Allow verbal responses, where required, to enable you to assess understanding independently of reading accuracy.




# Introduction to *Cracking Comprehension*

## ■ What is *Cracking Comprehension*?

*Cracking Comprehension* is a step-by-step resource to improve the comprehension skills of children aged 5–11 years old. It teaches children the skills and strategies they need to successfully explain their understanding of a wide range of texts, and offers ideas to extend their enjoyment of, and engagement with, reading.

The Interactive Modelling Software and this Teacher's Guide will help children to develop the techniques to answer the types of questions asked in the Key Stage 2 National Test for Reading and help you to deliver the 2014 National Curriculum for English, including the harder question paper which requires more in-depth understanding.

The Assessment Tasks provide a range of assessment for learning (AfL) activities for reading comprehension within the new Primary National Curriculum for Key Stage 2 English. These tasks can be used alongside the teaching units or as stand-alone assessment tasks.

*Cracking Comprehension* comprises both this Teacher's Guide, and online access to the Interactive Modelling Software and printable resources on My Rising Stars at [www.risingstars-uk.com](http://www.risingstars-uk.com). The  icon, used throughout this book, highlights where access to online content is required.

The online access at My Rising Stars provides interactive tools and pupil quizzes for modelling and practice. The Interactive Modelling Software helps teachers and children model key reading skills, and can be followed by the pupil quizzes, where children can practise the skills acquired independently, at home or in small working groups. The online pupil quizzes can be used to track and monitor progress, using the reporting and progress area.

## ■ What is in it?

*Cracking Comprehension* offers 15 comprehension units and nine Assessment Tasks for each year organised by text type (fiction, non-fiction, playscripts and poetry), and includes full teacher and assessment guidance.

The units have been chosen to support the expectations of the new National Curriculum for Key Stage 2 English. The texts can also be used as resources to complement your wider teaching.

## ■ *Cracking Comprehension* and the National Curriculum for English

The 2016 test framework recognises eight 'content domains' which can be assessed in reading tests and which primarily interrogate the reading comprehension objectives of the national curriculum.

The table on pages 167–168 gives a summary of content domain coverage for each comprehension unit and assessment task.

## ■ How do I use the teaching units?

The pathway through each *Cracking Comprehension* unit is flexible, according to the specific needs of you and your children. (See *How to Use this Book* on pages 4–5 for a suggested learning pathway.) Whether you choose to teach a comprehension lesson every day for a week, weekly over a half-term or for a focused half day per half-term is your choice. The range of content domains practised during each unit is clearly indicated. This gives you the opportunity to decide which assessable elements you want the children to practise.

## ■ How do I use the Assessment Tasks?

The tasks are not tests and are therefore not carried out under test conditions. Children may work on the tasks individually, in pairs or in groups. The tasks encourage a variety of activities including reading out loud, learning by heart and performance, all of which are emphasised in the new curriculum. The tasks may be used in any order.

There are no hard-and-fast time limits for these tasks, and some children may need more time than others. Tasks involving performance will need a greater time allowance than others. We suggest one-and-a-half to two hours on average.

### Gathering and using evidence for diagnostic assessment

The outcomes for each task supply evidence for the regular review of children's progress in reading. The teacher notes provide a question-by-question breakdown giving examples of likely outcomes for each question at three standards of achievement: children towards the expected standard, at the expected standard and those working at greater depth within the expected standard.

For maximum flexibility, the tasks are designed to be administered in any order, and so a single benchmark standard is required. The benchmark used in all the tasks is the expected standard at the end of the year. As children typically make significant progress over the course of the year, you will need to take this into account when assessing children against expected progress, particularly for any tasks children attempt during the first half of the academic year.

The questions for each task focus on several content domains from the new programme of study.

### Support for assessment for learning

A simple, tick-based pupil self-assessment sheet for each Assessment Task can be found on My Rising Stars. Use this after the task, to give children the opportunity to reflect on what they can do. Begin by discussing the questions with the class, and then give children an opportunity to fill in the sheets individually. Those struggling with reading may need individual help to fill in their sheets.

Use the self-assessment sheets, together with your own assessment of each child's attainment in the task, to set future targets for reading. A child's completed self-assessment sheet could form the focus of a meeting you have with them about their reading targets.

## ■ Using *Cracking Comprehension* with other resources

*Cracking Comprehension* can be used as a stand-alone resource for teaching reading comprehension, or together with other Rising Stars resources to support your classroom teaching and improve outcomes for the children in your class. Detailed mapping documents, which provide further detail on how *Cracking Comprehension* content can be used successfully with some of the resources listed below, can be found on My Rising Stars.

### *Progress in Reading Assessment (PiRA)*

*PiRA* is the best-selling stand-alone reading test which can be used to track children's progress from one term

to the next, throughout Key Stages 1 and 2. *Cracking Comprehension* is an ideal teaching tool to ensure good progress through *PiRA* because the texts are of a similar length and demand, and the range and presentation of questions are based on those used in the National Tests. Strategies that are learned and practised in *Cracking Comprehension* are all appropriate and useful for *PiRA*.

### *On Track Comprehension*

*On Track Comprehension* is a structured intervention programme for children in Key Stage 2 who are falling behind in comprehension. One of the key areas of focus for *On Track Comprehension* is developing vocabulary and skills for working out the meaning of words. This is in response to research which shows that a more limited vocabulary is one of the biggest barriers to accurate comprehension for many children. *On Track Comprehension* also provides opportunities for children to respond to texts orally, before they record written answers.

### *Cracking Writing*

*Cracking Writing* units can be used as extension tasks for *Cracking Comprehension*. Each of the *Cracking Writing* units is closely related to a *Cracking Comprehension* unit and includes comprehension questions before going on to use the text extract as a model for writing. Grammar is extensively taught in context in the units.

### *Read in to Writing*

In addition to one-off comprehension tasks based on short texts and text extracts, many schools are now opting to read full-length books together, in order to give children opportunities to read and respond to entire good-quality texts. Extracts from some of these texts, or related to the texts, are used in *Cracking Comprehension* in order to build children's familiarity with the texts.

# Timid Tim and the Cuggy Thief/Dogger

John Prater/Shirley Hughes

## Key text features

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The texts are both from the beginning of 'real world' stories featuring children who lose a favourite comfort object.

- The Teaching text is from *Timid Tim and the Cuggy Thief* by John Prater.
- The Practice text is from *Dogger* by Shirley Hughes

## Reading the Teaching text: *Timid Tim and the Cuggy Thief*

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- Introduce the text by asking the children what they think a cuggy might be. Have they heard the word before? If not, tell them that the story is about a boy who loses a favourite toy. Let them make suggestions.
- Access the Interactive Modelling Software for this unit. Listen to the text, or read the extract aloud. Ask them if they think their predictions will come true.
- Read the extract again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 10–11).

## Reading the Practice text: *Dogger*

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- Have any of the class read *Dogger* before? If not, tell them that it is another story about a boy who loses a favourite toy. Can they predict what Dogger might be?
- Once they have read the text, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

## Moving into writing

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- Reread *Timid Tim and the Cuggy Thief*. Ask the children to help you make a list of things they know about Tim, and then to make a list of things they know about the Cuggy Thief.
- Ask them to think about how the story will continue. Will the Cuggy Thief bring back Tim's cuggy or will Tim have to go and look for it?
- Let the children work in small groups to talk/act out/draw what Tim might have to do to get his cuggy back.
- Let groups share their ideas.
- Together, make a list of nouns and adjectives that might be useful to describe the Cuggy Thief and where he lives.
- Ask children to tell their Timid Tim story to a response partner before writing it.



# Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

**Q1:** What is a cuggy?

**A1:** A (special soft and sleepy) blanket

**Strategy:** Listen for the word 'cuggy'. Listen to the sentence that the word is in.

.....

**Q2:** What is a Cuggy Thief?

**A2:** A thief who steals your favourite things.

**Strategy:** Which part of the text do you think you will find that information in? Listen carefully to the song and find out everything you can.

.....

**Q3:** Do you think Tim will get his cuggy back? Why?

**A3:** Yes, because that's what usually happens in stories.

**Strategy:** This is a 'do you think' question so the answer will not be in the text. Listen again, thinking about the text and everything you know about stories.

## Extending reading

*Katie Morag* books – Mairi Hedderwick

*Mog the Forgetful Cat* – Judith Kerr

*Old Bear* – Jane Hissey

Teaching text: Timid Tim and the Cuggy Thief 

Cracking the questions

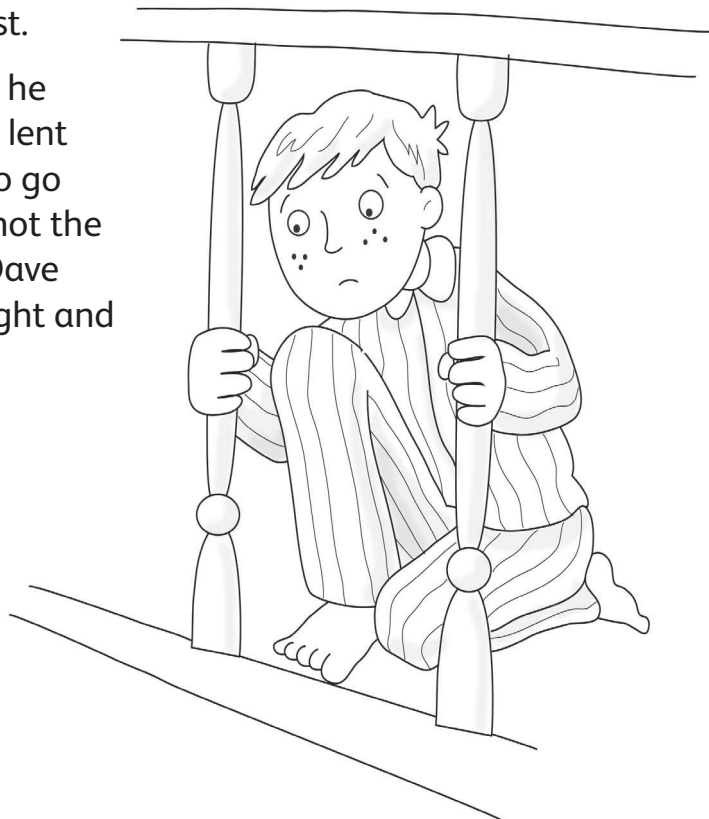
Question	Answer	CD/Mark	Useful strategies
<p>1. Which word tells us about Tim? Choose <b>one</b>.</p> <p><input type="checkbox"/> brave</p> <p><input type="checkbox"/> messy</p> <p><input type="checkbox"/> shy</p> <p><input type="checkbox"/> unhappy</p>	<p>shy ✓</p>	<p>1b 1 mark</p>	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>carefully read the question, marking key words.</li> <li>consider where in the text to look for the answer.</li> <li>carefully read the paragraph then look back at the word choices in the question to find the answer.</li> </ul>
<p>2. What did Tim like?</p>	<p>Accept any of the following.</p> <ul style="list-style-type: none"> <li>to be still and quiet</li> <li>his (special soft and sleepy) blanket</li> <li>his cuggy</li> </ul>	<p>1b 1 mark</p>	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>carefully read the question, marking key words.</li> <li>consider where in the text to look for the answer.</li> <li>carefully read the paragraph to find your answer.</li> </ul>
<p>3. Why do you think Tim kept his blanket with him all the time?</p>	<p>Accept any answer which recognises that it makes him feel comfortable/safe/sleepy.</p>	<p>1d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>carefully read the question, marking key words. Note that this is a 'why do you think' question so the answer will not be directly in the text.</li> <li>consider where in the text to look for useful information.</li> <li>carefully read that part of the text, thinking about how Tim feels when he has his cuggy.</li> </ul>
<p>4. Why did the other children tease Tim? Choose <b>one</b>.</p> <p><input type="checkbox"/> He always had his cuggy.</p> <p><input type="checkbox"/> They did not like him.</p> <p><input type="checkbox"/> They liked singing.</p> <p><input type="checkbox"/> They wanted him to play with them.</p>	<p>He always had his cuggy. ✓</p>	<p>1d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>carefully read the question, marking key words.</li> <li>consider where in the text to look for useful information.</li> <li>carefully read that part of the text, thinking about why children tease each other.</li> <li>re-read the options in the answer and think about which is most likely.</li> </ul>

<p>5. 'A chilling blast of air blew through the bedroom' What does the word <i>chilling</i> mean in this sentence? Choose <b>one</b>.</p> <p><input type="checkbox"/> dark <input type="checkbox"/> gentle <input type="checkbox"/> playful <input type="checkbox"/> scary</p>	<p>scary ✓</p>	<p>1a 1 mark</p>	<p><i>Question focus: draw on knowledge of vocabulary to understand texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>carefully read the question, marking key words.</li> <li>consider where in the text to look for the words.</li> <li>scan the text to find the words.</li> <li>carefully read that part of the text, thinking about what the words might mean.</li> <li>reread the options in the question and decide which is most likely.</li> </ul>
<p>6. Why did Tim yell at the top of his voice?</p>	<ul style="list-style-type: none"> <li>He wanted the Cuggy Thief to bring his cuggy back</li> <li>He wanted his mum to come and help him</li> <li>He was very upset/angry.</li> </ul>	<p>1d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>carefully read the question, marking key words.</li> <li>consider where in the text to look for useful information.</li> <li>carefully read that part of the text, thinking about how Tim is feeling and what has just happened.</li> </ul>

# Dogger

Shirley Hughes

- 1 At tea-time Dave was rather quiet.
- 2 In the bath he was even quieter.
- 3 At bed-time he said: "I want Dogger."
- 4 But Dogger was nowhere to be found.
- 5 Mum looked under the bed. She looked behind the cupboard. She searched in the kitchen and underneath the stairs.
- 7 Dave watched anxiously through the banisters. Joe watched through the bars of his cot.
- 9 Bella joined in to look for Dogger. She turned out her own toy box in case he was in there, but he wasn't.
- 11 When Dad came home he looked for Dogger too. He searched in the shed and down the garden path with a torch.
- 13 But Dogger was quite lost.
- 14 Dave was very sad when he went to bed. Bella kindly lent him one of her teddies to go to sleep with but it was not the same thing as Dogger. Dave kept waking up in the night and missing him.



Name:	Class:	Date:
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1 What time of day was it at the beginning of the story? Tick **one**.

- lunch-time                       bath-time   
 tea-time                               bed-time

1b  
  
 1 mark

2 What did Dave want?

\_\_\_\_\_

1b  
  
 1 mark

3 Why do you think Mum looked under the bed?

\_\_\_\_\_

1d  
  
 1 mark

4 Why was Dave anxious? Tick **one**.

- because Bella had Dogger                       because Dogger was missing   
 because Joe had Dogger                       because he was tired

1d  
  
 1 mark

5 Bella turned out her own toy box.

What does “*turned out*” mean in this sentence? Tick **one**.

- put all her toys away in it   
 took everything out to check inside it   
 tidied it carefully so she could see all the teddies   
 turned it upside down

1a  
  
 1 mark

6 Why did Bella lend Dave a teddy?

\_\_\_\_\_

1d  
  
 1 mark

Cracking the questions

Practice text: Dogger

Question	Answer	CD/Mark	Useful strategies
<p>1. What time of day was it at the beginning of the story? Tick one.</p> <p><input type="checkbox"/> lunch-time</p> <p><input type="checkbox"/> tea-time</p> <p><input type="checkbox"/> bath-time</p> <p><input type="checkbox"/> bed-time</p>	tea-time ✓	1b 1 mark	<p><b>Question focus:</b> identify key aspects of fiction texts, such as characters, events, titles and information.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>carefully read the question, marking key words.</li> <li>consider where in the text to look for the answer.</li> <li>carefully read the paragraph then look back at the word choices in the question to find the answer.</li> </ul>
<p>2. What did Dave want?</p>	Dogger	1b 1 mark	<p><b>Question focus:</b> identify key aspects of fiction texts, such as characters, events, titles and information.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>carefully read the question, marking key words.</li> <li>consider where in the text to look for the answer.</li> <li>carefully read the paragraph to find your answer.</li> </ul>
<p>3. Why do you think Mum looked under the bed?</p>	Accept an answer that recognises she was looking for Dogger and did not know where he might be/he was often found under the bed.	1d 1 mark	<p><b>Question focus:</b> make inferences from the text.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>carefully read the question, marking key words. Note that this is a 'why do you think' question so the answer will not be directly in the text.</li> <li>consider where in the text to look for useful information.</li> <li>carefully read that part of the text, thinking about what Mum is looking for and why.</li> </ul>
<p>4. Why was Dave anxious? Tick one.</p> <p><input type="checkbox"/> because Bella had Dogger</p> <p><input type="checkbox"/> because Joe had Dogger</p> <p><input type="checkbox"/> because Dogger was missing</p> <p><input type="checkbox"/> because he was tired</p>	because Dogger was missing ✓	1d 1 mark	<p><b>Question focus:</b> make inferences from the text.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>carefully read the question, marking key words.</li> <li>consider where in the text to look for useful information.</li> <li>carefully read that part of the text, thinking about what might make Dave anxious.</li> <li>re-read the options in the answer and think about which is most likely.</li> </ul>

<p>5. Bella turned out her own toy box. What does “turned out” mean in this sentence? Tick <b>one</b>.</p> <p><input type="checkbox"/> put all her toys away in it</p> <p><input type="checkbox"/> took everything out to check inside it</p> <p><input type="checkbox"/> tidied it carefully so she could see all the teddies</p> <p><input type="checkbox"/> turned it upside down</p>	<p>took everything out to check inside it ✓</p>	<p>1a 1 mark</p>	<p><i>Question focus: draw on knowledge of vocabulary to understand texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>carefully read the question, marking key words.</li> <li>consider where in the text to look for the words.</li> <li>scan the text to find the words.</li> <li>carefully read that part of the text, thinking about what the words might mean.</li> <li>reread the options in the question and decide which is most likely.</li> </ul>
<p>6. Why did Bella lend Dave a teddy?</p>	<p>• to make him feel better • because they could not find Dogger</p>	<p>1d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>carefully read the question, marking key words.</li> <li>consider where in the text to look for useful information.</li> <li>carefully read that part of the text, thinking about how Dave is feeling and how Bella is trying to help.</li> </ul>

# George and the Dragon/There's No Such Thing as a Dragon

## Chris Wormell/Jack Kent

### Key text features

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Both texts are extracts from the beginning of stories about dragons.

- The Teaching text is the opening of *George and the Dragon* by Chris Wormell. The story begins with the author building up a description of a terrible and mighty dragon.
- The Practice text is the beginning of *There's No Such Thing as a Dragon* by Jack Kent. It is a story of what happens when you do not believe in something that really exists.

### Reading the Teaching text: *George and the Dragon*

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- Introduce the text by asking the children what they know about dragons. What do dragons look like? What can they do? How do they behave?
- Access the Interactive Modelling Software for this unit. Listen to the text or read the extract aloud. Did the children learn anything else about dragons in this description?
- Read the extract again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 18–19).

### Reading the Practice text: *There's No Such Thing as a Dragon*

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- Explain that this is the beginning of another story. Ask the children to listen carefully in order to find out how the dragon changes.

### Moving into writing

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- Reread *There's No Such Thing as a Dragon*.
- Ask the children to think about what might happen next. Will Billy pat the dragon? What might happen if he does? What might happen if they all continue to ignore it?
- Allow the children to think, in pairs, and share for their ideas.
- Ask them to draw three pictures to show what will happen next.
- Tell the children to cut the pictures out and then use them to write a beginning, middle and end of the *next* part of the story.



# Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

**Q1:** Where does the dragon live?

**A1:** Far away/in the high mountains/in a cave/in a valley

**Strategy:** Listen for the information and decide which parts are most important.

.....

**Q2:** What could the dragon do to the forest?

**A2:** It could burn it down (with its fiery breath).

**Strategy:** Consider which information is important to answer the question.

.....

**Q3:** This description is at the beginning of the story. What is the most important thing we know about the dragon? Why?

**A3:** Accept any reasoned answer, e.g. it is fierce, terrible and mighty because that is what all of this text is about.

**Strategy:** Ask the children to listen to the whole text again while they think about this question. Remind them that you want them to explain their answer.

## Extending reading

*Tarquin the Wonder Horse* – June Crebbin

*Care of Henry* – Anne Fine

*I Am Cat* – Jackie Morris

*Daisy Dawson* – Steve Voake

Teaching text: George and the Dragon 

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. Choose <b>three</b> facts we know about the dragon from the first sentence.</p> <p><input type="checkbox"/> He was mighty.</p> <p><input type="checkbox"/> He ate princesses.</p> <p><input type="checkbox"/> He lived in a dark cave.</p> <p><input type="checkbox"/> He lived on top of a high mountain.</p> <p><input type="checkbox"/> He lived in a deep valley.</p>	<p>He was mighty. ✓</p> <p>He lived in a dark cave. ✓</p> <p>He lived in a deep valley. ✓</p>	<p>1b</p> <p>1 mark</p>	<p><b>Question focus:</b> identify key aspects of fiction texts, such as characters, events, titles and information.</p> <p>Remind the children that, for most comprehension activities, the questions are in the same order as the information, so questions at the beginning of the page are about the beginning of the text.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• underline the numbers in the question – it is easy to forget them.</li> <li>• read the first sentence carefully – the question tells you where in the text to look for the answer.</li> <li>• read each of the statements in the question and compare them to the information in the text.</li> </ul> <p>Award 1 mark for all three answers correct.</p>
<p>2. Number these events in the order in which we are told them.</p> <p>The dragon could:</p> <p><input type="checkbox"/> burn down a forest.</p> <p><input type="checkbox"/> fly higher than the clouds.</p> <p><input type="checkbox"/> brush away an army.</p> <p><input type="checkbox"/> smash a castle wall.</p>	<p>burn down a forest. 2</p> <p>fly higher than the clouds. 1</p> <p>brush away an army. 4</p> <p>smash a castle wall. 3</p>	<p>1c</p> <p>1 mark</p>	<p><b>Question focus:</b> identify and explain the sequence of events in texts.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• consider if any of the words in the question are in the text (yes – they all are). Scan the text for those words.</li> <li>• number the words as you find them in the text.</li> <li>• write numbers in the boxes to show the order of the information.</li> </ul>
<p>3. “with a sweep of his monstrous wing” (lines 7–8)</p> <p>What does the word “monstrous” tell us about the dragon’s wing?</p> <p>Choose <b>one</b>.</p> <p><input type="checkbox"/> It used to belong to a monster.</p> <p><input type="checkbox"/> It had a monster’s face on it.</p> <p><input type="checkbox"/> It was shiny and sharp.</p> <p><input type="checkbox"/> It was very big.</p>	<p>It was very big. ✓</p>	<p>1a</p> <p>1 mark</p>	<p><b>Question focus:</b> draw on knowledge of vocabulary to understand texts.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully, thinking about the meaning of the words.</li> <li>• scan the text for the word “monstrous” and read the lines around the word.</li> <li>• consider the information given and tick the best answer.</li> </ul>

<p>4. Fill in the missing words in the first sentence.  <i>Far, _____ away in the high, _____ mountains in a deep, _____ valley in a dark, _____ cave there lived a mighty dragon.</i>                  Why do you think the writer chose to use these words?</p>	<p>1a 1 mark</p>	<p><i>Far, far</i> away in the high, <b>high</b> mountains in a deep, <b>deep</b> valley in a dark, <b>dark</b> cave there lived a mighty dragon.                  Accept an answer that recognises the power of repetition, e.g.                  • He wanted to show how mighty the dragon was because everything about him is big.                  • He wanted to make the reader imagine the dragon's home.</p>	<p><i>Question focus: draw on knowledge of vocabulary to understand texts.</i>                  Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• fill in the missing words first.</li> <li>• think about why the writer used those words.</li> <li>• read the whole sentence aloud to yourself. What is the impact of the words?</li> <li>• remember that this is a 'why do you think' question. That means you will have to think of the answer for yourself.</li> </ul>
<p>5. Fill in the missing words.                  The dragon could fly higher than a _____ and faster than _____.</p>	<p>1b 1 mark</p>	<p>house                  all the birds (Accept "bird"/"a bird"/"the birds".)</p>	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i>                  Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully, thinking about what the question is asking.</li> <li>• scan the text for the word "higher" and read the lines around the word.</li> <li>• copy the word that fits into the space.</li> <li>• do the same with the word "faster".</li> </ul> <p>Award 1 mark for both answers correct.</p>
<p>6. Why do you think the dragon went to the castle? Choose <b>one</b>.  <input type="checkbox"/> He liked smashing castles.  <input type="checkbox"/> He was angry.  <input type="checkbox"/> He did not like armies.  <input type="checkbox"/> He wanted to get a princess from the castle.  <input type="checkbox"/> He was a terrible dragon.                  Explain why you think that.</p>	<p>1d 1 mark</p>	<p>Accept any answer as long as the selection and the explanation match. E.g.                  He was a terrible dragon. ✓                  He wanted to show people how terrible he was so he smashed up the castle.                  He was angry. ✓                  Dragons need to be angry to have flames and he had to set something on fire to get rid of his flames.</p>	<p><i>Question focus: make inferences from the text.</i>                  Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• reread the whole text, thinking about the options in the question.</li> <li>• tick the answer you think is best.</li> <li>• write a reason using ideas from the text.</li> </ul>

## There's No Such Thing as a Dragon

Jack Kent

- 1 Billy Bixbee was rather surprised when he woke one morning and found a dragon in his room.
- 3 It was a small dragon, about the size of a kitten.
- 4 The dragon wagged its tail happily when Billy patted its head.
- 5 Billy went downstairs to tell his mother.
- 6 "There's no such thing as a dragon!" said Billy's mother. And she said it as if she meant it.
- 8 Billy went back to his room and began to dress. The dragon came close to Billy and wagged his tail. But Billy didn't pat it. If there's no such thing as something, it's silly to pat it on the head.
- 11 Billy washed his face and hands and went down to breakfast. The dragon went too. It was bigger now, almost the size of a dog.



Name:	Class:	Date:
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1 Tick **three** facts we know from the first sentence.

- The dragon was called Billy.  The dragon was in Billy's room.
- Billy saw the dragon in the morning.  Billy had a pet dragon.
- Billy was surprised to see the dragon.

1b  
  
1 mark

2 Number these events in the order in which we are told them.

- Billy went downstairs.
- Billy patted the dragon's head.
- Billy did not pat the dragon's head.
- Billy's mother said, "There's no such thing as a dragon!"

1c  
  
1 mark

3 Read the sentence. Underline the word that tells you how the dragon felt when Billy patted its head.

*"The dragon wagged its tail happily when Billy patted its head."* (line 4)

1a  
  
1 mark

4 How do you think Billy felt when he was getting dressed? Tick the **one** answer.

- He felt happy because there was a dragon in his room.
- He felt cross with his mother because she did not listen to him.
- He felt confused because there was a dragon but his mother said it did not exist.
- He felt silly because he had already patted the dragon's head.

1d  
  
1 mark

5 Complete the sentences.

At first, the dragon was about the size of a \_\_\_\_\_.

When Billy went down to breakfast, the dragon was about the size of a

\_\_\_\_\_.

1b  
  
1 mark

6 Why do you think the dragon was bigger by the time Billy went down to breakfast?

\_\_\_\_\_

\_\_\_\_\_

1d  
  
1 mark

Practice text: There’s No Such Thing as a Dragon

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. Tick <b>three</b> facts we know from the first sentence.</p> <p><input type="checkbox"/> The dragon was called Billy.</p> <p><input type="checkbox"/> The dragon was in Billy’s room.</p> <p><input type="checkbox"/> Billy had a pet dragon.</p> <p><input type="checkbox"/> Billy saw the dragon in the morning.</p> <p><input type="checkbox"/> Billy was surprised to see the dragon.</p>	<p>The dragon was in Billy’s room. ✓</p> <p>Billy saw the dragon in the morning. ✓</p> <p>Billy was surprised to see the dragon. ✓</p>	<p>1b</p> <p>1 mark</p>	<p><b>Question focus:</b> identify key aspects of fiction texts, such as characters, events, titles and information.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• underline the numbers in the question – it is easy to forget them.</li> <li>• remember that the question tells you where in the text to look for the answer.</li> <li>• read the first sentence carefully.</li> <li>• read each of the statements in the question and compare them to the information in the text. It is important only to use information that is in the text for questions like this.</li> </ul> <p>Award 1 mark for all three answers correct.</p>
<p>2. Number these events in the order in which we are told them.</p> <p><input type="checkbox"/> Billy went downstairs.</p> <p><input type="checkbox"/> Billy patted the dragon’s head.</p> <p><input type="checkbox"/> Billy did not pat the dragon’s head.</p> <p><input type="checkbox"/> Billy’s mother said, “There’s no such thing as a dragon!”</p>	<p>Billy went downstairs 2</p> <p>Billy patted the dragon’s head 1</p> <p>Billy did not pat the dragon’s head 4</p> <p>Billy’s mother said, “There’s no such thing as a dragon!” 3</p>	<p>1c</p> <p>1 mark</p>	<p><b>Question focus:</b> identify and explain the sequence of events in texts.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• write numbers in the boxes to show the order of the information.</li> <li>• consider if any of the words in the question are in the text (yes – they all are). Scan the text for those words.</li> <li>• number the words as you find them in the text.</li> </ul>
<p>3. Read the sentence. <u>Underline</u> the word that tells you how the dragon felt when Billy patted its head.</p> <p>“The dragon wagged its tail happily when Billy patted its head.” (line 4)</p>	<p>“happily”</p>	<p>1a</p> <p>1 mark</p>	<p><b>Question focus:</b> draw on knowledge of vocabulary to understand texts.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• not read the text again because all the information you need is in the question.</li> <li>• reread the sentence carefully, thinking about how the dragon was feeling.</li> <li>• underline the word that gives you the information.</li> </ul>
<p>4. How do you think Billy felt when he was getting dressed? Tick <b>one</b> answer.</p> <p><input type="checkbox"/> He felt happy because there was a dragon in his room.</p> <p><input type="checkbox"/> He felt cross with his mother because she did not listen to him.</p> <p><input type="checkbox"/> He felt confused because there was a dragon but his mother said it did not exist.</p> <p><input type="checkbox"/> He felt silly because he had already patted the dragon’s head.</p>	<p>He felt confused because there was a dragon but his mother said it did not exist. ✓</p>	<p>1d</p> <p>1 mark</p>	<p><b>Question focus:</b> make inferences from the text.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• point out that this is a ‘how do you think’ question. That means that the answer will not be in the text. You will have to read the text and see what you think.</li> <li>• think about where you will find this information.</li> <li>• read that part of the text carefully, looking for the information.</li> <li>• read all of the multiple-choice options carefully and decide which one is best.</li> </ul>

<p>5. Complete the sentences. At first, the dragon was about the size of a _____. When Billy went down to breakfast. The dragon was about the size of a _____.</p>	<p>kitten dog</p>	<p>1b 1 mark</p>	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully, thinking about what the question is asking.</li> <li>• scan the text for the words “about the size of a” and read the lines around the word.</li> <li>• copy the word that fits into the space.</li> <li>• do the same the next time you see “about the size of a”.</li> </ul> <p>Award 1 mark for both answers correct.</p>
<p>6. Why do you think the dragon was bigger by the time Billy went down to breakfast?</p>	<p>Accept reasonable answers such as:</p> <ul style="list-style-type: none"> <li>• He did not like being ignored.</li> <li>• He wanted Billy to pat him on the head again.</li> <li>• He wanted to show Billy’s mother that he did exist.</li> </ul>	<p>1d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully. Note that this is a ‘why do you think’ question. That means that the answer will not be in the text. You will need to read the text and see what you think.</li> <li>• decide where to start reading to look for the answer.</li> <li>• think about what you need to know that will help you to answer the question.</li> <li>• find that information in the text.</li> </ul>

# Something Else/Dilly's Sports Day

Kathryn Cave/Tony Bradman

## Key text features

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Both texts are extracts from the beginning of fantasy stories, and feature creatures as main characters.

Both stories begin by telling the reader about a problem the main character has.

- The Teaching text is the opening of *Something Else* by Kathryn Cave. Something Else is a small, lonely creature who is rejected because he is different from the others.
- The Practice text is the beginning of *Dilly's Sports Day* taken from *Dilly Goes on Holiday* by Tony Bradman. Dilly the Dinosaur does not feel well, but it has nothing to do with the fact that it is sports day!

## Reading the Teaching text: *Something Else*

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- Introduce the title: *Something Else*. What do the children understand by the term?
- Access the Interactive Modelling Software for this unit. Read the beginning of the text to the children or listen to the audio track. Is “Something Else” a kind name to call the creature? Can they think of a better one?
- Read the rest of the text to the children or listen to the audio track.
- Read the extract again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 26–27).

## Reading the Practice text: *Dilly's Sports Day*

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- Have the children read or seen any other *Dilly the Dinosaur* stories? Did they enjoy them? Talk about the character of Dilly the Dinosaur.
- Read the story to the children.
- Once you have read the story, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

## Moving into writing

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- Reread *Dilly's Sports Day*.
- Talk about the children's expectations of the story, based on this extract.
  - Why does Dilly not like sports day?
  - What might happen?
- Ask the children to role-play the story in groups, and then tell their version to a friend before writing their own version of the story.



# Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

**Q1:** What is the main character's name?

**A1:** Something Else

**Strategy:** The children may know the answer because Something Else is also the title of the book/he is the only named character/the story is about him.

.....

**Q2:** Why did Something Else try to be like the others?

**A2:** He wanted to be liked/to have friends/not to be alone.

**Strategy:** Listen to the middle section of the text. Think about the things Something Else did and his possible motives for doing them.

.....

**Q3:** Why were the others unkind to Something Else?

**A3:** He was not like them.

**Strategy:** Ask the children to listen to the whole text again while they think about this question.

## Extending reading

*Q Pootle 5 in Space!* – Nick Butterworth

*Troll and the Oliver* – Adam Stower

*The Bog Baby* – Jeanne Willis

Cracking the questions



Teaching text: Something Else

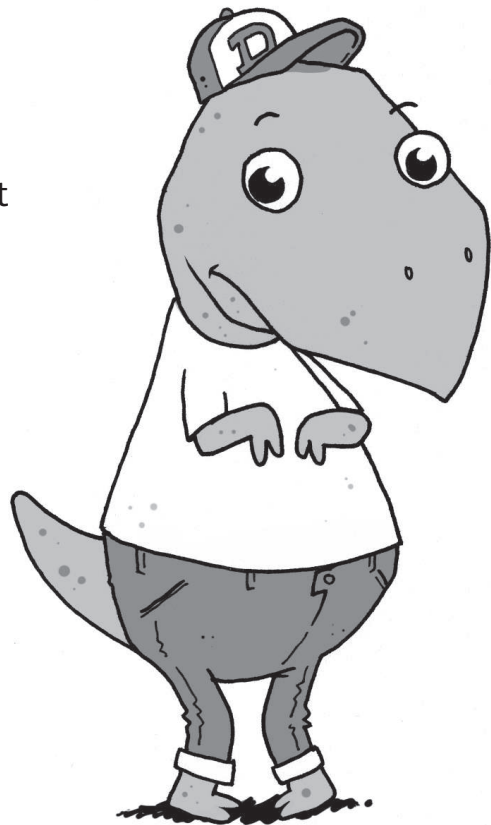
Question	Answer	CD/Mark	Useful strategies
<p>1. Choose <b>three</b> facts we know about Something Else from the first sentence.</p> <p><input type="checkbox"/> He looked odd.</p> <p><input type="checkbox"/> He lived on a windy hill.</p> <p><input type="checkbox"/> He had no friends.</p> <p><input type="checkbox"/> He was an alien.</p> <p><input type="checkbox"/> He lived alone.</p>	<p>He lived on a windy hill. ✓</p> <p>He had no friends. ✓</p> <p>He lived alone. ✓</p>	<p>1b 1 mark</p>	<p><b>Question focus:</b> identify key aspects of fiction texts, such as characters, events, titles and information.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• read the first sentence carefully.</li> <li>• read each of the statements in the question and compare them to the information in the text.</li> </ul> <p>Establish what they know from reading the text, otherwise they might make assumptions or use pictures unless explicitly taught not to.</p> <p>Award 1 mark for three answers correct.</p>
<p>2. "He knew that was what he was because everyone said so." (lines 4–6)</p> <p>Who do you think "everyone" was?</p>	<p>the other children/creatures</p>	<p>1d 1 mark</p>	<p><b>Question focus:</b> make inferences from the text.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• notice that the words before the question are words from the text.</li> <li>• read the question slowly and carefully.</li> <li>• remember that this is a 'who do you think' question, so the answer will not be directly in the text.</li> <li>• scan the whole text for the sentence "He knew that was what he was because everyone said so." (line 3–4)</li> <li>• read carefully once you have found the sentence, until you have found the information you need to answer the question.</li> <li>• think about your answer to the question.</li> </ul>
<p>3. Write <b>two</b> things from the text that Something Else did to try to be like the others.</p>	<p>Accept two of:</p> <ul style="list-style-type: none"> <li>• sit with them</li> <li>• walk with them</li> <li>• join in their games</li> <li>• smile</li> <li>• say "Hi!"</li> <li>• paint pictures</li> <li>• play games</li> </ul>	<p>1b 1 mark</p>	<p><b>Question focus:</b> identify key aspects of fiction texts, such as characters, events, titles and information.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully. Where do you think you will find this information?</li> <li>• read that part of the text carefully, looking for two ideas.</li> <li>• copy the words from the text carefully.</li> </ul>
<p>4. How do you think Something Else felt when they said, "You don't belong" (line 9)? Choose the best answer.</p> <p><input type="checkbox"/> sad</p> <p><input type="checkbox"/> excited</p> <p><input type="checkbox"/> angry</p> <p><input type="checkbox"/> bored</p>	<p>Accept either of:</p> <p>sad ✓</p> <p>angry ✓</p>	<p>1d 1 mark</p>	<p><b>Question focus:</b> make inferences from the text.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• remember that this is a 'how do you think' question. That means that the answer will not be in the text. You will have to read the text and see what you think.</li> <li>• think about where you will find this information.</li> <li>• read that part of the text carefully, looking for the information.</li> <li>• read all of the multiple-choice options carefully and decide which is best.</li> </ul>

5. Why did he bring his lunch in a paper bag?	to be like the others	1d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text you will find this information.</li> <li>• scan the text for the words “paper bag”.</li> <li>• read the text carefully to find the information.</li> <li>• copy the words.</li> </ul>
6. Where do you think Something Else went at the end of this text?	Accept a reasonable answer that reflects the story, e.g. He went home.	1e 1 mark	<p><i>Question focus: predict what might happen on the basis of what has been read so far.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• decide where to start reading to look for the answer.</li> <li>• think about what you need to know that will help you to answer the question.</li> <li>• find that information in the text.</li> </ul>

## Dilly's Sports Day

Tony Bradman

- 1 "Mother," said my little brother Dilly at breakfast this morning. "I don't feel well."
- 3 Mother felt his forehead. He didn't have a temperature so she asked him if he had a pain.
- 5 Dilly nodded.
- 6 "Where does it hurt?" said Mother.
- 7 "Here," said Dilly. He pointed to his stomach. "And here, and here, and here, and here ... " he said, pointing to his head, his tail and lots of places in between.
- 10 Mother looked up and winked at Father over Dilly's head.
- 12 "I see," she said with a smile. "This doesn't have anything to do with it being your school sports day today, does it?"
- 15 "No, Mother," said Dilly. "Of *course* not."



Name:	Class:	Date:
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1 Who did not feel well at the beginning of this text? Tick **one**.

the person who is telling the story

Dilly

Mother

1b

1 mark

2 Who is telling the story? Tick **one**.

Mother

Dilly's friend

Father

Dilly's sister

Dilly

1d

1 mark

3 Write **two** places that Dilly pointed to from the text.

---



---

1b

1 mark

4 Why do you think Mother winked at Father? Tick **one**.

She was worried that Dilly was ill.

She was angry with Dilly.

She had something in her eye.

She wanted Father to know that she understood Dilly's problem.

1d

1 mark

5 What did Mother think was the reason for Dilly not to be feeling well?

---



---

1b

1 mark

6 What do you think Mother decided to do?

---



---

1e

1 mark

Practice text: Dilly's Sports Day

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. Who did not feel well at the beginning of this text? Tick <b>one</b>.</p> <p><input type="checkbox"/> the person who is telling the story</p> <p><input type="checkbox"/> Mother</p> <p><input type="checkbox"/> Dilly</p>	Dilly ✓	1b 1 mark	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully, remembering that the question tells you where in the text to look for the answer.</li> <li>• read the beginning of the text carefully.</li> <li>• read each of the options in the question and compare them to the information in the text.</li> </ul>
<p>2. Who is telling the story? Tick <b>one</b>.</p> <p><input type="checkbox"/> Mother</p> <p><input type="checkbox"/> Father</p> <p><input type="checkbox"/> Dilly</p> <p><input type="checkbox"/> Dilly's friend</p> <p><input type="checkbox"/> Dilly's sister</p>	Dilly's sister ✓	1d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about their answer to the question. The answer is not directly in the text so look for the clue: "my little brother" (line 1).</li> <li>• tick the best answer.</li> </ul>
<p>3. Write <b>two</b> places that Dilly pointed to from the text.</p>	<p>Accept two of:</p> <ul style="list-style-type: none"> <li>• his stomach</li> <li>• his head</li> <li>• his tail</li> <li>• lots of places in between</li> </ul>	1b 1 mark	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where you will find this information.</li> <li>• read that part of the text carefully, looking for two ideas.</li> <li>• copy the words from the text carefully.</li> </ul> <p>Award 1 mark for two answers correct.</p>
<p>4. Why do you think Mother winked at Father? Tick <b>one</b>.</p> <p><input type="checkbox"/> She was worried that Dilly was ill.</p> <p><input type="checkbox"/> She was angry with Dilly.</p> <p><input type="checkbox"/> She had something in her eye.</p> <p><input type="checkbox"/> She wanted Father to know that she understood Dilly's problem.</p>	She wanted Father to know that she understood Dilly's problem. ✓	1d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• note that this is a 'why do you think' question. That means that the answer will not be in the text. You will have to read the text and see what you think.</li> <li>• think about where you will find this information.</li> <li>• read that part of the text carefully, looking for the information.</li> <li>• read all of the multiple-choice options carefully and decide which one is best.</li> </ul>

<p>5. What did Mother think was the reason for Dilly not to be feeling well?</p>	<p>It was sports day.</p>	<p>1b 1 mark</p>	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text you will find this information.</li> <li>• read the text carefully to find out what Mother thought.</li> <li>• copy the words.</li> </ul>
<p>6. What do you think Mother decided to do?</p>	<p>Accept a reasonable answer that reflects the story, e.g. Send Dilly to school.</p>	<p>1e 1 mark</p>	<p><i>Question focus: predict what might happen on the basis of what has been read so far.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• decide where to start reading to look for the answer.</li> <li>• think about what you need to know that will help you to answer the question.</li> <li>• find that information in the text.</li> </ul>

# Sophie's Snail/Willie Whiskers

Dick King-Smith/Margaret Gordon

## Key text features

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The texts are both from the beginning of books and show different ways of telling stories about animals.

- The Teaching text is from *Sophie's Snail* by Dick King-Smith.
- The Practice text is from *Willie Whiskers* by Margaret Gordon.

## Reading the Teaching text: *Sophie's Snail*

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- Introduce the text by asking what the children know about the author Dick King-Smith: has anyone read/seen any films of his books? What do the children know about the type of stories he writes?
- Explain that this text is from the beginning of the story. What can the children predict about it?
- Access the Interactive Modelling Software for this unit. Read the extract to the children and ask them if they think their predictions will come true.
- Read the extract again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 34–35).

## Reading the Practice text: *Willie Whiskers*

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- Introduce the title of the book and explain that Willie is a mouse and he is the main character in the story. Can the children predict any of his adventures?
- Once they have read the story, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

## Moving into writing

---

- Reread the beginning of *Willie Whiskers*.
- Ask the children to draw their own idea of what he looks like. Remind the children that all we know for sure is that he is like "a hairy golf ball" (paragraph 3).
- Around their picture, ask them to think about and draw different adventures he could have.
- Give the children time to discuss their ideas for adventures with a response partner. Together with their response partner, they should orally work up one of their ideas to write a story.



# Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

**Q1:** “A chicken standing on one leg!” they said (paragraph 4). Who are “they”?

**A1:** Mark and Matthew (the twins)

**Strategy:** Consider where in the text the information might be found. Listen carefully to that part. Make a note of words used in the text.

.....

**Q2:** How old are the children?

**A2:** Sophie is four; the twins are six.

**Strategy:** Consider where in the text the information might be found. Listen carefully to that part. Make a note of words used in the text.

.....

**Q3:** What is a snail’s foot?

**A3:** A big muscle that it travels on

**Strategy:** Consider where in the text the information might be found. Listen carefully to that part. Make a note of words used in the text.

## Extending reading

*Aristotle* – Dick King-Smith

*Jamil’s Clever Cat* – Fiona French

*I Am Cat* – Jackie Morris

Cracking the questions



Teaching text: Sophie’s Snail

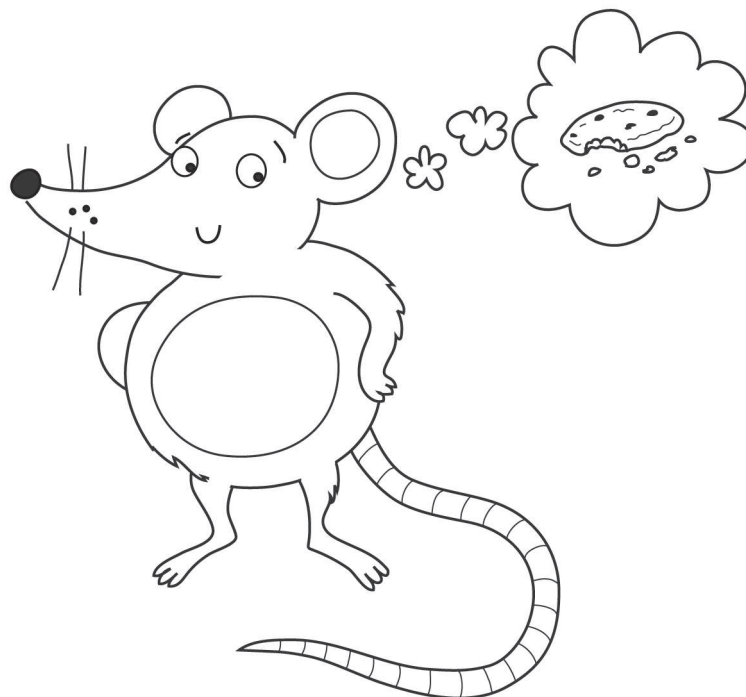
Question	Answer	CD/Mark	Useful strategies
<p>1. “I can!” said Matthew and Mark with one voice” (paragraph 2). What do you think the words “with one voice” mean? Choose <b>one</b>.</p> <p><input type="checkbox"/> They both thought it, but only one said it.</p> <p><input type="checkbox"/> Their voices sounded a bit the same.</p> <p><input type="checkbox"/> Matthew spoke and Mark agreed with him.</p> <p><input type="checkbox"/> They said the same thing at the same time.</p>	<p>They said the same thing at the same time. ✓</p>	<p>1a 1 mark</p>	<p><b>Question focus:</b> draw on knowledge of vocabulary to understand texts.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• read all of the possible answers slowly and carefully, and try to remember all the options.</li> <li>• scan the text for the words “with one voice” and read the text around it.</li> <li>• reread the options and decide which is best.</li> </ul>
<p>2. Give <b>two</b> ways in which Matthew and Mark are alike.</p>	<p>Accept two of:</p> <ul style="list-style-type: none"> <li>• They are twins.</li> <li>• They look alike.</li> <li>• They say the same things at the same time.</li> <li>• They are the same age.</li> <li>• They are brothers.</li> <li>• They both have a sister.</li> <li>• They speak at the same time.</li> </ul>	<p>1b 2 marks</p>	<p><b>Question focus:</b> identify key aspects of fiction texts, such as characters, events, titles and information</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where you will find this information in the text.</li> <li>• think about the meaning of the words in the question and match it to your understanding of the words in the text (none of the words in the question are in the text).</li> <li>• to write words from the text if you think you can, even in questions like this.</li> </ul> <p>Award 1 mark for each reason given, to a total of 2 marks.</p>
<p>3. “As well as looking exactly alike, the twins nearly always said exactly the same thing at exactly the same time.” (paragraph 2)</p> <p>Why do you think the author uses “exactly” so much to describe the twins?</p>	<p>He wants to emphasise just how alike they are.</p>	<p>1a 1 mark</p>	<p><b>Question focus:</b> draw on knowledge of vocabulary to understand texts.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• notice that this is a ‘why do you think’ question. That means that the answer will not be in the text. You will need to read the text and see what you think.</li> <li>• decide where to start reading to look for the answer.</li> <li>• think about what you need to know that will help you to answer the question.</li> <li>• find that information in the text.</li> <li>• write what you think is the reason.</li> </ul>

<p>4. “‘That’s silly,’ said Sophie seriously.” (paragraph 5) What does this tell you about Sophie?</p>	<ul style="list-style-type: none"> <li>• She is serious.</li> <li>• She does not always say what her brothers say.</li> <li>• She is not afraid to say that her brothers say silly things.</li> <li>• She thinks her brothers are silly.</li> </ul>	<p>1d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• decide where to start reading to look for the answer.</li> <li>• think about what you need to know that will help you to answer the question.</li> <li>• find that information in the text and in the question itself.</li> <li>• write your answer.</li> </ul>
<p>5. Dad asked the children to tell him which animal has only one foot. What is the answer to his question?</p>	<p>a snail</p>	<p>1b 1 mark</p>	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• decide where to start reading to look for the answer.</li> <li>• think about what you need to know that will help you to answer the question.</li> <li>• find that information in the text.</li> <li>• write their answer.</li> </ul>
<p>6. What do you think Sophie will do next time she sees a snail?</p>	<p>Accept an answer that builds on what we already know about the character of Sophie. E.g.</p> <ul style="list-style-type: none"> <li>• Pick it up and look at the foot.</li> </ul>	<p>1e 1 mark</p>	<p><i>Question focus: predict what might happen on the basis of what has been read so far.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully. This question asks you to use what you know about Sophie and think about what might happen next.</li> <li>• decide where to start reading to look for the answer.</li> <li>• think about what you need to know that will help you to answer the question.</li> <li>• search for clues in the text.</li> <li>• write your answer.</li> </ul>

# Willie Whiskers

Margaret Gordon

- 1 Willie Whiskers lived at 3, Orangeblossom Avenue. His front door was a little hole in the skirting board of the kitchen. His back door led to the larder. This was the most important part of the house for Willie Whiskers and his family. It was full of good things to eat.
- 5 Willie Whiskers lived with his mum and dad, Mr and Mrs Whiskers, and all his brothers and sisters. Willie Whiskers wasn't sure how many. Some days he thought there were nine and some days he thought there were ten.
- 8 Willie Whiskers couldn't count very well. He was also bad at adding up. He was best at eating up. He was fat. He was very fat. He looked like a hairy golf ball.
- 11 "A young mouse should not be so round," said Mr Whiskers.
- 12 "What?" said Willie Whiskers. He was dreaming of biscuit crumbs.
- 13 "You're too fat," said Mrs Whiskers. "If you're not careful, you'll get stuck one day."



Name:	Class:	Date:
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1 When Willie went out of his front door, where would he be?

\_\_\_\_\_

1b

1 mark

2 “His back door led to the larder.”

What does the word “larder” mean? Tick **one**.

a special place in the mousehole

the kitchen

the playground

the room where food is stored

1a

1 mark

3 Why do you think Willie Whiskers is not sure about how many brothers and sisters he has?

\_\_\_\_\_

1d

1 mark

4 “He was also bad at adding up. He was best at eating up.” (paragraph 3)

What does this tell you about Willie Whiskers?

\_\_\_\_\_

\_\_\_\_\_

1d

1 mark

5 “He was fat. He was very fat. He looked like a hairy golf ball.” (paragraph 3)

Why do you think the author tells us the same thing in three different ways?

\_\_\_\_\_

\_\_\_\_\_

1d

1 mark

6 What might happen to Willie later in the story?

\_\_\_\_\_

1e

1 mark

Practice text: Willie Whiskers

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. When Willie went out of his front door, where would he be?	in the kitchen	1b 1 mark	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text you will find this information.</li> <li>• scan the text, looking for the words “front door”.</li> <li>• find the answer.</li> </ul>
2. “His back door led to the larder.” What does the word “larder” mean? Tick one. <input type="checkbox"/> a special place in the mousehole <input type="checkbox"/> the kitchen <input type="checkbox"/> the playground <input type="checkbox"/> the room where food is stored	the room where food is stored ✓	1a 1 mark	<p><i>Question focus: draw on knowledge of vocabulary to understand texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• read all of the possible answers slowly and carefully and try to remember all the options.</li> <li>• scan the text for the word “larder” and read the text around it.</li> <li>• reread the options and decide which is best.</li> </ul>
3. Why do you think Willie Whiskers is not sure about how many brothers and sisters he has?	<ul style="list-style-type: none"> <li>• He cannot count very well.</li> <li>• He only thinks of food.</li> <li>• There are so many it is hard to keep count of them.</li> </ul>	1d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• notice that this is a ‘why do you think’ question so the answer will not be in the text but there will be clues to help you to think about it.</li> <li>• decide where to start reading to look for the answer.</li> <li>• think about what you need to know that will help you to answer the question.</li> <li>• search for clues in the text.</li> <li>• write your answer.</li> </ul>

<p>4. "He was also bad at adding up. He was best at eating up." (paragraph 3) What does this tell you about Willie Whiskers?</p>	<p>He is greedy. Also accept:</p> <ul style="list-style-type: none"> <li>• He is not very good at addition.</li> <li>• He is not very clever.</li> </ul>	<p>1d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• decide where to start reading to look for the answer.</li> <li>• think about what you need to know that will help you to answer the question.</li> <li>• find that information in the text and in the question itself.</li> <li>• write your answer.</li> </ul>
<p>5. "He was fat. He was very fat. He looked like a hairy golf ball." (paragraph 3) Why do you think the author tells us the same thing in three different ways?</p>	<ul style="list-style-type: none"> <li>• She wants to emphasise this fact about Willie.</li> <li>• She wants to make sure that the reader remembers how fat Willie is.</li> </ul>	<p>1d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• decide where to start reading to look for the answer.</li> <li>• think about what you need to know that will help you to answer the question.</li> <li>• find that information in the text and in the question itself.</li> <li>• write your answer.</li> </ul>
<p>6. What might happen to Willie later in the story?</p>	<p>Accept an answer that builds on what we already know about the character. E.g.</p> <ul style="list-style-type: none"> <li>• He might get stuck somewhere.</li> <li>• He might get stuck in the larder.</li> <li>• He might eat all the food in the larder.</li> </ul>	<p>1e 1 mark</p>	<p><i>Question focus: predict what might happen on the basis of what has been read so far.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• decide where to start reading to look for the answer.</li> <li>• think about what you need to know that will help you to answer the question.</li> <li>• search for clues in the text.</li> <li>• write your answer.</li> </ul>

# The Island of Serpents/The Mystery of the Green Lady

## Linda Chapman/Helen Moss

### Key text features

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The texts are both taken from adventure stories.

- The Teaching text is an extract entitled *On the Beach*, from *The Island of Serpents* by Linda Chapman.
- The Practice text is an extract entitled *In the Castle Dungeon*, from *The Mystery of the Green Lady* by Helen Moss.

### Reading the Teaching text: *On the Beach*

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- Introduce the text by asking the children about the kinds of adventures they think people might have on a beach. What sort of characters might they meet? (Include discussion about characters and creatures that may be found in fantasy/adventure stories, such as pirates, mermaids, whales, etc.)
- Access the Interactive Modelling Software for this unit. Read the extract to the children and ask them to think about the adventure. Was it anything like the adventures they have just been discussing?
- Read the extract again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 42–43).

### Reading the Practice text: *In the Castle Dungeon*

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- Talk about the setting of a castle dungeon. What would it be like? What kinds of adventures might people have there? What kinds of characters might they meet? (Include discussion about characters that are often found in fantasy/adventure stories, such as knights, dragons, kings, ghosts, etc.)
- Once they have read the extract, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

### Moving into writing

---

- Reread these extracts. Talk about what might happen next in each of the stories.
- Explain to the children that they are going to write their own adventure story.
- In groups, ask the children to think of a range of settings for an adventure story (e.g. a lighthouse, woods, a park).
- Ask pairs to select a setting and discuss what kind of adventure might take place there.
- Still in their pairs, ask the children to plan their adventure story.
- Encourage each child to tell their story to a response partner and receive feedback before writing.



# Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

**Q1:** What was the sign about?

**A1:** The mermaids' singing

**Strategy:** Think about where in the text you would find the answer to this question.  
Listen to that part of the text again.

.....

**Q2:** Why do the mermaids want people to go to sleep on the beach?

**A2:** So they will drown when the tide comes in

**Strategy:** Think about where in the text you would find the answer to this question.  
Listen to that part of the text again.

.....

**Q3:** Why did Olly not know about the mermaids before they reached the island?

**A3:** She did not read the sign./Alex did not tell her until they were on the island.

**Strategy:** Listen to the whole text again, thinking about what Olly knows.

## Extending reading

*Adventure Stories for 7 Year Olds* – Helen Paiba

*The Marble Crusher* – Michael Morpurgo

*How to Be a Lion* – Ed Vere

The *Amelia Fang* series – Laura Ellen Anderson

*Pete Potts and the Petrifying Plughole* – Kris Saville

Teaching text: On the Beach 

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. What does the word “BEWARE” tell you about the sign? Choose <b>one</b>.</p> <p><input type="checkbox"/> It is explaining something.  <input type="checkbox"/> It is giving information.  <input type="checkbox"/> It is giving a warning.  <input type="checkbox"/> It is telling a joke.</p>	<p>It is giving a warning. ✓</p>	<p>1d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question and the possible answers slowly and carefully, thinking about all the options.</li> <li>• scan the text for the word “BEWARE”, and read the sentences around it.</li> <li>• reread the options and decide which is best.</li> </ul>
<p>2. What happened to make Alex start to feel sleepy?</p>	<p>He heard singing.</p>	<p>1b 1 mark</p>	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text you will find this information.</li> <li>• scan the text, looking for the word “sleepy”.</li> <li>• carefully read that part of the text, thinking about what the question is asking.</li> </ul>
<p>3. “He knew he had to block out the singing.” What do the words “block out” mean he had to do? Choose <b>one</b>.</p> <p><input type="checkbox"/> enjoy the singing  <input type="checkbox"/> not listen to the singing  <input type="checkbox"/> sing loudly himself  <input type="checkbox"/> stop the singing</p>	<p>not listen to the singing ✓</p>	<p>1a 1 mark</p>	<p><i>Question focus: draw on knowledge of vocabulary to understand texts.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question and the possible answers slowly and carefully.</li> <li>• scan the text for the words “block out”, and read the sentences around them.</li> <li>• reread the options and decide which is best.</li> </ul>

<p>4. <b>Find and copy two</b> things Alex used so they could not hear the mermaid.</p>	earphones tissues	1b 1 mark	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text you will find this information.</li> <li>• carefully read that part of the text, thinking about what the question is asking.</li> <li>• find and copy two things.</li> </ul>
<p>5. Why did Olly say she does not like mermaids?</p>	<p>Accept an answer that recognises the mermaid's singing was harmful to her/could have led to her drowning. E.g.</p> <ul style="list-style-type: none"> <li>• The mermaid was trying to drown her.</li> </ul>	1d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text you will find this information.</li> <li>• think about what you know that will help you to answer the question.</li> <li>• search for clues in the text.</li> </ul>
<p>6. Number these events to show the order they happened in the story.</p> <p><input type="checkbox"/> Alex pulled Olly across the sands.</p> <p><input type="checkbox"/> Alex put on his earphones.</p> <p><input type="checkbox"/> Alex shouted, "Be careful!"</p> <p><input type="checkbox"/> Alex put tissues in Olly's ears.</p>	<p>Alex pulled Olly across the sands.      4</p> <p>Alex put on his earphones                      2</p> <p>Alex shouted, "Be careful!"                    1</p> <p>Alex put tissues in Olly's ears.                3</p>	1c 1 mark	<p><i>Question focus: identify and explain the sequence of events in texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• scan the text for the events in the question.</li> <li>• number the events as they find them in the text.</li> <li>• write numbers in the boxes to show the order of the information.</li> </ul>

# The Mystery of the Green Lady

Helen Moss

## In the Castle Dungeon

- 1 *Sam and Meena are in the dungeon of Stirling Castle. Sam thought he saw a ghost of the Green Lady, but Meena doesn't believe in ghosts ...*
- 3 Meena peeped through the keyhole. The room was dimly lit by an old lantern.
- 5 Something was moving in the shadows. Meena spotted a green velvet cloak and long black hair.
- 7 The Green Lady knelt next to an old wooden chest. She turned a key in the lock and pushed up the lid. A cloud of dust swirled up. She reached inside to lift something out.
- 10 It was an old sword! Its handle glinted with jewels. The Green Lady slid the sword into her shoulder bag. Then she took the lantern and disappeared through another door.
- 13 Sam's voice trembled. "See? I told you ghosts are real."
- 14 "That lady wasn't a ghost," Meena said. "Her brown bag came from the market. My sister bought one just the same last week."
- 16 Sam pushed against the door. Slowly, it creaked open.
- 17 Meena wiped cobwebs from the wooden chest.



Name:	Class:	Date:
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1 What does the word “*dimly*” tell you about the room?

Tick **one**.

It is brightly lit.

It has a warm fire.

It is nearly dark.

It looks comfortable.

1d

1 mark

2 What was the Green Lady kneeling beside?

---

1b

1 mark

3 “*Its handle glinted with jewels.*”

Which word (or words) means the same as “*glinted*”?

Tick **one**.

blinked

sparkled

was heavy

was full of

1a

1 mark

4 Find and copy **two** things Meena saw *before* she saw the sword.

---



---

1b

1 mark

5 How do we know that the chest had not been opened in a long time?

---

1d

1 mark

6 Number these events to show the order in which they happened in the story.

The Green Lady disappeared through another door.

Sam pushed against the door.

Meena peeped through the keyhole.

The Green Lady opened the chest.

1c

1 mark

Practice text: In the Castle Dungeon

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. What does the word “dimly” tell you about the room? Tick one.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> It is brightly lit.</li> <li><input type="checkbox"/> It has a warm fire.</li> <li><input type="checkbox"/> It is nearly dark.</li> <li><input type="checkbox"/> It looks comfortable.</li> </ul>	<p>It is nearly dark. ✓</p>	<p>1d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question and the possible answers slowly and carefully, thinking about all the options.</li> <li>• scan the text for the word “dimly”, and read the sentences around it.</li> <li>• reread the options and decide which is best.</li> </ul>
<p>2. What was the Green Lady kneeling beside?</p>	<p>“an old wooden chest”</p>	<p>1b 1 mark</p>	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text you will find this information.</li> <li>• carefully read that part of the text, thinking about what the question is asking.</li> </ul>
<p>3. “Its handle glinted with jewels.” Which word means the same as “glinted”? Tick one.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> blinked</li> <li><input type="checkbox"/> sparkled</li> <li><input type="checkbox"/> was heavy</li> <li><input type="checkbox"/> was full of</li> </ul>	<p>sparkled ✓</p>	<p>1a 1 mark</p>	<p><i>Question focus: draw on knowledge of vocabulary to understand texts.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question and the possible answers slowly and carefully, thinking about all the options.</li> <li>• scan the text for the word “glinted”, and read the sentences around it.</li> <li>• reread the options and decide which is best.</li> </ul>
<p>4. Find and copy two things Meena saw before she saw the sword.</p>	<p>Accept two of:</p> <ul style="list-style-type: none"> <li>• a dimly lit room</li> <li>• an old lantern</li> <li>• a green velvet cloak</li> <li>• long black hair</li> <li>• the Green Lady</li> <li>• an old wooden chest</li> <li>• a key in the lock</li> <li>• a cloud of dust</li> </ul>	<p>1b 1 mark</p>	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text you will find this information.</li> <li>• carefully read that part of the text, thinking about what the question is asking.</li> <li>• find and copy two things.</li> </ul>

<p>5. How do we know that the chest had not been opened in a long time?</p>	<ul style="list-style-type: none"> <li>• The chest was dusty. "A cloud of dust swirled up."</li> <li>• It was covered in cobwebs. "Meena wiped cobwebs from the wooden chest."</li> </ul>	<p>1d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text you will find this information.</li> <li>• think about what you know that will help you to answer the question.</li> <li>• search for clues in the text.</li> </ul>
<p>6. Number these events to show the order in which they happened in the story.</p> <p><input type="checkbox"/> The Green Lady disappeared through another door.</p> <p><input type="checkbox"/> Sam pushed against the door.</p> <p><input type="checkbox"/> Meena peeped through the keyhole.</p> <p><input type="checkbox"/> The Green Lady opened the chest.</p>	<p>The Green Lady disappeared through another door.      3</p> <p>Sam pushed against the door.      4</p> <p>Meena peeped through the keyhole.      1</p> <p>The Green Lady opened the chest.      2</p>	<p>1c 1 mark</p>	<p><i>Question focus: identify and explain the sequence of events in texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• scan the text for the events in the question.</li> <li>• number the events as you find them in the text.</li> <li>• write numbers in the boxes to show the order of the information.</li> </ul>

# The Fox and the Cockerel/The Fox and the Lion

Kate Ruttle

## Key text features

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Both texts are retellings of Aesop's *Fables*.

- The Teaching text is *The Fox and the Cockerel* retold by Kate Ruttle.
- The Practice text is *The Fox and the Lion* retold by Kate Ruttle.

## Reading the Teaching text: *The Fox and the Cockerel*

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- Introduce the text by asking the children what they know about foxes in stories. List words that might describe a fox in a story (e.g. *clever, cunning, sly*).
- Explain that in fables, the characters are usually animals and there is usually a lesson we can learn from the story.
- Access the Interactive Modelling Software for this unit. Read the fable to the children and ask them to think about the character of the fox. Was he like the foxes they already knew about from other stories?
- Read the fable again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 50–51).

## Reading the Practice text: *The Fox and the Lion*

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- What do the children remember about words that might describe a fox in a story? Which words might describe a lion in a story?
- Once they have read the fable, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

## Moving into writing

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- Reread both fables. Talk about what happened in each one.
- Explain to the children that they are going to write their own version of a fable. Tell them a simple fable, e.g. *The Tortoise and the Hare, The Lion and the Mouse, The Fox and the Crow*. (There are many online versions if you do not have access to suitable books.)
- Use a drama session to explore the fable.
- In pairs, ask the children to make a writing plan for the fable.
- Encourage each child to tell their fable to a response partner and receive feedback before writing.



# Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

**Q1:** Who was in the roosting tree with the cockerel?

**A1:** The hens

**Strategy:** Think about where in the text you would find the answer to this question. Listen to that part of the text again.

**Q2:** The cockerel said he could see the farmer's dogs. Do you think he really could see them? Why?

**A2:** No. He was testing the fox./He was trying to make the fox go away.

**Strategy:** Listen to the whole text again, thinking about what happened when the cockerel said he could see the dogs.

**Q3:** What did the cockerel do to make the hens think he was clever?

**A3:** He did not believe the fox./He tricked the fox into running away.

**Strategy:** Listen to the whole text again, thinking about what the cockerel did that was clever.

## Extending reading

*Orchard Aesop's Fables* – Michael Morpurgo

*The Boy Who Cried Wolf* – Tony Ross

*Aesop's Funky Fables* – Vivian French and Korky Paul

*The Tortoise and the Hare* – Jerry Pinkney

*The Grasshopper and the Ant: Aesop's Fables in Verses* – Sigal Adler

Teaching text: The Fox and the Cockerel 

Cracking the questions

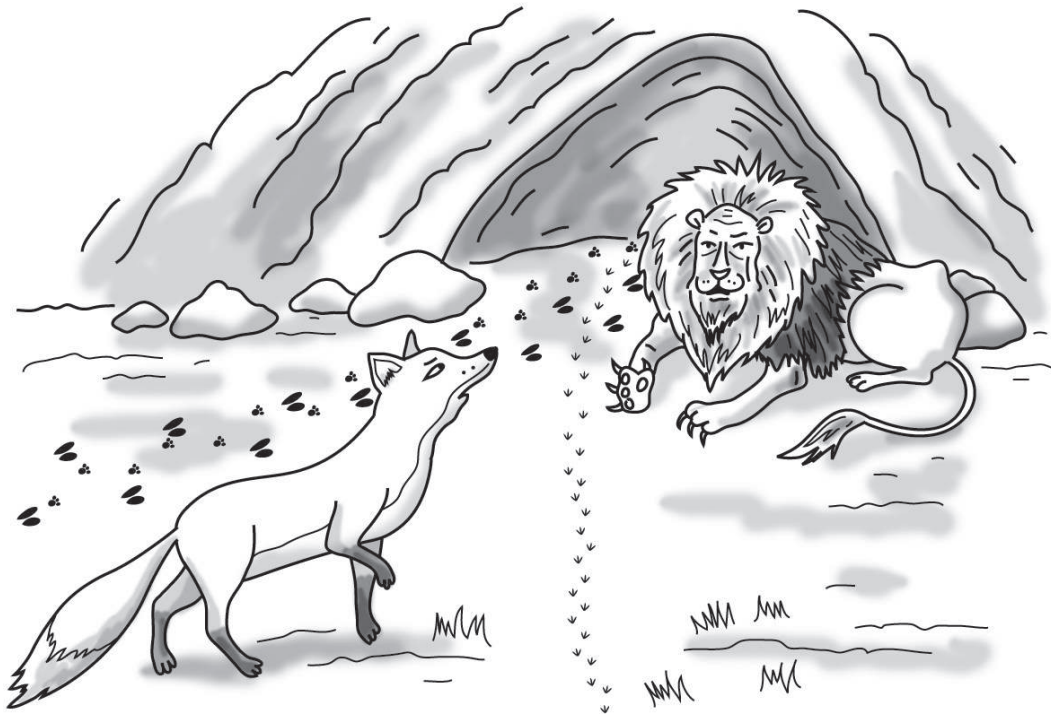
Question	Answer	CD/Mark	Useful strategies
<p>1. Look at the first sentence. What does the word “roosting” mean? Choose <b>one</b>.</p> <p><input type="checkbox"/> cooking</p> <p><input type="checkbox"/> crowing</p> <p><input type="checkbox"/> sleeping</p> <p><input type="checkbox"/> talking</p>	<p>sleeping ✓</p>	<p>1a 1 mark</p>	<p><b>Question focus:</b> draw on knowledge of vocabulary to understand texts.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question and the possible answers slowly and carefully.</li> <li>• scan the sentence identified for the word “roosting”, then carefully read the whole sentence.</li> <li>• reread the options and decide which is best.</li> </ul>
<p>2. What did the cockerel crow at?</p>	<p>the sunset</p>	<p>1b 1 mark</p>	<p><b>Question focus:</b> identify key aspects of fiction texts, such as characters, events, titles and information.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text you will find this information.</li> <li>• scan that part of the text, looking for the word “crow”.</li> </ul>
<p>3. Find and copy the <b>four</b> words that tell you the good news the fox is sharing.</p>	<p>“all animals are friends”</p>	<p>1b 1 mark</p>	<p><b>Question focus:</b> identify key aspects of fiction texts, such as characters, events, titles and information.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text you will find this information.</li> <li>• carefully read that part of the text, thinking about what the question is asking.</li> <li>• find and copy four words.</li> </ul>
<p>4. Why did the fox run away when he thought the farmer’s dogs were coming?</p>	<ul style="list-style-type: none"> <li>• He was frightened of the dogs.</li> <li>• The dogs might chase him.</li> </ul>	<p>1d 1 mark</p>	<p><b>Question focus:</b> make inferences from the text.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text you will find this information.</li> <li>• think about what you know that will help you to answer the question.</li> <li>• search for clues in the text.</li> </ul>

<p>5. What do you think the fox would have done if the cockerel had flown down to him?</p>	<ul style="list-style-type: none"> <li>• eaten him</li> <li>• taken him away</li> </ul> <p>Do not accept:</p> <ul style="list-style-type: none"> <li>• hugged him</li> </ul>	<p>1e 1 mark</p>	<p><i>Question focus: predict what might happen on the basis of what has been read so far.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text you will find an answer.</li> <li>• remember that 'what do you think' means that the answer will not be written in the text.</li> <li>• think about what you know and what might happen.</li> <li>• read the whole fable, thinking about what the question is asking.</li> </ul>
<p>6. What lesson does this fable teach us?</p> <p>Choose <b>one</b>.</p> <p><input type="checkbox"/> All animals should be friends with all other animals.</p> <p><input type="checkbox"/> If something sounds too good to be true, it is probably not true.</p> <p><input type="checkbox"/> If you think someone is not clever, they probably are.</p> <p><input type="checkbox"/> Never listen when foxes speak.</p>	<p>If something sounds too good to be true, it is probably not true. ✓</p>	<p>1d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question and possible answers slowly and carefully.</li> <li>• think about the choices given in the question. Which one is the best fit?</li> <li>• reread the text to check that you are giving the best answer.</li> </ul>

## The Fox and the Lion

Kate Ruttle

- 1 The lion was getting old. He couldn't see very well, and his knees hurt when he ran. This meant that he wasn't able to hunt anymore, and he was getting hungry. He came up with a cunning plan to encourage his dinner to come to him.
- 5 He sat near his cave and told passing animals that he was ill and would like visitors to come and chat with him. Many animals felt safe, thinking that the lion was weak, and came close enough to talk. However, when the visitors came close enough, the lion did not so much chat to them as eat them.
- 10 One day, a fox passed by the cave. "Hello Fox," whispered Lion. "I'm too weak to talk. I can only whisper at the moment. Could you come closer?"
- 12 "I don't think so," said Fox. "I notice that while there are lots of footprints going towards your cave, there are none coming away from it. I think I'll be on my way."



Name:	Class:	Date:
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1 Look at the first paragraph. What does the word “*cunning*” mean?

Tick **one**.

clever

happy

lazy

quick

1a

1 mark

2 Where did the lion sit?

\_\_\_\_\_

1b

1 mark

3 Find and copy two words that tell you what the lion did when animals came close to chat to him.

\_\_\_\_\_

1b

1 mark

4 Why did the fox not go closer to the lion’s cave?

\_\_\_\_\_

1d

1 mark

5 What do you think the lion would have done if the fox had come close to him?

\_\_\_\_\_

1e

1 mark

6 What lesson does this fable teach us?

Tick **one**.

A lion is always a dangerous animal.

Always believe what people tell you.

If you eat your friends, you soon run out of food.

Never be kind to other animals.

1d

1 mark

Practice text: The Fox and the Lion

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. Look at the first paragraph. What does the word “cunning” mean?</p> <p>Tick one.</p> <p><input type="checkbox"/> clever</p> <p><input type="checkbox"/> happy</p> <p><input type="checkbox"/> lazy</p> <p><input type="checkbox"/> quick</p>	clever ✓	1a 1 mark	<p><i>Question focus: draw on knowledge of vocabulary to understand texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question and the possible answers slowly and carefully.</li> <li>• scan the paragraph identified for the word “cunning”, then carefully read the sentence containing the word.</li> <li>• reread the options and decide which is best.</li> </ul>
2. Where did the lion sit?	near his cave	1b 1 mark	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text you will find this information.</li> <li>• scan the text, looking for the words “sat”.</li> <li>• carefully read that part of the text, thinking about what the question is asking.</li> </ul>
3. Find and copy two words that tell you what the lion did when animals came close to chat to him.	“eat them”	1b 1 mark	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text you will find this information.</li> <li>• carefully read that part of the text, thinking about what the question is asking.</li> <li>• find and copy two words.</li> </ul>
4. Why did the fox not go closer to the lion’s cave?	<ul style="list-style-type: none"> <li>• He could see that no other animals had come away from the cave.</li> <li>• He knew that the lion would eat him.</li> </ul>	1d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text you will find this information.</li> <li>• think about what you know that will help you to answer the question.</li> <li>• search for clues in the text.</li> </ul>

<p>5. What do you think the lion would have done if the fox had come close to him?</p>	<p>eaten him Do not accept: chatted to him</p>	<p>1e 1 mark</p>	<p><i>Question focus: predict what might happen on the basis of what has been read so far.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text you will find an answer.</li> <li>• remember that 'what do you think' means that the answer will not be written in the text.</li> <li>• think about what you know and what might happen.</li> <li>• read the whole fable, thinking about what the question is asking.</li> </ul>
<p>6. What lesson does this fable teach us? Tick <b>one</b>.</p> <p><input type="checkbox"/> A lion is always a dangerous animal.</p> <p><input type="checkbox"/> Always believe what people tell you.</p> <p><input type="checkbox"/> If you eat your friends, you soon run out of food.</p> <p><input type="checkbox"/> Never be kind to other animals.</p>	<p>A lion is always a dangerous animal. ✓</p>	<p>1d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question and the possible answers slowly and carefully.</li> <li>• think about the choices given in the question. Which one is the best fit?</li> <li>• reread the text to check that you are giving the best answer.</li> </ul>

# The Pig's Knickers/Uncle Gobb

Jonathan Emmett/Michael Rosen

## Key text features

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The texts are both extracts from funny stories.

- The Teaching text is from *The Pig's Knickers* by Jonathan Emmett.
- The Practice text is from *Uncle Gobb* by Michael Rosen.

## Reading the Teaching text: *The Pig's Knickers*

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- Introduce the text by asking the children whether they think this is going to be a real-life story. Explore the clues in the title that help them to answer the question. Discuss what kinds of information the title of a story can give.
- Access the Interactive Modelling Software for this unit. Read the extract to the children and ask them to reflect on their predictions.
- Read the extract again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 58–59).

## Reading the Practice text: *Uncle Gobb*

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- Read the story title to the children. Do they know how an uncle is related to someone? (E.g. a parent's brother.)
- Once they have read the extract, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

## Moving into writing

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- Reread *The Pig's Knickers*. Talk about what happened.
- Explain to the children that they are going to write their own story about an animal who does not want to look dull and drab.
- Together, list a range of animals that might feel dull and drab. These can include pets (e.g. cats, dogs, rabbits), farm animals (e.g. chickens, horses, sheep), wild animals (e.g. elephants, camels), undersea creatures (e.g. whales, limpets, starfish), etc.
- Ask the children to select two or three creatures and draw them, first looking dull and drab and then looking exciting and colourful. What did the animals do to change their looks? Did the changes make the animal happier? How does their story continue?
- Encourage each child to share their story idea with a response partner and receive feedback before writing.



# Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

**Q1:** Where did Pig live?

**A1:** Hilltop Farm

**Strategy:** Think about where in the text you would find the answer to this question.  
Listen to that part of the text again.

.....

**Q2:** What did Pig want to change about himself?

**A2:** He wanted to look more special.

**Strategy:** Think about where in the text you would find the answer to this question.  
Listen to that part of the text again.

.....

**Q3:** Why did Pig not already know how to put on the knickers?

**A3:** He had never worn them before.

**Strategy:** Think about where in the text you would find the answer to this question.  
What are the clues in the text that could help you to answer the question?

## Extending reading

*The Owl Who Was Afraid of the Dark* – Jill Tomlinson

*Diamond in the Snow* – Jonathan Emmett

*Uncle Gobb and the Dread Shed* – Michael Rosen

*Captain Pug* – Laura James

*Soon* – Timothy Knapman

Teaching text: The Pig’s Knickers 

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. (a) How do you think Pig felt at the beginning of the text? Choose <b>one</b>.</p> <p><input type="checkbox"/> angry <input type="checkbox"/> excited <input type="checkbox"/> happy <input type="checkbox"/> sad</p> <p>(b) Why do you think Pig felt this way?</p>	<p>(a) sad ✓ (b) • He was feeling sorry for himself. • He wanted to look more special. • He was drab and dull.</p>	<p>1d; 1b 2 marks</p>	<p><b>Question focus:</b> make inferences from the text; identify key aspects of fiction texts, such as characters, events, titles and information.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• treat each part of the question separately.</li> <li>• read question part (a) slowly and carefully.</li> <li>• carefully read the part of the text identified in the question, considering the options.</li> <li>• read question part (b) slowly and carefully.</li> <li>• reread the section of the text identified, looking for reasons why Pig felt like this.</li> </ul> <p>Award 1 mark for each part of the question.</p>
<p>2. Look at the paragraph beginning “Look at me ...”. <b>Find and copy one</b> word that means the same as <i>sadly</i>.</p>	<p>“glumly”</p>	<p>1a 1 mark</p>	<p><b>Question focus:</b> draw on knowledge of vocabulary to understand texts.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• carefully read the paragraph identified, looking for a word with the same meaning as the one given in the question.</li> <li>• find and copy one word.</li> </ul>
<p>3. Who do you think the polka-dot knickers belonged to?</p>	<p>the farmer/the farmer’s wife</p>	<p>1d 1 mark</p>	<p><b>Question focus:</b> make inferences from the text.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text you will find this information.</li> <li>• think about what you know that will help you to answer the question.</li> <li>• search for clues in the text.</li> </ul>
<p>4. Why did Pig not toss the knickers away?</p>	<ul style="list-style-type: none"> <li>• They were rather special.</li> <li>• They were not drab and dull.</li> </ul>	<p>1b 1 mark</p>	<p><b>Question focus:</b> identify key aspects of fiction texts, such as characters, events, titles and information.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text you will find this information.</li> <li>• carefully read that part of the text, thinking about what the question is asking.</li> </ul>

<p>5. <b>Find and copy two</b> reasons why Pig was tremendously pleased with the knickers.</p>	<p>They were just his size. They were the perfect colour for him. Also accept:</p> <ul style="list-style-type: none"> <li>• They were not drab and dull.</li> </ul>	<p>1b 1 mark</p>	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text you will find this information.</li> <li>• carefully read that part of the text, thinking about what the question is asking.</li> <li>• find two reasons.</li> </ul>
<p>6. Number the events to show the order in which they happened in the story.</p> <p><input type="checkbox"/> The wind dropped the knickers on Pig's head.</p> <p><input type="checkbox"/> Pig felt pleased with the knickers.</p> <p><input type="checkbox"/> Pig was gazing at his reflection.</p> <p><input type="checkbox"/> Pig worked out how to put the knickers on.</p>	<p>The wind dropped the knickers on Pig's head. 2</p> <p>Pig felt pleased with the knickers. 4</p> <p>Pig was gazing at his reflection. 1</p> <p>Pig worked out how to put the knickers on. 3</p>	<p>1c 1 mark</p>	<p><i>Question focus: identify and explain the sequence of events in texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• scan the text for the events listed.</li> <li>• number the events as you find them in the text.</li> <li>• write numbers in the boxes to show the order of the information.</li> </ul>

# Uncle Gobb

Michael Rosen

- 1 Now, everyone knew that Uncle Gobb had a shiny face. And just to be clear, it's perfectly OK for people to have shiny faces. And it's perfectly OK for people to shine their shiny faces. The thing is, Malcolm had never ever seen anyone shine their face before.
- 5 This is what happened:
- 6 Malcolm was crouching down looking through the keyhole. He saw Uncle Gobb take a piece of cloth in his right hand; in his left hand he took some stuff to make windows shiny. He squirted the shiny stuff into the cloth, took the cloth up to his face and started shining. Round and round and round, over his cheeks, his chin, his forehead till it was all very, very shiny.
- 11 When he was finished, Uncle Gobb looked in the mirror and said, "Hey, Gobby, you're looking good today."
- 13 Malcolm stared. Well, it was one-eye staring because the keyhole wasn't big enough for him to do a full two-eye stare.



Name:	Class:	Date:
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- 1 a) Look at the paragraph beginning “*Malcolm was crouching ...*”.

How do you think Malcolm felt when he saw what Uncle Gobb was doing?

Tick **one**.

angry       surprised       happy       frightened

- b) Why do you think Malcolm felt this way?

\_\_\_\_\_

1d; 1b

2 marks

- 2 Look at the paragraph beginning “*Michael was crouching ...*”.

Tick **one** word that means the same as “*crouching*”.

bending       sitting       lying       standing

1a

1 mark

- 3 Find and copy **two** things Uncle Gobb used to shine his face.

\_\_\_\_\_

\_\_\_\_\_

1b

1 mark

- 4 Where was Malcolm when Uncle Gobb was shining his face?

\_\_\_\_\_

1d

1 mark

- 5 a) How do you think Uncle Gobb felt when he had finished shining his face?

\_\_\_\_\_

- b) Find and copy **three** words that tell you this.

\_\_\_\_\_

1d

2 marks

- 6 Number the events to show the order in which they happened in the story.

Uncle Gobb looked in the mirror.

Uncle Gobb started shining his face.

Malcolm looked through the keyhole.

Uncle Gobb squirted shiny stuff into a cloth.

1c

1 mark

Practice text: Uncle Gobb

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. Look at the paragraph beginning “Malcolm was crouching ...”. How do you think Malcolm felt when he saw what Uncle Gobb was doing? Tick <b>one</b>.</p> <p><input type="checkbox"/> angry</p> <p><input type="checkbox"/> surprised</p> <p><input type="checkbox"/> happy</p> <p><input type="checkbox"/> frightened</p> <p>(b) Why do you think Malcolm felt this way?</p>	<p>(a) surprised ✓</p> <p>(b) He had never seen anyone shine their face before.</p> <p>Also accept:</p> <ul style="list-style-type: none"> <li>He did not know that people shined their faces.</li> </ul>	<p>1d; 1b</p> <p>2 marks</p>	<p><i>Question focus: make inferences from the text; identify key aspects of fiction texts, such as characters, events.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>treat each part of the question separately.</li> <li>read question part (a) slowly and carefully.</li> <li>carefully read the part of the text identified in the question, considering the options.</li> <li>read question part (b) slowly and carefully.</li> <li>reread the section of the text identified, looking for reasons why Malcolm felt this way.</li> </ul> <p>Award 1 mark for each part of the question.</p>
<p>2. Look at the paragraph beginning “Michael was crouching ...”. Tick <b>one</b> word that means the same as “crouching”.</p> <p><input type="checkbox"/> bending</p> <p><input type="checkbox"/> sitting</p> <p><input type="checkbox"/> lying</p> <p><input type="checkbox"/> standing</p>	<p>bending ✓</p>	<p>1a</p> <p>1 mark</p>	<p><i>Question focus: draw on knowledge of vocabulary to understand texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>read the question and all of the possible answers slowly and carefully.</li> <li>scan the text for the word “crouching”, and read the sentences around it.</li> <li>reread the options and decide which is best.</li> </ul>
<p>3. Find and copy <b>two</b> things Uncle Gobb used to shine his face.</p>	<p>“a piece of cloth”</p> <p>“stuff to make windows shiny”</p>	<p>1b</p> <p>1 mark</p>	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>read the question slowly and carefully.</li> <li>think about where in the text you will find this information.</li> <li>carefully read that part of the text, thinking about what the question is asking.</li> <li>find two things.</li> </ul>
<p>4. Where was Malcolm when Uncle Gobb was shining his face?</p>	<ul style="list-style-type: none"> <li>on the other side of a door</li> <li>outside the room</li> </ul>	<p>1d</p> <p>1 mark</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>read the question slowly and carefully.</li> <li>think about where in the text you will find this information.</li> <li>think about what you know that will help you to answer the question.</li> <li>search for clues in the text.</li> </ul>

<p>5. (a) How do you think Uncle Gobb felt when he had finished shining his face?          (b) <b>Find</b> and <b>copy three</b> words that tell you this.</p>	<p>(a) handsome pleased with himself satisfied          (b) "you're looking good"</p>	<p>1d          2 marks</p>	<p><i>Question focus: make inferences from the text.</i>          Tell the children to:</p> <ul style="list-style-type: none"> <li>● treat each part of the question separately.</li> <li>● read question part (a) slowly and carefully.</li> <li>● consider where in the text you will find the answer.</li> <li>● carefully read that part of the text, considering the question.</li> <li>● read question part (b) slowly and carefully.</li> <li>● reread the text to find clues.</li> </ul> <p>Award 1 mark for each part of the question.</p>
<p>6. Number the events to show the order in which they happened in the story.</p> <p><input type="checkbox"/> Uncle Gobb looked in the mirror.  <input type="checkbox"/> Uncle Gobb started shining his face.  <input type="checkbox"/> Malcolm looked through the keyhole.  <input type="checkbox"/> Uncle Gobb squirted shiny stuff into a cloth.</p>	<p>Uncle Gobb looked in the mirror. 4          Uncle Gobb started shining his face. 3          Malcolm looked through the keyhole. 1          Uncle Gobb squirted shiny stuff into a cloth. 2</p>	<p>1c          1 mark</p>	<p><i>Question focus: identify and explain the sequence of events in texts.</i>          Tell the children to:</p> <ul style="list-style-type: none"> <li>● read the question slowly and carefully.</li> <li>● scan the text for the events listed.</li> <li>● number the events as you find them in the text.</li> <li>● write numbers in the boxes to show the order of the information.</li> </ul>

# Big Cat, Little Cat/Dolphins

Lisa Regan/Kate Ruttle

## Key text features

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Both texts are present tense, non-chronological report texts with headings.

- The Teaching text finds similarities between big wild cats and domestic cats.
- The Practice text is a question-and-answer text about dolphins.

## Reading the Teaching text: *Big Cat, Little Cat*

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- Introduce the text by asking the children to predict what the text might be about.
- Access the Interactive Modelling Software for this unit. Listen to the text or read the extract aloud. Are their predictions confirmed?
- Check they understand that you have to read the emboldened heading before the text that comes next, but you can read the headings in any order.
- Read the extract again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 66–67).

## Reading the Practice text: *Dolphins*

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- Introduce the title of the text: *Dolphins*. What do the children know about dolphins? Is there anything that they would like to know about dolphins? Write down the children's questions.
- Once you have read the text, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

## Moving into writing

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- Reread *Dolphins*. Remind the children about the structure.
- Write one of the children's questions from earlier. Model strategies for finding the answer.
- With the children's help, reconstruct the answer into short oral text, and then write it.
- Ask the children to think of an animal they like. They should write two questions about the animal, find out the answers, and then write their text using *Dolphins* as a model.



# Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

**Q1:** Where do most big cats live?

**A1:** In the wild

**Strategy:** The children may be able to answer this question from general knowledge, but remind them to listen for the information in the text.

**Q2:** What does “nap” (line 3) mean in this text?

**A2:** To sleep or doze

**Strategy:** The children should listen out for the word in its context and consider its meaning.

**Q3:** What do you think is the purpose of this text?

**A3:** Explore the children’s answers, e.g. the writer is trying to tell people that big cats, like lions, are the same as little pet cats.

**Strategy:** Ask the children to listen to the whole text again while they think about this question. Remind them that you want them to explain their answer, not just say ‘yes’ or ‘no’. Talk to the children about what ‘purpose’ means – why do you think the text has been written?

## Extending reading

*Great White Shark* – Camilla Bedoyere

*Bumblebee* – Ruth Thomson



Teaching text: Big Cat, Little Cat

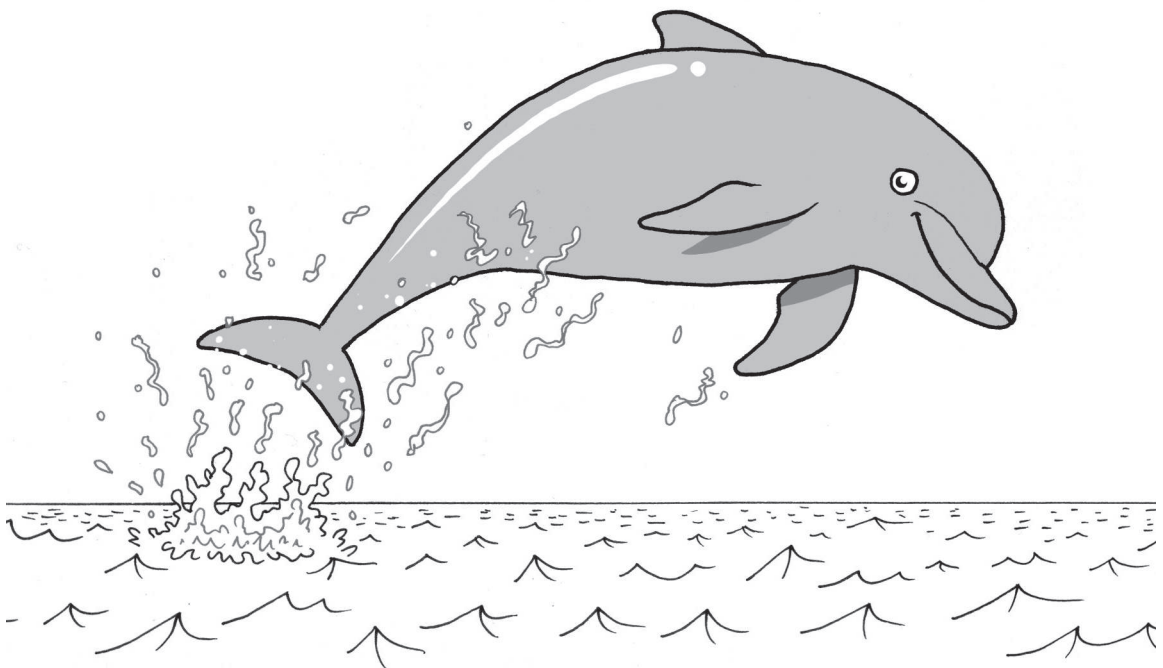
Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. Why do big cats nap during the day? Choose <b>one</b>.</p> <p><input type="checkbox"/> They are tired.</p> <p><input type="checkbox"/> They can sleep for 20 hours.</p> <p><input type="checkbox"/> They hunt at night.</p> <p><input type="checkbox"/> They do not like the light.</p>	<p>They hunt at night. ✓</p> <p>Some children may tick 'They are tired,' which is not strictly wrong. Look together at the text, identifying the reason which is introduced by the word 'because'.</p>	<p>1b</p> <p>1 mark</p>	<p><b>Question focus:</b> identify key aspects of non-fiction texts, such as characters, events, titles and information.</p> <p>Remind children that, for most comprehension activities, the questions are in the same order as the information, so questions at the beginning of the page are about the beginning of the text.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• read all of the possible answers slowly and carefully. Do you remember which is right?</li> <li>• scan the text until you find the words you think are there. Did you remember the right answer?</li> </ul>
<p>2. Which kind of cat can sleep for longer: big cats or little cats?</p>	<p>big cats</p>	<p>1d</p> <p>1 mark</p>	<p><b>Question focus:</b> make inferences from the text.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• work out the answer from information given in the text.</li> <li>• scan the text for numbers that tell you how long each cat sleeps for.</li> </ul>
<p>3. Big cats' teeth are "like knives". Why does the writer tell you this? Choose the best reason.</p> <p><input type="checkbox"/> so you do not put your hands in their mouths</p> <p><input type="checkbox"/> to help you to understand how sharp the teeth are</p> <p><input type="checkbox"/> because their teeth are knives</p> <p><input type="checkbox"/> because we use knives to cut up meat</p>	<p>to help you to understand how sharp the teeth are. ✓</p>	<p>1a</p> <p>1 mark</p>	<p><b>Question focus:</b> draw on knowledge of vocabulary to understand texts.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• scan the text for the words "like knives".</li> <li>• carefully reread the whole paragraph to see how the writer has used the words.</li> <li>• carefully read the options given in the question.</li> <li>• decide which option is the best explanation.</li> </ul>
<p>4. What do big cats and little cats both have?</p>	<p>sharp teeth</p>	<p>1b</p> <p>1 mark</p>	<p><b>Question focus:</b> identify key aspects of non-fiction texts, such as characters, events, titles and information.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• read the headings carefully and look for something that both kinds of cat have.</li> </ul>

<p>5. Choose <b>big</b>, <b>little</b> or <b>both</b> to show which cat fact is true.</p> <p>They live in the wild.</p> <p><input type="checkbox"/> big <input type="checkbox"/> little <input type="checkbox"/> both</p> <p>They hunt for food at night.</p> <p><input type="checkbox"/> big <input type="checkbox"/> little <input type="checkbox"/> both</p> <p>They eat meat.</p> <p><input type="checkbox"/> big <input type="checkbox"/> little <input type="checkbox"/> both</p> <p>They catch rabbits and birds.</p> <p><input type="checkbox"/> big <input type="checkbox"/> little <input type="checkbox"/> both</p>	<p>They live in the wild. <b>big</b> ✓ They hunt for food at night. <b>both</b> ✓ They eat meat. <b>both</b> ✓ They catch rabbits and birds. <b>little</b> ✓</p>	<p>1b 1 mark</p>	<p><i>Question focus: identify key aspects of non-fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the questions slowly and carefully.</li> <li>• use the headings to find out where to read.</li> <li>• read the text carefully to find the information.</li> <li>• tick the relevant boxes.</li> </ul> <p>Award 1 mark for all four answers correct.</p>	
<p>6. Would a big cat be a good pet? Explain why.</p>	<p>No.</p> <p>Accept reasons such as:</p> <ul style="list-style-type: none"> <li>• They sleep all day when people are awake.</li> <li>• They hunt at night when people are sleeping and that would be dangerous.</li> <li>• They eat meat, and people are meat.</li> <li>• Their teeth are very sharp and could hurt someone.</li> </ul>	<p>1d 2 marks</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Explain to the children that the answer to this question is not written in the text: they have to think about everything they know about big cats.</p> <p>Tell them to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about the answer you think is true.</li> <li>• read the text again, just to check.</li> </ul> <p>Award an additional mark for a reasonable explanation.</p>	

# Dolphins

- 1 ***Are dolphins fish?***
- 2 No, dolphins are not fish – they are mammals that spend all of their lives in water. Fish can breathe in water, but dolphins can't. Dolphins need to come up to the surface of the ocean and breathe air into their lungs.
- 5 ***How do dolphins eat?***
- 6 Dolphins have up to 100 teeth. (Adult humans have 44.) They only have one set of teeth so they don't have any baby teeth. They don't use their teeth to chew their food. They use their teeth to catch their food, like a net. They swallow their food whole, without chewing it.
- 10 ***Do dolphins drink water?***
- 11 No. Dolphins live in salty water which is not good to drink. Instead, they get water from the fish they catch.



[www.dolphins.org/kids\\_dolphin\\_facts](http://www.dolphins.org/kids_dolphin_facts)

Name:	Class:	Date:
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1 Dolphins are not fish. How are they not like fish? Tick **one**.

Dolphins cannot breathe in water.

Dolphins get air from the fish they catch.

Dolphins spend all of their lives in the water .

Dolphins live in oceans and seas.

1b

1 mark

2 Who has more teeth: dolphins or adult humans?

\_\_\_\_\_

1b

1 mark

3 A dolphin's teeth are "*like a net*" (lines 8–9). Why does the writer tell you this? Tick **one**.

so you do not put your hands in their mouths

to help you to understand how they use their teeth

because their teeth are nets

because their teeth have holes in them

1a

1 mark

4 How do dolphins swallow their food?

\_\_\_\_\_

1b

1 mark

5 Tick ✓ to show the fact is true. Cross X to show it is not.

Dolphins are fish.

Dolphins have up to 100 teeth.

They chew their food with their sharp teeth.

They get water by eating fish.

1b

1 mark

6 Would it be sensible to keep a dolphin in a swimming pool? Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

1d

2 marks

Practice text: Dolphins

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. Dolphins are not fish. How are they different from fish? Tick one.</p> <p><input type="checkbox"/> Dolphins cannot breathe in water.</p> <p><input type="checkbox"/> Dolphins get air from the fish they catch.</p> <p><input type="checkbox"/> Dolphins spend all of their lives in the water.</p> <p><input type="checkbox"/> Dolphins live in oceans and seas.</p>	<p>Dolphins cannot breathe in water. ✓</p>	<p>1b 1 mark</p>	<p><b>Question focus:</b> identify key aspects of non-fiction texts, such as characters, events, titles and information.</p> <p>Remind the children that, for most comprehension activities, the questions are in the same order as the information, so questions at the beginning of the page are about the beginning of the text.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• read all of the possible answers slowly and carefully. Do you remember which is right?</li> <li>• scan the text until you find the words you think are there.</li> <li>• did you remember the right answer?</li> </ul>
<p>2. Who has more teeth: dolphins or adult humans?</p>	<p>dolphins</p>	<p>1b 1 mark</p>	<p><b>Question focus:</b> identify key aspects of non-fiction texts, such as characters, events, titles and information.</p> <p>For this question, the children will have to work out the answer from information given to them in the text.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• scan the text for numbers that tell you how many teeth dolphins and humans have.</li> </ul>
<p>3. A dolphin's teeth are "like a net" (lines 8–9). Why does the writer tell you this? Tick the best reason.</p> <p><input type="checkbox"/> so you do not put your hands in their mouths</p> <p><input type="checkbox"/> to help you to understand how they use their teeth</p> <p><input type="checkbox"/> because their teeth are nets</p> <p><input type="checkbox"/> because their teeth have holes in them</p>	<p>to help you to understand how they use their teeth ✓</p>	<p>1a 1 mark</p>	<p><b>Question focus:</b> draw on knowledge of vocabulary to understand texts.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• scan the text for the words "like a net".</li> <li>• carefully reread the whole paragraph to see how the writer has used the words.</li> <li>• carefully read the options given in the question.</li> <li>• decide which option is the best explanation.</li> </ul>
<p>4. How do dolphins swallow their food?</p>	<p>They swallow it whole.</p>	<p>1b 1 mark</p>	<p><b>Question focus:</b> identify key aspects of non-fiction texts, such as characters, events, titles and information.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• read the headings carefully and look for a heading about eating.</li> </ul>

<p>5. Tick ✓ to show the fact is true. Cross ✗ to show it is not.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Dolphins are fish.</li> <li><input type="checkbox"/> Dolphins have up to 100 teeth.</li> <li><input type="checkbox"/> They chew their food with their sharp teeth.</li> <li><input type="checkbox"/> They get water by eating fish.</li> </ul>	<p>Dolphins are fish. ✗ Dolphins have up to 100 teeth. ✓ They chew their food with their sharp teeth. ✗ They get water by eating fish. ✓</p>	<p>1b 1 mark</p>	<p><i>Question focus: identify key aspects of non-fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• use the headings.</li> <li>• read the text carefully to find the information.</li> <li>• place a tick or cross in each box.</li> </ul> <p>Award 1 mark for all four answers correct.</p>
<p>6. Would it be sensible to keep a dolphin in a swimming pool? Explain your answer.</p>	<p>No. Accept answers which relate to the text such as:</p> <ul style="list-style-type: none"> <li>• They need to be in salty water and swimming pool water is not salty.</li> <li>• They need to catch and eat fish and we do not have fish in our swimming pools.</li> </ul>	<p>1d 2 marks</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Explain to the children that the answer to this question is not written in the text: they have to think about everything they know about dolphins.</p> <p>Tell them to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about the answer you think is true.</li> <li>• read the text again, just to check.</li> </ul> <p>Award an additional mark for a reasonable explanation.</p>

# What Was London Like Before the Great Fire?/ What Was London Like After the Great Fire?

**Kate Ruttle**

## Key text features

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These texts are historical reports about London before and after the Great Fire in 1666.

- The Teaching text tells about London in the years before the Great Fire. The text answers the question posed by its title and has headings to help the reader to locate information efficiently.
- The Practice text tells about London immediately after the fire. Again, the text answers the question in the title and is organised by headings.

## Reading the Teaching text: *What Was London Like Before the Great Fire?*

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- Introduce the text by asking the children what they know about the Great Fire of London. Establish that:
  - it was in 1666, nearly 500 years ago
  - London in those days was a very different city from today. How many ways can the children think of in which it might be different?
- Access the Interactive Modelling Software for this unit. Read the text to the children or listen to the audio.
- Read the extract again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 74–75).

## Reading the Practice text: *What Was London Like After the Great Fire?*

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- Explain that this text follows on, describing London after the Great Fire.
- Once you have read the text, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

## Moving into writing

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- Reread the texts and talk about how they are organised.
- Give the children some historical information (either more about the fire or about a different, more local, historical event).
- Ask children to use these texts as a model for language and organisation for their own writing.



# Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

**Q1:** Why does the text begin with the words “*In the 1660s*”?

**A1:** So that you know when it is set

**Strategy:** The children should listen to the whole text before attempting to answer the question. Establish that texts often begin with phrases that set the time. Can the children think of any that they know from fiction texts? (E.g. “Later that day”.)

**Q2:** What were the names of the three cities that were London?

**A2:** Westminster, Southwark, London

**Strategy:** The children should listen carefully to the first part of the text again. They might find it helpful to jot down the names while you read or play the audio track.

**Q3:** Which city would you have liked to live in? Why?

**A3:** Accept any reasoned answer, e.g. Westminster, because that’s where rich people live/Southwark, because it sounds more interesting/City of London, because I like shopping.

**Strategy:** Ask the children to listen to the whole text again while they think about this question. Remind them you want them to explain their answer, not just say ‘yes’ or ‘no’.

## Extending reading

*The Great Fire of London* – Gillian Clements

*The Great Fire of London* – Deborah Fox

*London’s Burning* – Pauline Francis

*Samuel Pepys* – Paul Harrison

*Toby and the Great Fire of London* – Margaret Nash

*The Great Fire of London* – Jenny Powell

Teaching text: What Was London Like Before the Great Fire?

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. In the 1660s, who lived in Westminster?</p>	<p>the king (and his rich friends)</p>	<p>1b 1 mark</p>	<p><i>Question focus: identify key aspects of non-fiction texts, such as characters, events, titles and information.</i></p> <p>Remind the children that, for most comprehension activities, the questions are in the same order as the information, so questions at the beginning of the page are about the beginning of the text.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• decide if any of the words in the question are in the text (yes – “1660s” line 1).</li> <li>• scan the text for those words.</li> <li>• (once you have found the words) read carefully until you have found the information you need to answer the question.</li> <li>• copy the word(s) from the text carefully.</li> </ul>
<p>2. Choose <b>three</b> facts that were true about Southwark.</p> <p><input type="checkbox"/> Lots of poor people lived there.</p> <p><input type="checkbox"/> Parliament was there.</p> <p><input type="checkbox"/> It was on the river Thames.</p> <p><input type="checkbox"/> It was very noisy.</p> <p><input type="checkbox"/> People threw their waste into the street.</p>	<p>Lots of poor people lived there. ✓ It was very noisy. ✓ People threw their waste into the street. ✓</p>	<p>1b 1 mark</p>	<p><i>Question focus: identify key aspects of non-fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• decide if any of the words in the question are in the text (yes – “Southwark”).</li> <li>• scan the text for the word.</li> <li>• read the options in the question carefully and check each one against the text.</li> </ul> <p>Award 1 mark for three answers correct.</p>
<p>3. “This was where the merchants did their trading.”</p> <p>What does the word “merchants” mean? Choose <b>one</b>.</p> <p><input type="checkbox"/> people who lived near the king</p> <p><input type="checkbox"/> people who worked to make things</p> <p><input type="checkbox"/> people who bought and sold things</p> <p><input type="checkbox"/> people who did no work</p>	<p>people who bought and sold things ✓</p>	<p>1a 1 mark</p>	<p><i>Question focus: draw on knowledge of vocabulary to understand texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully, thinking about what the question is asking.</li> <li>• scan the text for the word “merchants” and read the lines around the word.</li> <li>• think about what you can learn about what merchants did.</li> <li>• reread the options in the question.</li> <li>• choose the one you think is the best description.</li> </ul>
<p>4. What information does the second heading introduce?</p>	<p>information about the river (Thames)</p>	<p>1c 1 mark</p>	<p><i>Question focus: identify the sequence of events in texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• look for the second heading and read it, and then consider what it refers to.</li> </ul>

<p>5. Why was the river Thames busier in the 1660s than it is now?</p>	<p>There were no trains or lorries so everything was carried by boats or ships.</p>	<p>1d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• decide where in the text you will find this information.</li> <li>• think about the meaning of the words in the question and match it to your understanding of the words in the text (none of the words in this question are in the text).</li> <li>• write words from the text if you think you can.</li> </ul> <p>Accept any answer that recognises that more boats and ships were needed because there was not another way to carry things from all around the world.</p>
<p>6. Do you think it would have been interesting to be beside the Thames in the 1660s? Explain your answer.</p>	<p>• Yes, because it was very busy/you could see goods and people from all over the world. • No, because it was too busy and you might get lost.</p>	<p>1d 2 marks</p>	<p><i>Question focus: make inferences from the text.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• remember that this is a 'do you think' question – that means the answer will not be in the text. You have to use information in the text to inform your opinions.</li> <li>• only reread the part of the text about the Thames to find information to use in the answer, because the question refers to the Thames specifically.</li> </ul> <p>Award an additional mark for a reasonable explanation.</p>

## What Was London Like After the Great Fire?

- 1 On Friday 7th September 1666, the fire was almost out. It had been burning for five days.
- 3 The wind wasn't blowing so hard any more and people could see what the city looked like.

### 5 *Homes destroyed*

- 6 The air was grey with ashes and smoke. Over 13,000 houses and 10 churches had been destroyed. Thousands of people had run into the fields and hills around London to escape from the fire, and now they had nowhere to go. Some people left London. Poor people lived on the streets and begged for money.

### 11 *Homes rebuilt*

- 12 After a while, some people were given work. They had to clear up the mess left by the fire. Then builders started to build new homes. The government said that all new buildings had to be built out of brick or stone instead of wood.



Name:	Class:	Date:
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- 1 Tick **three** things we know about 7th September 1666 from the first three sentences.

The Great Fire of London started.

The wind was blowing less hard.

The fire went out.

People could see what the city looked like.

The fire had been burning for five days.

1b

1 mark

- 2 How many homes were destroyed by the Great Fire?

---

1b

1 mark

- 3 “Over 13,000 houses and 10 churches had been destroyed.”

What does the word “*destroyed*” mean in this sentence? Tick **one**.

rebuilt

left empty

burned or knocked down

a bit damaged

1a

1 mark

- 4 What information does the last heading introduce?

---



---

1c

1 mark

- 5 Why do you think the government said that all new homes had to be made of brick or stone instead of wood?

---



---

1d

1 mark

- 6 Do you think it would have been sensible to stay in London after the fire? Explain your answer.

---



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1d

2 marks

Practice text: What Was London Like After the Great Fire?

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. Tick <b>three</b> things we know about 7th September 1666 from the first three sentences.</p> <p><input type="checkbox"/> The Great Fire of London started.</p> <p><input type="checkbox"/> The wind was blowing less hard.</p> <p><input type="checkbox"/> The fire went out.</p> <p><input type="checkbox"/> People could see what the city looked like.</p> <p><input type="checkbox"/> The fire had been burning for five days.</p>	<p>The wind was blowing less hard. ✓</p> <p>People could see what the city looked like. ✓</p> <p>The fire had been burning for five days. ✓</p>	<p>1b 1 mark</p>	<p><b>Question focus:</b> identify key aspects of non-fiction texts, such as characters, events, titles and information.</p> <p>Remind the children that, for most comprehension activities, the questions are in the same order as the information, so questions at the beginning of the page are about the beginning of the text.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• underline the numbers in the question. It is easy to forget them.</li> <li>• read the first three sentences carefully.</li> <li>• read each of the statements in the question and compare them to the information in the text.</li> </ul> <p>Award 1 mark for all three answers correct.</p>
<p>2. How many homes were destroyed by the Great Fire?</p>	<p>13,000</p>	<p>1b 1 mark</p>	<p><b>Question focus:</b> identify key aspects of non-fiction texts, such as characters, events, titles and information.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• use the headings to help work out which part of the text to read.</li> <li>• (once you have found the words) read carefully until you have found the information you need to answer the question.</li> <li>• copy the number from the text carefully.</li> </ul>
<p>3. "Over 13,000 houses and 10 churches had been destroyed." What does the word "destroyed" mean in this sentence? Tick <b>one</b>.</p> <p><input type="checkbox"/> rebuilt</p> <p><input type="checkbox"/> burned or knocked down</p> <p><input type="checkbox"/> left empty</p> <p><input type="checkbox"/> a bit damaged</p>	<p>burned or knocked down ✓</p>	<p>1a 1 mark</p>	<p><b>Question focus:</b> draw on vocabulary to understand texts.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully, thinking about what the question is asking.</li> <li>• scan the text for the word "destroyed" and read the lines around the word.</li> <li>• think about what you can learn about buildings that were destroyed.</li> <li>• reread the options in the question.</li> <li>• choose the one you think is the best description.</li> </ul>
<p>4. What information does the last heading introduce?</p>	<p>Homes were being rebuilt after the fire.</p>	<p>1c 1 mark</p>	<p><b>Question focus:</b> identify the sequence of events in texts.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• look for the last heading and read it, then consider what it refers to.</li> </ul>

<p>5. Why do you think the government said that all new homes had to be made of brick or stone instead of wood?</p>	<p>so there would never be another fire like this one</p>	<p>1d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text you will find this information.</li> <li>• remember that this is a 'why do you think' question – that means the answer will not be in the text. You have to use information in the text to inform your opinions.</li> </ul>
<p>6. Do you think it would have been sensible to stay in London after the fire? Explain your answer.</p>	<ul style="list-style-type: none"> <li>• Yes, because the new houses were made of stone so they would not burn.</li> <li>• No, because it was destroyed and there were poor people begging for money.</li> </ul>	<p>1d 2 marks</p>	<p><i>Question focus: make inferences from the text.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• remember that this is a 'do you think' question – that means the answer will not be in the text. You have to use information in the text to inform your opinions.</li> <li>• you will need to read all of the text to find information to use in the answer because the question refers to the whole of the text.</li> </ul>

# Making Bread/Planting Bulbs

Kate Ruttle

## Key text features

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The texts both have a brief introduction followed by an instructional text.

- The Teaching text is *Making Bread*.
- The Practice text is *Planting Bulbs*.

## Reading the Teaching text: *Making Bread*

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- Introduce the text by asking what the children know about bread. Do they know how it is made? Have they watched someone making bread? What kinds of bread do they like eating?
- Talk about the title of the text. What do they think it will be about?
- Access the Interactive Modelling Software for this unit. Read the extract aloud.
- Read the extract again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 82–83).

## Reading the Practice text: *Planting Bulbs*

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- Have any of the class got a garden? Have they seen bulbs? If not, show them some pictures from the internet. Have they watched someone planting bulbs or helped to plant bulbs?
- Show the children pictures of spring flowers that come from bulbs. Do the children know the names of any of these flowers? (E.g. daffodils, tulips, irises, crocuses, snowdrops, bluebells)
- Once they have read the text, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

## Moving into writing

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- Introduce another simple cooking task. Take photographs of the children following the instructions.
- As a class, sequence the photographs to show the order of events.
- Ask the children to talk to a response partner: one child should give the other instructions (following the sequence of the photographs) while the other one mimes following the instructions exactly.
- Ask the children to write the instructions they needed to give and to follow.



# Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

**Q1:** What is the first piece of information you are given in this text?

**A1:** People all over the world make some form of bread.

**Strategy:** Listen carefully to the opening of the text and think about what 'information' means.

.....

**Q2:** What does the word "*ingredients*" mean?

**A2:** The things you need to use to make the bread.

**Strategy:** Listen to the whole text, listening out for every time you hear the word "*ingredients*". Think about the information you are given immediately after you first hear the word.

.....

**Q3:** What is the first instruction you are given?

**A3:** Measure out all the ingredients into a large bowl.

**Strategy:** Think about everything you know about instructions. What makes instructions different from other kinds of sentences? Listen to the whole text again, thinking about instructions.

## Extending reading

*The Ultimate Children's Cookbook* – Dorling Kindersley

*Ready, Steady, Grow!* – Royal Horticultural Society

Cracking the questions

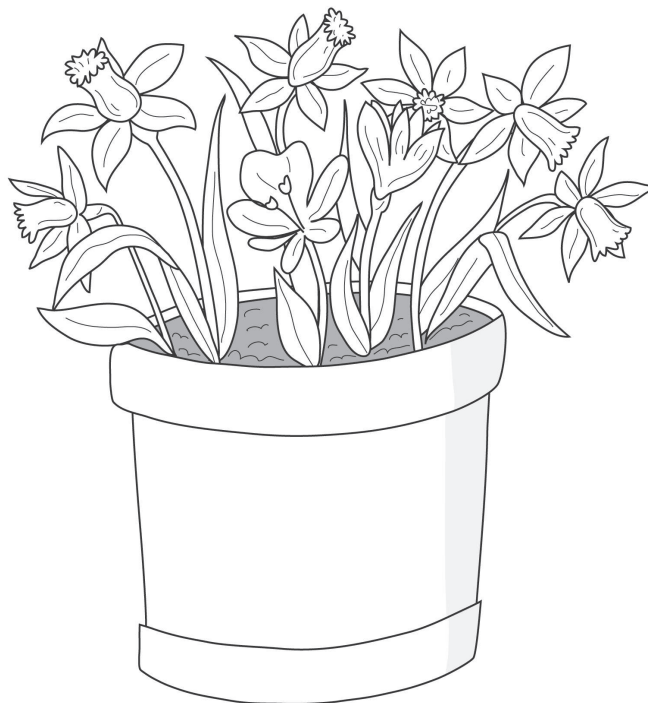
Teaching text: Making Bread 

Question	Answer	CD/Mark	Useful strategies
<p>1. What happens if you add other ingredients to your dough?</p> <p><input type="checkbox"/> You make bigger loaves of bread.</p> <p><input type="checkbox"/> You make different kinds of bread</p> <p><input type="checkbox"/> You make a better dough.</p> <p><input type="checkbox"/> You make bread by baking the dough.</p>	<p>You make different kinds of bread. ✓</p>	<p>1b 1 mark</p>	<p><b>Question focus:</b> identify key aspects of non-fiction texts, such as characters, events, titles and information.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>carefully read the question, marking key words.</li> <li>consider where in the text to look for the answer.</li> <li>carefully read the paragraph to find your answer.</li> <li>reread the options in the question and choose the best one.</li> </ul>
<p>2. Find and copy <b>two</b> things that you always need to make dough for bread.</p>	<p>flour water</p>	<p>1b 1 mark</p>	<p><b>Question focus:</b> identify key aspects of non-fiction texts, such as characters, events, titles and information.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>carefully read the question, marking key words.</li> <li>consider where in the text to look for the answer.</li> <li>carefully read the paragraph to find your answer.</li> </ul> <p>Award 1 mark for both answers correct.</p>
<p>3. Which sentence is an instruction? Choose <b>one</b>.</p> <p><input type="checkbox"/> Which types of bread have you eaten?</p> <p><input type="checkbox"/> Making Bread</p> <p><input type="checkbox"/> What you have to do</p> <p><input type="checkbox"/> Bake the bread for 20–25 minutes.</p>	<p>Bake the bread for 20–25 minutes. ✓</p>	<p>1b 1 mark</p>	<p><b>Question focus:</b> identify key aspects of non-fiction texts, such as characters, events, titles and information.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>carefully read the question, marking key words.</li> <li>consider what you know about instructions.</li> <li>read the options carefully and identify the key features.</li> </ul>

<p>4. "Mix them up and knead them." The word "knead" in this sentence is closest in meaning to (choose one):</p> <p><input type="checkbox"/> squeeze and press them.</p> <p><input type="checkbox"/> mix and stir them.</p> <p><input type="checkbox"/> tell them they are important to you.</p> <p><input type="checkbox"/> stamp and kneel on them.</p>	<p>squeeze and press them. ✓</p>	<p>1a 1 mark</p>	<p><i>Question focus: draw on knowledge of vocabulary to understand texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>carefully read the question, marking key words.</li> <li>consider where in the text to look for the word.</li> <li>scan the text to find the word.</li> <li>carefully read that part of the text, thinking about what the word might mean.</li> </ul>
<p>5. What do you think happens after you have followed instruction 7?</p>	<p>Possible answers could include:</p> <ul style="list-style-type: none"> <li>You have a loaf of bread.</li> <li>You can eat the bread.</li> <li>You have to wait for the bread to cool down.</li> </ul> <p>Do not accept:</p> <ul style="list-style-type: none"> <li>You have to wait for the bread to cook.</li> </ul>	<p>1e 1 mark</p>	<p><i>Question focus: predict what might happen on the basis of what has been read so far.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>carefully read the question, marking key words.</li> <li>consider where in the text to look for information.</li> <li>think about what has happened so far and what you think might happen next.</li> </ul>
<p>6. Number these events to show the order in which they happen.</p> <p><input type="checkbox"/> Make the dough into a mound.</p> <p><input type="checkbox"/> Put a clean cloth over the dough.</p> <p><input type="checkbox"/> Put the dough onto a baking tray.</p> <p><input type="checkbox"/> Mix the ingredients together.</p>	<p>Make the dough into a mound.      3</p> <p>Put a clean cloth over the dough.      2</p> <p>Put the dough onto a baking tray.      4</p> <p>Mix the ingredients together.      1</p>	<p>1c 1 mark</p>	<p><i>Question focus: identify the sequence of events in texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>carefully read the question, marking key words.</li> <li>scan the text for the actions in the question.</li> <li>carefully read the text and number the events.</li> </ul>

## Planting Bulbs

- 1 Have you ever noticed the bright colours of spring flowers? Most of them are grown from bulbs, which contain the food that the flower needs to grow. If you want your flowers to appear in the spring, you will need to plant your bulbs in the autumn, either in the garden or in a pot.
- 5 How to plant a bulb:
  - 6 1. Dig a hole that is three to four times as deep as the bulb.
  - 7 2. Plant most bulbs with the round bit facing down and the pointy bit facing up. If you're not sure which is which, plant the bulb on its side. The roots will grow down and the bud will sprout up.
  - 10 3. If you're growing bulbs in a garden, mark the spot where you have planted the bulb. Write the name of the flower on a lollipop stick and push it into the ground above the bulb.
  - 13 4. Wait and watch.
  - 14 5. Once the bulbs have finished flowering, leave the leaves until they begin to turn yellow. This lets the bulb make the food it needs to flower again next year.



Name:	Class:	Date:
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1 Why are most spring flowers grown from bulbs? Tick **one**.

so the flowers have bright colours

so you plant them in the autumn

so the flowers have food to grow

so they flower in the spring

1b

1 mark

2 Find and copy two places you can plant a bulb.

---

1b

1 mark

3 Which sentence is an instruction? Tick **one**.

Have you ever noticed the bright colours of spring flowers?

How to plant a bulb:

Planting Bulbs

Dig a hole that is three to four times as deep as the bulb.

1b

1 mark

4 “The roots will grow down and the bud will sprout up.”

The word “*sprout*” in the sentence is closest in meaning to (tick **one**):

green vegetable.

grow.

stem.

leaf.

1a

1 mark

5 “*Wait and watch.*”

Write what you think will happen next.

---

1e

1 mark

6 Number these events to show the order in which they happen.

Enjoy the spring flowers.

Let the leaves turn yellow.

Plant the bulb.

Let the roots grow down.

1c

1 mark

Practice text: Planting Bulbs

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. Why are most spring flowers grown from bulbs? Tick <b>one</b>.</p> <p><input type="checkbox"/> So the flowers have bright colours.</p> <p><input type="checkbox"/> So you plant them in the autumn.</p> <p><input type="checkbox"/> So the flowers have food to grow.</p> <p><input type="checkbox"/> So they flower in the spring.</p>	<p>So the flowers have food to grow. ✓</p>	<p>1b 1 mark</p>	<p><b>Question focus:</b> identify key aspects of non-fiction texts, such as characters, events, titles and information.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>carefully read the question, marking key words.</li> <li>consider where in the text to look for the answer.</li> <li>carefully read the paragraph to find your answer.</li> <li>reread the options in the question and choose the best one.</li> </ul>
<p>2. Find and copy <b>two</b> places you can plant a bulb.</p>	<p>in the garden in a pot</p>	<p>1b 1 mark</p>	<p><b>Question focus:</b> identify key aspects of non-fiction texts, such as characters, events, titles and information.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>carefully read the question, marking key words.</li> <li>consider where in the text to look for the answer.</li> <li>carefully read the paragraph to find your answer.</li> </ul> <p>Award 1 mark for both answers correct.</p>
<p>3. Which sentence is an instruction? Tick <b>one</b>.</p> <p><input type="checkbox"/> Have you ever noticed the bright colours of spring flowers?</p> <p><input type="checkbox"/> How to plant a bulb:</p> <p><input type="checkbox"/> Planting Bulbs</p> <p><input type="checkbox"/> Dig a hole that is three to four times as deep as the bulb.</p>	<p>Dig a hole that is three to four times as deep as the bulb. ✓</p>	<p>1b 1 mark</p>	<p><b>Question focus:</b> identify key aspects of non-fiction texts, such as characters, events, titles and information.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>carefully read the question, marking key words.</li> <li>consider what you know about instructions.</li> <li>read the options carefully and identify the key features.</li> </ul>
<p>4. "The roots will grow down and the bud will <u>sprout</u> up."</p> <p>The word "sprout" in this sentence is closest in meaning to (tick <b>one</b>):</p> <p><input type="checkbox"/> green vegetable.</p> <p><input type="checkbox"/> grow.</p> <p><input type="checkbox"/> stem.</p> <p><input type="checkbox"/> leaf.</p>	<p>grow. ✓</p>	<p>1a 1 mark</p>	<p><b>Question focus:</b> draw on knowledge of vocabulary to understand texts.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>carefully read the question, marking key words.</li> <li>consider where in the text to look for the word.</li> <li>scan the text to find the word.</li> <li>carefully read that part of the text, thinking about what the word might mean.</li> </ul>

<p>5. "Wait and watch." Write what you think will happen next.</p>	<p>Possible answers could include: The flowers will grow./The stem/stalk/shoot will appear above the ground.</p>	<p>1e 1 mark</p>	<p><i>Question focus: predict what might happen on the basis of what has been read so far.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• carefully read the question, marking key words.</li> <li>• consider where in the text to look for information.</li> <li>• think about what has happened so far and what you think might happen next.</li> </ul>
<p>6. Number these events to show the order in which they happen.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Enjoy the spring flowers.</li> <li><input type="checkbox"/> Plant the bulb.</li> <li><input type="checkbox"/> Let the leaves turn yellow.</li> <li><input type="checkbox"/> Let the roots grow down.</li> </ul>	<p>Enjoy the spring flowers.    3 Plant the bulb.                    1 Let the leaves turn yellow.    4 Let the roots grow down.      2</p>	<p>1c 1 mark</p>	<p><i>Question focus: identify the sequence of events in texts.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• carefully read the question, marking key words.</li> <li>• scan the text for the actions in the question.</li> <li>• carefully read the text and number the events.</li> </ul>

# Seas and Oceans/A Walk from Our Island School

Izzi Howell/Deborah Chancellor

## Key text features

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The texts are both from non-fiction information texts about oceans and islands.

- The Teaching text is from *Fact Cat: Seas and Oceans* by Izzi Howell.
- The Practice text is an extract entitled *The Isle of Mull*, from *A Walk from Our Island School* by Deborah Chancellor.

## Reading the Teaching text: *Seas and Oceans*

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- Introduce the text by asking the children if they have ever seen the sea. Who has been to the seaside? Who has been out on the sea in a boat? Who has seen the sea from an aeroplane?
- Make a mind map to record what the children know about the sea.
- Access the Interactive Modelling Software for this unit. Read the extract to the children and ask them to think about any new information they discovered about the sea.
- Read the extract again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 90–91).

## Reading the Practice text: *The Isle of Mull*

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- Read the title of the extract to the children. If possible, show them a map of the UK, and identify the Isle of Mull (off the west coast of Scotland and north of Glasgow).
- Talk about islands. What makes living on an island different from living on the mainland?
- Once they have read the extract, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

## Moving into writing

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- Reread *The Isle of Mull*.
- Explain to the children that they are going to write a similar text about the area around your school.
- In groups, ask the children to identify interesting places close to the school that they might want to write about. If possible, take the children for a walk around the locations, taking photographs for them to use in their writing.
- Each child in the group should select one location to discuss with a response partner, and then write about it. If the children are using computers for their writing, they can use imported digital photographs from the previous step, if available.
- Encourage the children to read each other's work and help one another to improve their writing.



# Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

**Q1:** Where is most of the water on Earth found?

**A1:** In seas and oceans

**Strategy:** Think about where in the text you would find the answer to this question.  
Listen to that part of the text again.

.....

**Q2:** How many oceans are there?

**A2:** Five

**Strategy:** Think about where in the text you would find the answer to this question.  
Listen to that part of the text again.

.....

**Q3:** What might you find on a coastline? Use ideas from the text.

**A3:** Beaches/sand/pebbles

**Strategy:** Think about where in the text you would find the answer to this question.  
Listen to that part of the text again.

## Extending reading

*Continents* – Izzi Howell

*First Animal Encyclopedia: Seas and Oceans* – Anna Claybourne

*This Is How We Do It* – Matt Lamothe

*Big Blue Whale* – Nicola Davies

Teaching text: Seas and Oceans 

Cracking the questions

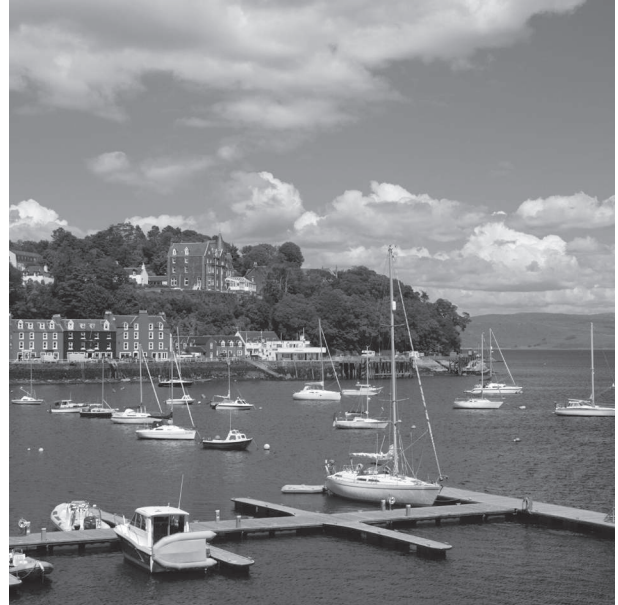
Question	Answer	CD/Mark	Useful strategies										
<p>1. Show which type of water is found in each place. Write <b>S</b> if the water is salt water. Write <b>F</b> if the water is fresh water.</p>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 20%;">S or F</th> </tr> </thead> <tbody> <tr> <td>Sea</td> <td>S</td> </tr> <tr> <td>Ocean</td> <td>S</td> </tr> <tr> <td>Lake</td> <td>F</td> </tr> <tr> <td>River</td> <td>F</td> </tr> </tbody> </table>		S or F	Sea	S	Ocean	S	Lake	F	River	F	<p>1b 2 marks</p>	<p><i>Question focus: identify key aspects of non-fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text you will find the information you need.</li> <li>• carefully read that part of the text, looking to see which kind of water is found in each place.</li> </ul> <p>Award 2 marks for all four boxes correctly completed. Award 1 mark for three boxes correctly completed.</p>
	S or F												
Sea	S												
Ocean	S												
Lake	F												
River	F												
<p>2. Look at the second paragraph. <b>Find and copy one</b> word that means the same as <i>joined</i>.</p>	<p>“connected”</p>	<p>1a 1 mark</p>	<p><i>Question focus: draw on knowledge of vocabulary to understand texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• carefully read the paragraph identified, looking for a word with the meaning given in the question.</li> <li>• find and copy one word.</li> </ul>										
<p>3. <b>Find and copy</b> the name of <b>two</b> oceans.</p>	<p>Accept two of:</p> <ul style="list-style-type: none"> <li>• Arctic Ocean</li> <li>• Atlantic Ocean</li> <li>• Indian Ocean</li> <li>• Pacific Ocean</li> <li>• Southern Ocean</li> </ul>	<p>1b 1 mark</p>	<p><i>Question focus: identify key aspects of non-fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text they will find this information.</li> <li>• carefully read that part of the text, thinking about what the question is asking.</li> <li>• find and copy two answers.</li> </ul>										

<p>4. Seas are smaller than oceans. Write <b>one</b> fact from the text to show this is true.</p>	<p>Accept either:</p> <ul style="list-style-type: none"> <li>• "A sea is part of an ocean."</li> <li>• Oceans contain several seas.</li> </ul>	<p>1b 1 mark</p>	<p>Question focus: identify key aspects of non-fiction texts, such as characters, events, titles and information.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• scan the text for the word "sea", and then read the sentences around it.</li> <li>• carefully read that part of the text, thinking about what the question is asking.</li> </ul>
<p>5. Which <b>two</b> things meet at a coastline?</p>	<ul style="list-style-type: none"> <li>• land</li> <li>• water/sea/ocean</li> </ul> <p>Do not accept:</p> <ul style="list-style-type: none"> <li>• sand</li> <li>• pebbles</li> <li>• cliffs</li> </ul>	<p>1b 1 mark</p>	<p>Question focus: identify key aspects of non-fiction texts, such as characters, events, titles and information.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text you will find this information.</li> <li>• carefully read that part of the text, thinking about what the question is asking.</li> </ul>
<p>6. Which statement is true about beaches? Choose <b>one</b>.</p> <p><input type="checkbox"/> All coasts have beaches.</p> <p><input type="checkbox"/> All beaches are sandy.</p> <p><input type="checkbox"/> Waves move beaches along the coast.</p> <p><input type="checkbox"/> Beaches are made of sand or pebbles.</p>	<p>Beaches are made of sand or pebbles. ✓</p>	<p>1b 1 mark</p>	<p>Question focus: identify key aspects of non-fiction texts, such as characters, events, titles and information.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text you will find this information.</li> <li>• carefully read that part of the text, thinking about what the question is asking.</li> </ul>

# The Isle of Mull

Deborah Chancellor

- 1 *Holly, Jude and Robert are exploring the town of Tobermory on the Isle of Mull in Scotland.*
- 3 **Different Boats**
- 4 Holly, Jude and Robert see lots of boats in the harbour. Some are fishing boats and others are sailing boats. The Isle of Mull is surrounded by the sea, so boats are important to life on the island.
- 10 The children cross over Main Street to explore the fishing pier. They find some fishing tackle and look at the wicker baskets that are used to hold shellfish. Their teacher explains that these baskets are called creels.



- 17 As the children look out across the harbour, they see a ferry arriving at the terminal to the north of the harbour. People can catch a car ferry to mainland Scotland from Tobermory.
- 23 **Coastal Path**
- 24 The footpath Holly, Jude and Robert want to take is near the tourist centre. It is called a coastal path because it follows the coastline.

<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
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1 Look at the second paragraph.

**Find and copy one** word that means *all around*.

---

1a

1 mark

2 Who might use a creel?

---

1d

1 mark

3 **Find and copy** the name of **two** types of boats.

---



---

1b

1 mark

4 It is easy to get to the mainland from Mull.

Write **one** fact from the text to show this is true.

---

1b

1 mark

5 Which statement is true about the coastal path?

Tick **one**.

It is in the harbour.

It is in the tourist centre.

It is near the school.

It follows the coastline.

1b

1 mark

6 Draw lines to join the name of each place to a word that tells you what it is.

Mull                                  town

Tobermory                        footpath

coastal path                        island

1b

1 mark

Practice text: The Isle of Mull

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Look at the second paragraph. Find and copy one word that means <i>all around</i> .	“surrounded”	1a 1 mark	<p><i>Question focus: draw on knowledge of vocabulary to understand texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• carefully read the paragraph identified, looking for a word with the meaning given in the question.</li> <li>• find and copy one word.</li> </ul>
2. Who might use a creel?	<ul style="list-style-type: none"> <li>• a fisherman</li> <li>• someone who wants to catch shellfish</li> </ul>	1d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• scan the text for the word “creel”, then read the sentences around it.</li> <li>• think about what you know that will help you to answer the question.</li> <li>• search for clues in the text.</li> </ul>
3. Find and copy the name of two types of boats.	<p>Accept two of:</p> <ul style="list-style-type: none"> <li>• “fishing boats”</li> <li>• “sailing boat”</li> <li>• “ferry” or “car ferry”</li> </ul>	1b 1 mark	<p><i>Question focus: identify key aspects of non-fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• scan the text for types of boats.</li> <li>• carefully read that part of the text, thinking about what the question is asking.</li> <li>• find and copy two answers.</li> </ul>
4. It is easy to get to the mainland from Mull. Write one fact from the text to show this is true.	“People can catch a car ferry to mainland Scotland from Tobermory.”	1b 1 mark	<p><i>Question focus: identify key aspects of non-fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• scan the text for the word “mainland”.</li> <li>• carefully read that part of the text, thinking about what the question is asking.</li> </ul>

<p>5. Which statement is true about the coastal path? Tick <b>one</b>.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> It is in the harbour.</li> <li><input type="checkbox"/> It is in the tourist centre.</li> <li><input type="checkbox"/> It is near the school.</li> <li><input type="checkbox"/> It follows the coastline.</li> </ul>	<p>1b 1 mark</p>	<p><i>Question focus: identify key aspects of non-fiction texts, such as characters, events, titles and information.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text you will find the information.</li> <li>• carefully read that part of the text, thinking about what the question is asking.</li> </ul>						
<p>6. Draw lines to join the name of each place to a word that tells you what it is.</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Mull</td> <td style="width: 50%;">town</td> </tr> <tr> <td>Tobermory</td> <td>footpath</td> </tr> <tr> <td>coastal path</td> <td>island</td> </tr> </table>	Mull	town	Tobermory	footpath	coastal path	island	<p>1b 1 mark</p>	<p><i>Question focus: identify key aspects of non-fiction texts, such as characters, events, titles and information.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• scan the text for each of the place names.</li> <li>• carefully read around the place names, looking to see what each place is.</li> </ul> <p>Award 1 mark for all three lines correctly drawn.</p>
Mull	town							
Tobermory	footpath							
coastal path	island							

# Here to Help: Firefighter/Here to Help: Police Officer

## Rachel Blount

### Key text features

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Both texts are recount information texts about people who work for the emergency services.

- The Teaching text is from *Here to Help: Firefighter* by Rachel Blount.
- The Practice text is from *Here to Help: Police Officer* by Rachel Blount.

### Reading the Teaching text: *Here to Help: Firefighter*

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- Introduce the text by asking the children what they understand by the term ‘emergency services’. What is an emergency? Who can you call in an emergency? How do you contact them?
- Have the children ever seen a fire engine? What was it doing? Where was it going?
- Access the Interactive Modelling Software for this unit. Read the text to the children and ask them to think about any new information they discovered.
- Read the extract again, this time using the modelling software to model ‘cracking’ the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 98–99 ).

### Reading the Practice text: *Here to Help: Police Officer*

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- Read the title of the extract to the children. What do they think it is going to be about?
- Once they have read the extract, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

### Moving into writing

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- Reread both of the extracts.
- Explain to the children that they are going to write a similar text about someone who helps them in school. Discuss who this could be (e.g. an MDSA, TA, admin person, first aider, teacher, headteacher). Guide the children towards choosing an adult who will consent to being interviewed (ensure staff are given advance notice).
- In groups, ask the children to think of questions to ask the helping adult in an interview.
- Let the children interview the adult and record the answers. If possible, let them take photos of different aspects of the adult’s work.
- Working in pairs, the children should create a word-processed information text about an aspect of the work the helping adult does.
- Encourage the children to read each other’s work and help one another to improve their writing.



# Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

**Q1:** How does Leanne know that there is an emergency?

**A1:** Her bleeper goes off./The commander tells her.

**Strategy:** Think about where in the text you would find the answer to this question. Listen to that part of the text again, thinking about what you're told about how she knows.

**Q2:** Why do firefighters have to move fast?

**A2:** They are dealing with emergencies./People might be hurt./To stop accidents from getting worse.

**Strategy:** Listen to the whole text again, thinking about the question and what you already know about firefighters.

**Q3:** Why do you think the firefighters check every room in the burning restaurant?

**A3:** In case someone is trapped in a room

**Strategy:** Think about where in the text you would find the answer to this question. Listen to that part of the text again, thinking about why the firefighters might need to go inside the building.

## Extending reading

*Popcorn: People Who Help Us: Police* – Honor Head

*Popcorn: People Who Help Us: Firefighters* – Honor Head

*People Who Help Us: Doctor* – Rebecca Hunter

*People Who Help Us: Lifeboat Crew Member* – Rebecca Hunter



Teaching text: Here to Help: Firefighter

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Who do you think “the commander” is?	<ul style="list-style-type: none"> <li>the boss</li> <li>the person in charge</li> <li>the person who tells Leanne what to do</li> </ul>	1d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>read the question slowly and carefully.</li> <li>think about where in the text you will find this information.</li> <li>think about what you know that will help you to answer the question.</li> <li>search for clues in the text.</li> </ul>
2. Look at the information under the “Emergency” heading. Find and copy one word that means the team of people who work on a fire engine.	“crew”	1a 1 mark	<p><i>Question focus: draw on knowledge of vocabulary to understand texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>read the question slowly and carefully.</li> <li>carefully read the section identified, looking for a word with the meaning given in the question.</li> <li>find and copy one word.</li> </ul>
3. Why does the fire engine driver turn on the lights and siren?	<ul style="list-style-type: none"> <li>so that other drivers let them pass</li> <li>to warn other drivers the fire engine is coming</li> </ul>	1b 1 mark	<p><i>Question focus: identify key aspects of non-fiction texts, such as titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>read the question slowly and carefully.</li> <li>scan the text for the words “lights” and “siren”.</li> <li>carefully read that part of the text, thinking about what the question is asking.</li> </ul>
4. Why do you think Leanne might need her breathing apparatus when she goes to a fire?	so she can breathe even if the place is full of smoke	1d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>read the question slowly and carefully.</li> <li>think about where in the text you will find this information.</li> <li>think about what you know that will help you to answer the question.</li> <li>search for clues in the text.</li> </ul>

<p>5. The firefighters hurry to the emergency. <b>Find and copy two</b> things they do to make sure they are quick.</p>	<p>Accept two of:</p> <ul style="list-style-type: none"> <li>• Run to the fire engine.</li> <li>• Roll their trousers over their boots.</li> <li>• Turns on the lights and siren.</li> <li>• Slide down a pole.</li> </ul>	<p>1b 2 marks</p>	<p><i>Question focus: identify key aspects of non-fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• scan the text for words that mean <i>quick</i>, or things that show the firefighters are hurrying.</li> <li>• find two things.</li> </ul>
<p>6. Which statement is true? Choose <b>one</b>.</p> <p><input type="checkbox"/> Leanne only goes out to fight fires.</p> <p><input type="checkbox"/> Leanne tells everyone what to do.</p> <p><input type="checkbox"/> Leanne helps people who are in trouble.</p> <p><input type="checkbox"/> Leanne never goes into a building that is on fire.</p>	<p>Leanne helps people who are in trouble. ✓</p>	<p>1b 1 mark</p>	<p><i>Question focus: identify key aspects of non-fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully, thinking about all the options.</li> <li>• consider each of the statements separately.</li> <li>• reread the text, looking for evidence to show whether each one is true.</li> <li>• tick one box.</li> </ul>

## Here to Help: Police Officer

Rachel Blount

- 1 *Hello, my name is Amanda and I am a police officer. It is my job to deal with crime and keep people safe.*
- 3 This is the police station where I work. Lots of other police officers work here too.
- 6 I usually work in the day. Sometimes I work at night. Police officers have to work all through the night so that we can protect people all the time.
- 12 There is a big car park where all our vehicles are kept.



### 14 ***On Patrol***

- 15 I patrol on my own, unless I am working at night. If I need other police officers to help me I put out a call on my radio. Any police officers that are close by respond and then come to help.
- 21 Every day is very different when you are a police officer. Some days I visit victims of crime, take statements from people who have seen a crime or help people in the street.
- 24 Sometimes I use a patrol car. It is white with bright blue and yellow markings. It has lights on the top and a siren that makes a loud noise.

Name:	Class:	Date:
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1 Where does Amanda work?

\_\_\_\_\_

1b

1 mark

2 Look at the fourth paragraph.

**Find and copy one** word that means *cars, motorbikes and vans*.

\_\_\_\_\_

1a

1 mark

3 “Police officers have to work all through the night so that we can protect people all the time.”

What does the word “*protect*” mean?

Tick **one**.

fight off

look after

chase away

call up

1a

1 mark

4 Why do you think Amanda might put out a call on her radio?

\_\_\_\_\_

1d

1 mark

5 Police officers are very busy.

**Find and copy two** things they do to help people.

\_\_\_\_\_

\_\_\_\_\_

1b

2 marks

6 Which statement is true?

Tick **one**.

Amanda always goes on patrol in a car.

Amanda calls other police officers on her phone.

Amanda always patrols with another officer.

Sometimes Amanda works at night.

1b

1 mark

Practice text: Here to Help: Police Officer

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Where does Amanda work?	a police station	1b 1 mark	<p><i>Question focus: identify key aspects of non-fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text you will find this information.</li> <li>• carefully read that part of the text, thinking about what the question is asking.</li> </ul>
2. Look at the fourth paragraph. Find and copy one word that means cars, motorbikes and vans.	"vehicles"	1a 1 mark	<p><i>Question focus: draw on knowledge of vocabulary to understand texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• carefully read the paragraph identified, looking for a word with the meaning given in the question.</li> <li>• find and copy one word.</li> </ul>
3. "Police officers have to work all through the night so that we can protect people all the time." What does the word "protect" mean? Tick one. <input type="checkbox"/> fight off <input type="checkbox"/> look after <input type="checkbox"/> chase away <input type="checkbox"/> call up	look after ✓	1a 1 mark	<p><i>Question focus: draw on knowledge of vocabulary to understand texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question and the possible answers slowly and carefully.</li> <li>• scan the text for the word "protect", and read the sentences around it.</li> <li>• reread the options and decide which is best.</li> </ul>
4. Why do you think Amanda might put out a call on her radio?	to ask for help Also accept answers such as: • if there is trouble • if there is danger • if she sees a crime	1d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the text they will find this information.</li> <li>• remember that 'do you think' means that the answer will not be written in the text.</li> <li>• think about what you know that will help you to answer the question.</li> <li>• search for clues in the text.</li> </ul>

<p>5. Police officers are very busy. Find and copy <b>two</b> things they do to help people.</p>	<p>Accept two of:</p> <ul style="list-style-type: none"> <li>• “deal with crime”</li> <li>• “keep people safe”</li> <li>• “work all through the night”</li> <li>• “protect people”</li> <li>• “visit victims of crime”</li> <li>• “take statements”</li> <li>• “help people in the street”</li> <li>• go on patrol</li> </ul>	<p>1b 2 marks</p>	<p><i>Question focus: identify key aspects of non-fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• scan the text for words that tell you what police officers do.</li> <li>• find two answers.</li> </ul> <p>Award 1 mark for each correct answer, up to a maximum of 2 marks.</p>
<p>6. Which statement is true?</p> <p>Tick <b>one</b>.</p> <p><input type="checkbox"/> Amanda always goes on patrol in a car.</p> <p><input type="checkbox"/> Amanda calls other police officers on her phone.</p> <p><input type="checkbox"/> Amanda always patrols with another officer.</p> <p><input type="checkbox"/> Sometimes Amanda works at night.</p>	<p>Sometimes Amanda works at night. ✓</p>	<p>1b 1 mark</p>	<p><i>Question focus: identify key aspects non-fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully, thinking about all the options.</li> <li>• consider each of the statements separately.</li> <li>• reread the text, looking for evidence to show whether each one is true.</li> <li>• tick one box.</li> </ul>

# Mice/Like an Animal

Rose Fyleman/Joan Poulson

## Key text features

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Both texts are simple rhyming poems.

- The Teaching text is *Mice* by Rose Fyleman.
- The Practice text is *Like an Animal* by Joan Poulson. It is about how a child can move like different animals.

## Reading the Teaching text: *Mice*

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- Introduce the text by asking the children what they know about mice. Look for answers including what they eat/ what eats them/ where they live/ what they look like/ what they do, etc.
- Access the Interactive Modelling Software for this unit. Read the Teaching text aloud to the children or listen to the audio track. What can they tell you about the type of text they heard? (It is a poem.) How do they know? (It has rhyme and rhythm.)
- Read the complete poem aloud to the children or listen to the audio track.
- Reread the poem, pausing before every rhyming word. Can the children predict the missing word?
- Read the poem again, this time using the modelling software to model ‘cracking’ the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 106–107).

## Reading the Practice text: *Like an Animal*

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- Introduce the title of the text: *Like an Animal*. What do the children think it might be about? Clarify that it will not be about animals because the title is *Like an Animal*.
- Read the poem aloud to the children. Were their predictions confirmed?
- Reread the poem, pausing before every rhyming word. Can the children predict the missing word?
- Once you have read the text, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

## Moving into writing

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- Reread *Like an Animal*. Remind the children about the structure.
- Let the children try to create their own verse. Provide scaffolding using the structure of the poem.
- Remind them that their verses do not need to rhyme.



# Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

**Q1:** What is this text about?

**A1:** It is about mice.

**Strategy:** The children will need to listen to the whole text and consider their response.

Understanding the main idea is an important skill to develop for listening comprehension since, increasingly, we deliver curriculum information to children primarily through spoken language.



**Q2:** Which part of the mouse is long and which part of it is small?

**A2:** The tail; the face.

**Strategy:** Listen to the whole poem again, listening out for the words long and small and thinking about which body part each adjective refers to.



**Q3:** What do you notice about the beginning and end of the poem?

**A3:** They are the same (apart from the word “*But*” at the end of the poem).

**Strategy:** The children will need to listen to the whole poem, listening out for the answer to the question.

## Extending reading

*Rumble in the Jungle* – Giles Andreae

*Why the Animals Came to Town* – Michael Foreman

*Crocodiles Are the Best Animals of All!* – Sean Taylor

Cracking the questions

Teaching text: Mice 

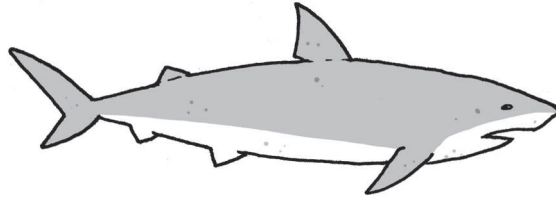
Question	Answer	CD/Mark	Useful strategies
<p>1. Write the words from the poem that rhyme with:</p> <p>small white touch</p>	<p>all white much</p>	<p>1b 1 mark</p>	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in a poem to look for rhyming words.</li> <li>• carefully read the poem again, listening out for rhyming words.</li> </ul> <p>Award 1 mark for all three answers correct.</p>
<p>2. "They nibble things"</p> <p>The word "nibble" is closest in meaning to (choose <b>one</b>):</p> <p><input type="checkbox"/> break. <input type="checkbox"/> crumb. <input type="checkbox"/> gnaw. <input type="checkbox"/> reach.</p>	<p>gnaw. ✓</p>	<p>1a 1 mark</p>	<p><i>Question focus: draw on knowledge of vocabulary to understand texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully, thinking about the meanings of the words.</li> <li>• scan the text for the word "nibble" and read the line containing the word.</li> <li>• look at the picture to confirm your choice.</li> <li>• consider the information given and tick the best answer.</li> </ul>
<p>3. What do the mice do at night?</p>	<p>"Run about the house".</p>	<p>1b 1 mark</p>	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• scan the text for the word "night".</li> <li>• consider the information given and write the answer.</li> </ul>
<p>4. Find and copy two words that describe the colours on a mouse.</p>	<p>"pink", "white".</p>	<p>1b 1 mark</p>	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• scan the poem for the colour words.</li> <li>• reread the lines, checking that the colour words describe the mice.</li> </ul>

5. What do the mice do so that no-one likes them much? Find an idea from the poem.	Either They run about the house at night. or They nibble things they should not touch.	1d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Explain to the children that the answer to this question is not written in the text: they have to think about everything they have been told in the text.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• scan the poem for ideas explaining why no-one seems to like mice very much.</li> <li>• carefully read the information around the ideas each time.</li> </ul>
6. What do you think the poet likes about mice?	Accept answers linked to ideas in the poem such as: <ul style="list-style-type: none"> <li>• They look cute.</li> <li>• Their faces are small.</li> <li>• No-one else likes them.</li> </ul>	1d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Explain to the children that the answer to this question is not written in the text: they have to think about everything they know about the writer's views.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about what you have read.</li> <li>• write an answer.</li> </ul>

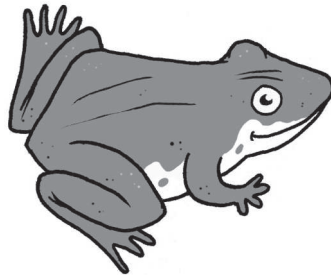
## Like an Animal

Joan Poulson

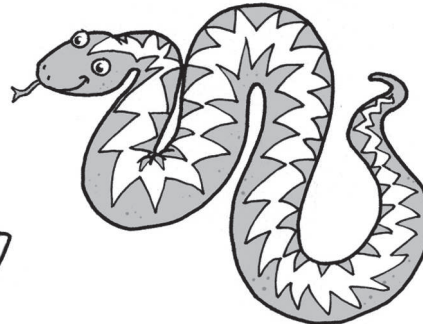
- 1 I snarl and snap  
around the park  
pretend that I'm a  
strong, fierce shark.



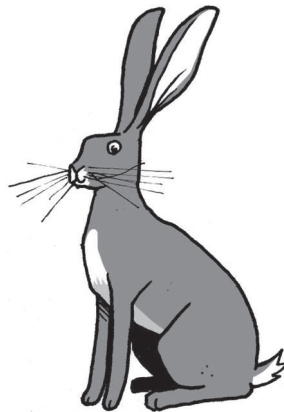
- 5 I jump and hop  
off a fallen log  
pretend that I'm a  
bright-eyed frog.



- 9 I slide zigzag  
beside the lake  
pretend that I'm a  
patterned snake.



- 13 I leap and spring,  
bound everywhere  
pretend that I'm a  
long-legged hare.



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

- 1 Write the words from the poem that rhyme with:

park \_\_\_\_\_

log \_\_\_\_\_

lake \_\_\_\_\_

1b

1 mark

- 2 “I leap and spring,  
bound everywhere”

The word “bound” is closest in meaning to (tick **one**):

burn.

sleep.

jump.

sprint.

1a

1 mark

- 3 Where does the child pretend to be a snake?

\_\_\_\_\_

1b

1 mark

- 4 Find and copy two words that describe the shark.

\_\_\_\_\_

1b

1 mark

- 5 Finish the verse.

I slither and slide,

leave a silver trail

pretend that I’m

a brown-shelled \_\_\_\_\_.

How do you know which animal name to write?

\_\_\_\_\_

\_\_\_\_\_

1c

1 mark

- 6 Why do you think the child was moving in so many different ways in the poem?

\_\_\_\_\_

\_\_\_\_\_

1d

1 mark

Cracking the questions

Practice text: Like an animal

Question	Answer	CD/Mark	Useful strategies
1. Write the words from the poem that rhyme with: park log lake	shark frog snake	1b 1 mark	Question focus: identify key aspects of fiction texts, such as characters, events, titles and information. This question requires the child to write the answer. Tell the children to: <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in a poem to look for rhyming words.</li> <li>• carefully read the poem again, listening out for rhyming words.</li> </ul>
2. "I leap and spring, bound everywhere" The word "bound" is closest in meaning to (tick one): <input type="checkbox"/> burn. <input type="checkbox"/> sleep. <input type="checkbox"/> jump. <input type="checkbox"/> sprint.	jump. ✓	1a 1 mark	Question focus: draw on knowledge of vocabulary to understand texts. Tell the children to: <ul style="list-style-type: none"> <li>• read the question slowly and carefully, thinking about the meanings of the words.</li> <li>• scan the text for the word "bound" and read the lines around the word.</li> <li>• consider the information given and tick the best answer.</li> </ul>
3. Where does the child pretend to be a snake?	beside the lake	1b 1 mark	Question focus: identify key aspects of fiction texts, such as characters, events, titles and information. Tell the children to: <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• scan the text for the word "snake".</li> <li>• consider the information given and write the answer.</li> </ul>
4. Find and copy two words that describe the shark.	strong fierce	1b 1 mark	Question focus: identify key aspects of fiction texts, such as characters, events, titles and information. Tell the children to: <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• scan the poem for the verse about the shark.</li> <li>• reread the poem, looking for words that describe the shark.</li> </ul>

<p>5. Finish the verse. I slither and slide, leave a silver trail pretend that I'm a brown-shelled _____. How do you know which animal name to write?</p>	<p>snail</p> <p>Accept answers that recognise the structure of the poem. E.g.</p> <ul style="list-style-type: none"> <li>• It rhymes with trail.</li> <li>• The information makes me think of a snail.</li> <li>• It has a shell and it leaves a silver trail.</li> </ul>	<p>1c</p> <p>1 mark</p>	<p><i>Question focus: identify the sequence of events in texts.</i></p> <p>Explain to the children that they need to think about how each verse is written. Point out that:</p> <ul style="list-style-type: none"> <li>• the words at the end of the second and last lines rhyme, so if you can think of a rhyme you can fill in the missing word.</li> <li>• each verse gives you information about the animal, so look for clues about how it moves and what it looks like.</li> </ul> <p>Once they have worked out the answer, ask them to write it and then explain which strategy they used to work it out.</p> <p>Award 1 mark for answers that include both the animal name and the explanation.</p>
<p>6. Why do you think the child was moving in so many different ways in the poem?</p>	<p>She was pretending to be different animals.</p>	<p>1d</p> <p>1 mark</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Explain to the children that the answer to this question is not written in the text: they have to think about everything they know about the child in the poem.</p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• read the title slowly and carefully.</li> <li>• consider what the title tells them you what happens in the poem.</li> </ul>

# Little Miss Muffet/Twinkle, Twinkle, Little Star

Anon/Jane Taylor, Anon, Lewis Carroll

## Key text features

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Both texts are traditional nursery rhymes that also have modern versions.

- The Teaching text is *Little Miss Muffet*, together with three modern versions.
- The Practice text is *Twinkle, Twinkle, Little Star*, together with a modern version and a version from *Alice in Wonderland* by Lewis Carroll.

## Reading the Teaching text: *Little Miss Muffet*

---

- Introduce the text by asking the children to recite it with you. Ask them if there are any words they do not understand.
- Access the Interactive Modelling Software for this unit. Read the first version aloud to the children or listen to the audio track. Is this version familiar? What can they tell you about the type of text they heard? How do they know?
- Read the other three versions. Invite the children to tell you what they thought of them.
- Read the extracts again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 114–115).



## Reading the Practice text: *Twinkle, Twinkle, Little Star*

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- Read the familiar version to the children. Can they guess what the next two are? Read all of the poems aloud. Check that there is no unfamiliar vocabulary.
- Once you have read the text, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

## Moving into writing

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- Reread *Little Miss Muffet*. Tell the children they are going to make up their own version.
- Together make a list of things you might sit on. Point out that the word must have two syllables (e.g. table, sofa, TV, bathtub, armchair). Then ask the children to think of words that rhyme. Point out that they can make up words or use names or silly words (e.g. mable, pofa, purlub).
- Which words in the poem have to rhyme with the food she is eating? (the last words) How many syllables is it? (Chapattis and chips – kiss on the lips; strawberry jelly – it's on my belly.)



# Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

**Q1:** In the first poem, the girl sits on a tuffet. What does she sit on in the second poem?

**A1:** A bucket

**Strategy:** The children will need to listen to the second poem and consider their response.

.....

**Q2:** List all of the food from all four poems.

**A2:** Curds and whey, chocolate ice-cream, chapattis and chips, strawberry jelly

**Strategy:** The children will need to listen to all of the poems, listening out for food words. Suggest that they record them in a list, or draw them, to remember.

.....

**Q3:** Draw a quick picture of the last poem. Put in all of the detail you can remember.

**A3:** The picture should include a girl on a tuffet/stool, strawberry jelly and a tiger lying beside her pointing at his belly.

**Strategy:** The children will need to listen carefully to the final poem, adding the detail to their drawing.

## Extending reading

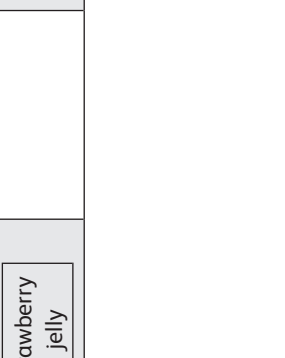
*Old King Cole Played in Goal* – Laurence Anholt

*Little Bo-Peep's Missing Sheep* – Alan Durant

Teaching text: Little Miss Muffet 

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Write the words from the first poem that rhyme with: Muffet beside her curds and whey	tuffet spider away	1b 1 mark	<i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i> Tell the children to: <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in a poem to look for rhyming words.</li> <li>• carefully read the poem again, listening out for rhyming words.</li> </ul> Award 1 mark for all three answers correct.
2. In poem 2, why is the girl not called Miss Muffet? Choose one. <input type="checkbox"/> Someone got bored. <input type="checkbox"/> Muffet does not rhyme with bucket. <input type="checkbox"/> You cannot eat ice-cream when you are sitting on a tuffet.	Muffet does not rhyme with bucket. ✓	1d 1 mark	<i>Question focus: make inferences from the text.</i> Tell the children to: <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• remember that the question tells you to read poem 2.</li> <li>• read the options in the question.</li> <li>• select the best reason.</li> </ul>
3. Which animal comes to talk to Miss Tucket in poem 2?	a tiger	1b 1 mark	<i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i> Tell the children to: <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• read the second poem.</li> <li>• consider the information given and write the answer.</li> </ul>
4. In the last poem, do you think Miss Muffet will do what the tiger tells her to do? Say why.	Accept any answer that makes reference to the context of this version. <ul style="list-style-type: none"> <li>• Yes, because otherwise it might eat her.</li> <li>• No, because it would be a waste of jelly.</li> </ul>	1e 1 mark	<i>Question focus: predict what might happen on the basis of what has been read so far.</i> Tell the children to: <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• remember that this is a 'do you think' question – that means the answer will not be in the poem. You have to use information in the poem to inform your opinions.</li> <li>• read the poem carefully, thinking about what the tiger wants.</li> </ul>

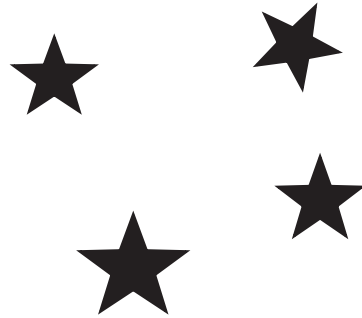
<p>5. Choose the best last line for this poem.</p> <p>Little Miss Tucket Sat on a bucket Drinking some chocolate milkshake. Along came a tiger Who sat down beside her</p> <p><input type="checkbox"/> And said, "Would you like strawberry instead?"</p> <p><input type="checkbox"/> And said, "Would you like a cream cake?"</p> <p><input type="checkbox"/> And said, "Can I eat you for my dinner?"</p>	<p>And said, "Would you like a cream cake?" ✓</p>	<p>1c 1 mark</p>	<p><i>Question focus: identify the sequence of events in texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• read the poem in the question carefully.</li> <li>• look at the other poems to see which lines rhyme. Underline the rhymes.</li> <li>• choose the line that has the best rhyme.</li> </ul>						
<p>6. Match the below to show what the girls were eating.</p> <table border="1" data-bbox="682 172 838 862"> <tr> <td>Miss Tucket</td> <td>chappattis and chips</td> </tr> <tr> <td>Miss Mabel</td> <td>ice-cream</td> </tr> <tr> <td>Miss Muffet</td> <td>strawberry jelly</td> </tr> </table>	Miss Tucket	chappattis and chips	Miss Mabel	ice-cream	Miss Muffet	strawberry jelly		<p>1b 1 mark</p>	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully, thinking about what they have to do.</li> <li>• think about where in each poem it tells you what the girls were eating (line 3).</li> <li>• find out what the girls were eating, one at a time.</li> <li>• look for the poem about the first girl mentioned. Find out her food and join the boxes.</li> <li>• repeat for the other girls.</li> </ul>
Miss Tucket	chappattis and chips								
Miss Mabel	ice-cream								
Miss Muffet	strawberry jelly								

# Twinkle, Twinkle, Little Star

1 **Twinkle, Twinkle, Little Star**

Twinkle, twinkle, little star,  
How I wonder what you are.  
Up above the world so high,  
Like a diamond in the sky.  
Twinkle, twinkle, little star,  
How I wonder what you are.

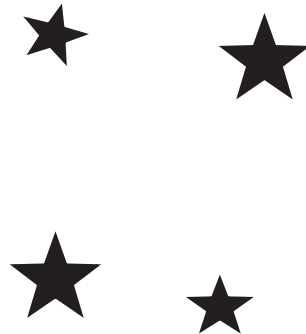
Jane Taylor



8 **Twinkle, Twinkle, Chocolate Bar**

Twinkle, twinkle, chocolate bar,  
Your dad drives a rusty car.  
Press the starter,  
Pull the choke.  
Off he goes in a cloud of smoke.

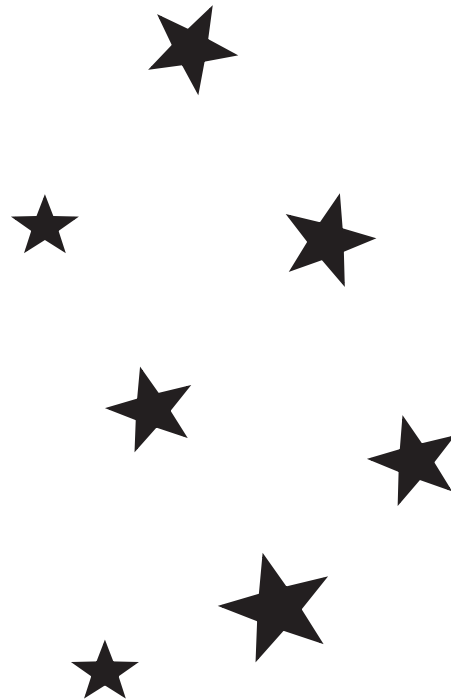
Anon



14 **Twinkle, Twinkle, Little Bat!**

Twinkle, twinkle, little bat,  
How I wonder what you're at!  
Up above the world you fly,  
Like a tea-tray in the sky.

Lewis Carroll



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

- 1 Write the words from the first poem that rhyme with:

star \_\_\_\_\_ high \_\_\_\_\_

1b

1 mark

- 2 In poem 2, why is the first line not “*Twinkle, twinkle, chocolate cake*”? Tick **one**.

The writer likes bars of chocolate better than chocolate cake.

Chocolate cake does not fit with the poem’s rhymes.

Chocolate cake does not twinkle.

1c

1 mark

- 3 What do you do after you press the starter in poem 2?

\_\_\_\_\_

1b

1 mark

- 4 In poem 2, do you think the car is a new car? Say why.

\_\_\_\_\_

\_\_\_\_\_

1d

1 mark

- 5 Twinkle, twinkle, little \_\_\_\_\_.

I see you have a nice new coat.

Which is the best missing word for the first line of this poem? Tick **one**.

horse  boy

moon  goat

1c

1 mark

- 6 Draw lines to show which things you read about in the same poem.

star    tea-tray

chocolate bar                          diamond

bat    cloud of smoke

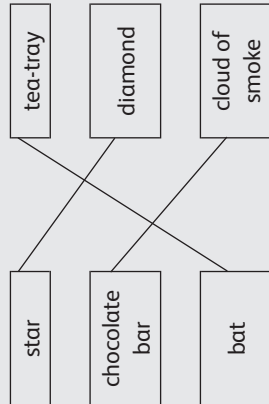
1b

1 mark

Practice text: Twinkle, Twinkle, Little Star

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Write the words from the first poem that rhyme with: star high	are sky	1b 1 mark	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in a poem to look for rhyming words.</li> <li>• carefully read the poem again, listening out for rhyming words.</li> </ul> <p>Award 1 mark for both answers correct.</p>
2. In poem 2, why is the first line not "Twinkle, twinkle, chocolate cake"? Tick the best answer. <input type="checkbox"/> The writer likes bars of chocolate better than chocolate cake. <input type="checkbox"/> Chocolate cake does not fit with the poem's rhymes. <input type="checkbox"/> Chocolate cake does not twinkle.	Chocolate cake does not fit with the poem's rhymes. ✓	1c 1 mark	<p><i>Question focus: identify the sequence of events in texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• remember that the question tells you to read poem 2.</li> <li>• read the options in the question.</li> <li>• select the best reason.</li> </ul>
3. What do you do after you press the starter in poem 2?	(you) pull the choke	1b 1 mark	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• read the second poem.</li> <li>• consider the information given and write the answer.</li> </ul>
4. In poem 2, do you think the car is a new car? Say why.	Accept any answer that makes reference to the context of this version. • Yes, because it has buttons to press and pull. • No, because it is rusty and it makes smoke.	1d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• remember that this is a 'do you think' question – that means the answer will not be in the poem. You have to use information in the poem to inform your opinions.</li> <li>• read the poem carefully, thinking about what you know about the car.</li> </ul>

<p>5. Which is the best missing word for the first line of this poem? Tick one.</p> <p>Twinkle, twinkle, little _____, I see you have a nice new coat.</p> <p><input type="checkbox"/> horse <input type="checkbox"/> moon <input type="checkbox"/> boy <input type="checkbox"/> goat</p>	<p>goat ✓</p>	<p>1c 1 mark</p>	<p><i>Question focus: identify the sequence of events in texts.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• read the lines in the question carefully.</li> <li>• look at the other Twinkle, Twinkle poems to see which lines rhyme.</li> <li>• underline the rhymes.</li> <li>• choose the word that has the best rhyme.</li> </ul>
<p>6. Draw lines to show which things you read about in the same poem.</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">star</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">tea-tray</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">chocolate bar</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">diamond</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">bat</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">cloud of smoke</div> </div> 	<p>1b 1 mark</p>	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events, titles and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully, thinking about what you have to do.</li> <li>• try to remember the things in the second column.</li> <li>• read the poems one at a time, scanning for one of the things mentioned in the second column.</li> </ul>	

# The City Farm/Miss Smith

Brian Moses

## Key text features

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Both texts are poems based on children's experiences in school.

- The Teaching text is *The City Farm* by Brian Moses.
- The Practice text is *Miss Smith* by Brian Moses.

## Reading the Teaching text: *The City Farm*

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- Introduce the text by discussing farms and city farms. Explain that a city farm is similar to a typical farm because it has animals that children can look at and find out about, but it is found in a city, rather than in the countryside.
- Talk about the animals children might expect to see on a farm.
- Access the Interactive Modelling Software for this unit. Read the poem to the children and ask them to think about what new information they discovered about city farms.
- Read the poem again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 122–123).

## Reading the Practice text: *Miss Smith*

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- Ask the children what they like to write about. Do they prefer coming up with their own ideas for what to write, or do they like it when you suggest titles and themes?
- Once they have read the poem, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

## Moving into writing

---

- Reread *Miss Smith*. Talk about what happens in the poem.
- Explain to the children that they are going to come up with their own ideas for a poem, and then write it. (Their poem does not have to rhyme.)
- Encourage the children to think, pair, share what they would like to write, and give reasons why they should be allowed to use these ideas.
- Ask the children to select their favourite idea, share it with a new response partner and receive feedback before writing.



# Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

**Q1:** What made the children turn round in alarm?

**A1:** They were told that the goose might go for their knees.

**Strategy:** Think about where in the poem you would find the answer to this question.  
Listen to that part of the poem again.

.....

**Q2:** What did the goose do as the children went into the farm?

**A2:** He opened one eye./He gazed long and hard at them.

**Strategy:** Think about where in the poem you would find the answer to this question.  
Listen to that part of the poem again.

.....

**Q3:** Which animal did the children stare at?

**A3:** A mother sow

**Strategy:** Think about where in the poem you would find the answer to this question.  
Listen to that part of the poem again.

## Extending reading

*Please Mrs Butler* – Allan Ahlberg

*No Breathing in Class* – Michael Rosen

*Poems to Perform* – Julia Donaldson

*The Puffin Book of Fantastic First Poems* – June Crebbin

*Read Me First* – published by Macmillan Children's Books

Cracking the questions

Teaching text: The City Farm 

Question	Answer	CD/Mark	Useful strategies
<p>1. Look at the first verse. Find and copy <b>two</b> animals the children saw at the city farm.</p>	<p>Accept two of:</p> <ul style="list-style-type: none"> <li>• goats</li> <li>• ducks</li> <li>• chickens</li> <li>• a goose</li> </ul>	<p>1b 1 mark</p>	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events and information.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• carefully read the verse identified in the question, looking for the answer to the question.</li> <li>• find two answers.</li> </ul>
<p>2. What reason is given for the goose letting the children slip by?</p>	<p>He must have been really tired.</p>	<p>1b 1 mark</p>	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events and information.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the poem you will find the answer.</li> <li>• carefully read that verse, looking for the answer to the question.</li> </ul>
<p>3. Look at the second verse. What does the word “gaze” mean? Choose <b>one</b>.</p> <p><input type="checkbox"/> hiss</p> <p><input type="checkbox"/> honk</p> <p><input type="checkbox"/> peck</p> <p><input type="checkbox"/> stare</p>	<p>stare ✓</p>	<p>1a 1 mark</p>	<p><i>Question focus: draw on knowledge of vocabulary to understand texts.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• carefully read the verse identified, looking for a word with the same meaning as “gaze”.</li> <li>• reread the options and decide which is best.</li> </ul>
<p>4. Find and copy <b>two</b> animals the children fed.</p>	<p>Accept two of:</p> <ul style="list-style-type: none"> <li>• goat</li> <li>• chickens</li> <li>• lambs</li> </ul>	<p>1b 1 mark</p>	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events and information.</i> Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the poem you will find the answer.</li> <li>• carefully read that verse, looking for the answer to the question.</li> <li>• find and copy two answers.</li> </ul>

<p>5. Choose which of the following facts are <b>true</b> and which are <b>false</b> (see right).</p>	<table border="1"> <tr> <td data-bbox="133 616 227 705">The goose sometimes attacks people's knees.</td> <td data-bbox="133 705 227 750">T</td> </tr> <tr> <td data-bbox="227 616 321 705">The goose attacked the children as they went into the farm.</td> <td data-bbox="227 705 321 750">F</td> </tr> <tr> <td data-bbox="321 616 415 705">The children fed the goose.</td> <td data-bbox="321 705 415 750">F</td> </tr> <tr> <td data-bbox="415 616 493 705">The goose chased the children away from the farm.</td> <td data-bbox="415 705 493 750">T</td> </tr> </table>	The goose sometimes attacks people's knees.	T	The goose attacked the children as they went into the farm.	F	The children fed the goose.	F	The goose chased the children away from the farm.	T	<p>1b 2 marks</p>	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events and information.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• treat each sentence separately.</li> <li>• think about where in the poem you will find the information you need.</li> <li>• carefully read that part of the poem, looking to see if the answer is true or false.</li> </ul> <p>Award 2 marks for all four boxes correctly completed. Award 1 mark for three boxes correctly completed.</p>
The goose sometimes attacks people's knees.	T										
The goose attacked the children as they went into the farm.	F										
The children fed the goose.	F										
The goose chased the children away from the farm.	T										
<p>6. Which animal do you think the children will remember best? Explain why, using ideas from the poem.</p>	<p>Accept any animal mentioned, providing the reason given is from the poem. E.g.</p> <ul style="list-style-type: none"> <li>• the goose, because it chased them</li> <li>• the lambs, because they bottle-fed them</li> </ul> <p>Do not accept answers that are not closely linked to the text. E.g.</p> <ul style="list-style-type: none"> <li>• the lambs, because they were cute</li> </ul>	<p>1e 1 mark</p>	<p><i>Question focus: predict what might happen on the basis of what has been read so far.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• reread the whole poem, thinking about which animal the children will remember best.</li> <li>• think about what you know that will help you to answer the question.</li> <li>• remember that you will need to give ideas from the poem in your answer.</li> </ul>								

# Miss Smith

Brian Moses

- 1 Miss Smith, can I ask a question?  
Could monsters invade our school?  
Can I put them in my story?  
That would be so cool.
- 5 I know you said you wanted  
no more monsters in Class Three.  
But I'd make mine really different,  
give me a chance and you'll see.
- 9 I know a lot about monsters,  
I've got such a great idea.  
I could make it so exciting,  
it would fill you full of fear.
- 13 You're trying not to laugh, Miss Smith,  
I can see it in the way you look.  
But I know so much about monsters,  
I think I could write a book!



<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
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- 1 Look at the first verse.

What idea does the speaker want to include in the story?

---

1b

1 mark

- 2 Look at the first verse.

**Find and copy** the word which means *enter*.

---

1a

1 mark

- 3 Why is the speaker checking their story idea with the teacher?

---

1b

1 mark

- 4 **Find and copy one** thing the speaker says that shows they do not plan to write a funny story.

---

1d

1 mark

- 5 Tick **one** box in each row to show which sentences are **true** and which are **false**.

	True	False
The children are writing poetry.		
Miss Smith is the teacher.		
Miss Smith has told the children to write about monsters.		
The speaker wants to make their reader feel scared.		

1b; 1d

2 marks

- 6 Do you think the teacher will let the speaker write about monsters? Explain why, using ideas from the poem.

---



---

1e

1 mark

Cracking the questions

Practice text: Miss Smith

Question	Answer	CD/Mark	Useful strategies
1. Look at the first verse. What idea does the speaker want to include in the story?	monsters invading the school	1b 1 mark	<i>Question focus: identify key aspects of fiction texts, such as characters, events and information.</i> Tell the children to: <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• carefully read the verse identified in the question, looking for the answer to the question.</li> </ul>
2. Look at the first verse. <b>Find and copy</b> the word which means <i>enter</i> .	“invade”	1a 1 mark	<i>Question focus: draw on knowledge of vocabulary to understand texts.</i> Tell the children to: <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• carefully read the verse identified, looking for a word with the same meaning as <i>enter</i>.</li> <li>• find and copy one word.</li> </ul>
3. Why is the speaker checking their story idea with the teacher?	The teacher said she wanted no more monsters in Class Three.	1b 1 mark	<i>Question focus: identify key aspects of fiction texts, such as characters, events and information.</i> Tell the children to: <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• think about where in the poem you will find the answer.</li> <li>• carefully read that verse, looking for the answer to the question.</li> </ul>
4. <b>Find and copy one</b> thing the speaker says that shows they do not plan to write a funny story.	Accept either: <ul style="list-style-type: none"> <li>• “I could make it so exciting”</li> <li>• “it would fill you full of fear”</li> </ul>	1d 1 mark	<i>Question focus: make inferences from the text.</i> Tell the children to: <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• carefully read the verse identified in the question, looking for the answer to the question.</li> <li>• find and copy one thing.</li> </ul>

<p>5. Put ticks in the table to show which sentences are <b>true</b> and which are <b>false</b>.</p> <table border="1" data-bbox="247 1697 628 2089"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>The children are writing poetry.</td> <td></td> <td></td> </tr> <tr> <td>Miss Smith is the teacher.</td> <td></td> <td></td> </tr> <tr> <td>Miss Smith has told the children to write about monsters.</td> <td></td> <td></td> </tr> <tr> <td>The speaker wants to make their reader feel scared.</td> <td></td> <td></td> </tr> </tbody> </table>		True	False	The children are writing poetry.			Miss Smith is the teacher.			Miss Smith has told the children to write about monsters.			The speaker wants to make their reader feel scared.			<p>1b; 1d 2 marks</p>	<p><i>Question focus: identify key aspects of fiction texts, such as characters, events and information; make inferences from the text.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• treat each sentence separately.</li> <li>• think about where in the poem you will find the information you need.</li> <li>• carefully read that part of the poem, looking to see if the answer is true or false.</li> </ul> <p>Award 2 marks for all four boxes correctly ticked. Award 1 mark for three boxes correctly ticked</p>
	True	False															
The children are writing poetry.																	
Miss Smith is the teacher.																	
Miss Smith has told the children to write about monsters.																	
The speaker wants to make their reader feel scared.																	
<p>6. Do you think the teacher will let the speaker write about monsters? Explain why, using ideas from the poem.</p>	<p>1e 1 mark</p>	<p><i>Question focus: predict what might happen on the basis of what has been read so far.</i></p> <p>Tell the children to:</p> <ul style="list-style-type: none"> <li>• read the question slowly and carefully.</li> <li>• reread the whole poem, thinking about what the teacher might decide.</li> <li>• think about what you know about teachers that will help you to answer the question.</li> <li>• remember to give ideas from the poem in your answer.</li> </ul>															

# Mr Buzz the Beeman

Allan Ahlberg

## Teacher notes: *Mr Buzz the Beeman*

**Curriculum references:** Year 2

**Programme of study:** Reading comprehension

Children should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - discussing the sequence of events in books and how items of information are related
  - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - making inferences on the basis of what is being said and done
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

## Running the task

- Tell the children that they will be reading a story about a man called Mr Buzz. Ask the children to suggest what job Mr Buzz might have. (He is a beekeeper.) Ask them what they know about bees and why people keep them.
- Display the text and discuss the illustrations. Before reading the text, point out and discuss the meaning of any unfamiliar vocabulary (e.g. “*bee-hive*” and “*swarm*”).
- Read the text aloud, asking the children to follow silently.
- Ask the children one or more questions about the story, e.g. *What happened at the end of the story? Why do you think the bees came back? What do you think might happen next?*
- Read the text a second time, this time asking the children to join in. You could also ask a particular group of children to read the words Mr Buzz says. Ask them how they will recognise these words. (They are inside inverted commas.)
- Display the task sheet. Read the discussion question, giving the children an opportunity to retell the story to each other in pairs, and then assess whether their partner’s retelling included all the events of the story in the correct order.
- Read through the written questions together, ensuring the children understand what they need to do. Do not discuss the answers.
- Give out individual copies of the task sheet, and ask the children to write the answers to questions 1 to 5.
- Circulate as the children perform the task. Support those who need it and challenge those who may be able to show higher reading skills.

## Assessment guidance

Use the list below to identify the content domains that the children are working on in this task.

Typically, children working at the expected standard will:

- make simple and general inferences based on the text **1d**
- retrieve relevant details from fiction and non-fiction to demonstrate understanding of character, events and information. **1b**



## What to expect

### Discussion question

- **Retell the story to a friend. Use your own words. Did you include all the events, and put them in the right order?**

Children working towards the expected standard may not remember all the events in the story, or may get them in the wrong order. Children working at the expected standard should be able to retell the main events of the story in the right order. In addition, children working at greater depth within the expected standard may be able to retell and correctly order subsidiary events (such as Mr Buzz's family putting on protective gear).

### Written questions

- 1 What was Mr Buzz doing in the garden? (1b)**

Most children working at or towards the expected standard may answer that he was working. Some children working at or at greater depth may answer that he was building a new bee-hive.

- 2 What was the terrible thing Mr Buzz saw? Tick the *best* answer. (1b)**

His bees were flying away.

Almost all children should be able to answer this question correctly.

- 3 Who went chasing after the bees? Tick the *best* answer. (1b)**

Mr and Mrs Buzz and their children

Children working at the expected standard or at greater depth within the expected standard should be able to answer this question correctly. Some children working towards the expected standard may answer incorrectly, as the wording of the correct answer does not match the text exactly.

- 4 Why do you think the Buzz family put on bee-hats and bee-gloves before they chased the bees? (1d)**

Children working towards the expected standard may not be able to answer this question satisfactorily. Children working at or at greater depth within the expected standard should be able to give a satisfactory answer, such as "*So that the bees couldn't sting them*" or "*To avoid getting stung*".

- 5 Why do you think the Buzz family chased after the bees? (1d)**

This question should be accessible to most children, but is open to a range of possible answers, depending on the sophistication of the children's understanding. Children working towards the expected standard may give an answer that only takes into account the most immediate motivation, e.g. "*Because they wanted to catch them*". Children working at the expected standard may give an answer that considers the ultimate goal of chasing the bees, e.g. "*Because they wanted to bring them back*". A few children working at greater depth within the expected standard may consider the longer-term consequences of the bees' disappearance, giving an answer such as "*Because they needed the bees to make a living*".

## Mr Buzz the Beeman by Allan Ahlberg

One morning Mr Buzz was working in the garden. He was making a new bee-hive. Suddenly he saw a terrible thing. Some of the bees were in a swarm – and they were flying away!

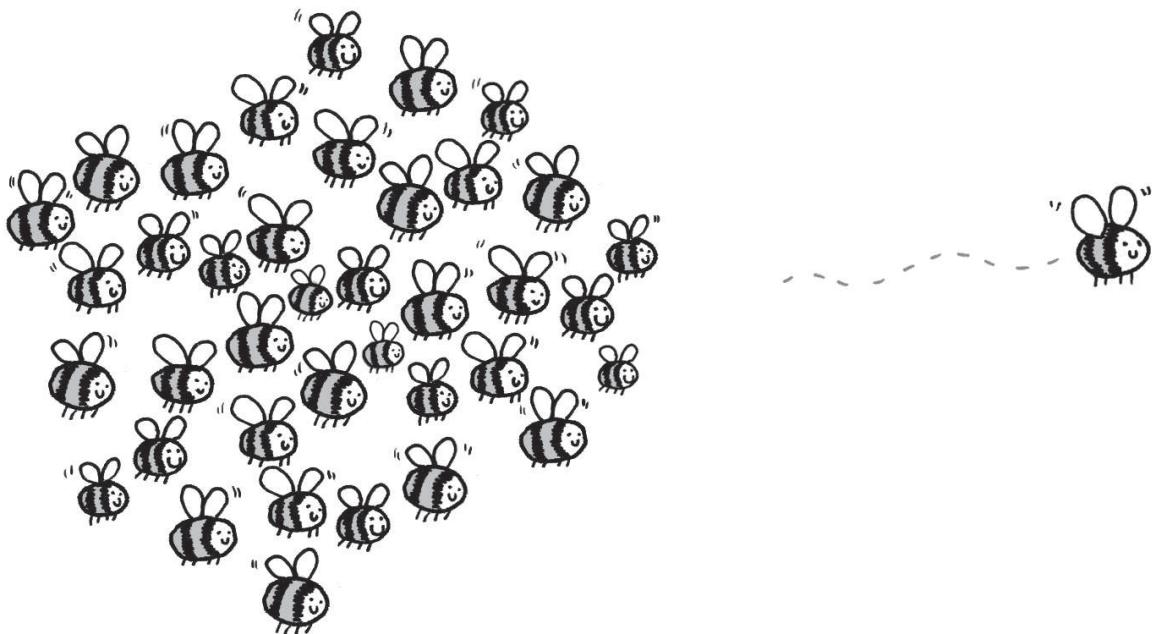
When bees fly off in a swarm, they almost never come back. Mr Buzz knew this.

“The bees are buzzing off!” he cried. So then Mr Buzz and his family put on their bee-hats and their bee-gloves, picked up a bee-basket – and went chasing after the bees.

Suddenly Mr Buzz saw where the bees were going.

“Those bees are not buzzing off!” he cried.

“They are buzzing back again!” And so they were – straight back into the new hive that Mr Buzz had made.



Name:	Class:	Date:
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**Talk about this question.**

- Retell the story to a friend. Use your own words. Did you include all the events, and put them in the right order?

**Write the answers to these questions.**

1 What was Mr Buzz doing in the garden?

---

2 What was the terrible thing Mr Buzz saw? Tick **one**.

a bee

his new bee-hive was broken

his bees were flying away

his old bee-hive was broken

3 Who went chasing after the bees? Tick **one**.

Mr Buzz

Mrs Buzz

Mr and Mrs Buzz

Mr and Mrs Buzz and their children

4 Why do you think the Buzz family put on bee-hats and bee-gloves before they chased the bees?

---

5 Why do you think the Buzz family chased after the bees?

---

# Jake the Good Bad Dog

Annette and Nick Butterworth

## Teacher notes: *Jake the Good Bad Dog*

**Curriculum references:** Year 2

**Programme of study:** Reading comprehension

Children should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - making inferences on the basis of what is being said and done
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

## Running the task

- Tell the children that they will be reading a story called *Jake the Good Bad Dog*. Ask the children what they think is strange about the title of the story. Discuss how the title describes Jake as both “good” and “bad”, and ask the class to discuss why this might be.
- Display the text and discuss the illustrations. Read the text aloud, asking the children to follow silently.
- Ask the children to discuss in pairs what they thought of the story and what they thought of Jake.
- Read the text a second time, this time asking the children to join in.
- Display the task sheet. Read the first discussion question. Give the children an opportunity to discuss this in pairs. Encourage the children to feed back with their answers following the order of the events in the text. For each event, encourage the children to give detail.
- Read the next discussion questions. Ask the children to discuss in groups how they would feel if Jake was their dog and what they might say to him.
- Read through the written questions together, ensuring the children understand what they need to do. Do not discuss the answers.
- Give out individual copies of the task sheet, and ask the children to write the answers to questions 1 to 5.
- Circulate as the children perform the task. Support those who need it and challenge those who may be able to show higher reading skills.

## Assessment guidance

Use the list below to identify the content domains that the children are working on in this task.

Typically, children working at the expected standard will:

- explain the meaning of words in context **1a**
- make simple and general inferences based on the text. **1d**

## What to expect

### Discussion question

- **What were the four things that the story tells us Jake liked to do that were bad?**

Children working towards the expected standard may not remember all the events in the story. Children working at the expected standard should be able to retell the main events of the story in the right order with some additional detail. Children working at greater depth within the expected standard may be able to identify each of the four things that Jake liked to do and give detail for each of these, identifying why they were bad things to do.

### Written questions

- 1 “He would sneak up behind them when they were dozing.” (1a)**

Choose **one** word the author could have used to keep the meaning of the sentence the same instead of:

“sneak”. Most children should be able to answer with “creep” or “tiptoe”. Suitable alternatives that suggest stealth should be credited.

“dozing”. Most children should be able to answer with “sleeping”, “snoozing”, “resting” or “chilling”. Suitable alternatives that suggest sleepiness should be credited. The suffix *-ing* does not need to be used to allow the mark.

Only one word is acceptable. If any children have written more than one word, the answer should be marked incorrect.

- 2 “Then he would bark loudly and watch, as they rushed for the safety of the lake, complaining noisily.” (1a)**

Find and copy **one** word in this sentence that tells us that the ducks were not happy.

“complaining”: Children working towards the expected standard may pick out the word “noisily”, which is incorrect since it does not explain that the ducks were not happy. Most other children should be able to answer this question. No other word is allowed.

- 3 The ducks “rushed for the safety of the lake”. Explain why the lake was safe. (1d)**

Children working at or at greater depth within the expected standard should be able to answer this question correctly, explaining that the lake was safe for ducks as Jake could not easily follow them (because he could not swim as well as they could). Children working towards the expected standard may repeat the question that the lake was safe without giving an explanation.

- 4 Why does the text say that Jake “needed to smell like a sheep”. Tick the *best* answer. (1d)**

So the sheep did not realise he was a dog. Most children working towards the expected standard may answer “so that he could bark at them”, which is a simplistic response. Other children should find this question straightforward to answer.

- 5 Do you think Jake wanted to be bad? Circle your answer. Explain your answer. (1d)**

Yes /  No

Children working towards the expected standard may not attempt to answer this question or may provide an inappropriate answer. Children working at the expected standard should be able to explain that he tried to be good but could not stop himself. Children working at greater depth within the expected standard should be able to fully explain that the text suggests that Jake wanted to be good but found temptations impossible to resist.

## From *Jake the Good Bad Dog* by Annette and Nick Butterworth

Jake was a bad dog. He knew he was. Sometimes he tried to be good but it was no use.

He loved to chase the ducks in the park. He would sneak up behind them when they were dozing. Then he would bark loudly and watch, as they rushed for the safety of the lake, complaining noisily.

Jake couldn't resist the smell of the dirty washing. Whenever it was being sorted out, he just had to play with it. Then he would leave it lying all over the house.

He had to roll in the sheep's droppings on the common. He liked the smell. Besides, he needed to smell like a sheep if he was going to creep up on them and round them up.

Then there was food. Or more particularly, chocolate. No chocolate was safe if Jake could reach it. Once he ate fourteen chocolate cream eggs, one after the other. He was sorry afterwards, especially as they made him ill, but he just couldn't resist them.

He couldn't help being bad.



Name:	Class:	Date:
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### Talk about this question.

- What were the four things that the story tells us Jake liked to do that were bad?

### Write the answers to these questions.

1 “He would *sneak* up behind them when they were *dozing*.”

Choose one word the author could have used to keep the meaning of the sentence the same instead of:

“*sneak*” \_\_\_\_\_

“*dozing*” \_\_\_\_\_

2 “Then he would bark loudly and watch, as they rushed for the safety of the lake, complaining noisily.”

**Find and copy one** word in this sentence that tells us that the ducks were not happy.

\_\_\_\_\_

3 The ducks “*rushed for the safety of the lake*”. Explain why the lake was safe.

\_\_\_\_\_  
\_\_\_\_\_

4 Why does the text say that Jake “*needed to smell like a sheep*”? Tick **one**.

So people thought he was a sheep.

So he could be a bad dog.

So the sheep did not realise he was a dog.

So he could bark at them.

5 Do you think Jake wanted to be bad? Circle your answer.

Yes / No

Explain your answer.

\_\_\_\_\_  
\_\_\_\_\_

# The Bog Baby

Jeanne Willis

## Teacher notes: *The Bog Baby*

**Curriculum references:** Year 2

**Programme of study:** Reading comprehension

Children should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read so far.

## Running the task

- Ask the children if they have ever gone fishing in a pond. Explain that the story they are going to read is about children who find something unusual in a pond. Ask the children to suggest what the unusual thing might be.
- Display the text and discuss the illustrations. Before reading the text, point out and discuss the meaning of any unfamiliar vocabulary (e.g. “dell”, “newts”, “squelchy”, “boggly” and “spiky”).
- Read the text aloud, asking the children to follow silently.
- Ask the children one or more questions about the story, e.g. *Why do you think the children told a lie and said they were going to Annie’s house when they were not?*
- Read the text a second time, this time asking the children to join in.
- Display the task sheet. Read the first sentence of the discussion question, giving the children an opportunity to discuss the question in pairs or small groups before sharing their ideas with the class. Then read the second sentence of the discussion question, and give the children time, working in pairs or small groups, to formulate questions they could ask about the text. Encourage the children to have a go at answering each other’s questions.
- Read through the written questions together, ensuring the children understand what they need to do. Do not discuss the answers.
- Give out individual copies of the task sheet, and ask the children to write the answers to questions 1 to 5.
- Circulate as children perform the task. Support those who need it and challenge those who may be able to show higher reading skills.

## Assessment guidance

Use the list below to identify the content domains that the children are working on in this task.

Typically, children working at the expected standard will:

- retrieve relevant details from fiction and non-fiction to demonstrate understanding of character, events and information **1b**
- make simple and general predictions based on the text. **1e**



## What to expect

### Discussion question

- **What do you think the children felt when they saw the Bog Baby swinging through the flower stalks?**

Children working towards the expected standard may have difficulties answering this question. Children working at the expected standard should be able to identify an appropriate emotion using simple language (e.g. “surprised”, “excited” or “scared”). Children working at greater depth within the expected standard may use more advanced language to describe a range of possible emotions (e.g. “amazed”, “astonished”, “astounded”, “delighted”, “thrilled”, “fearful”, “nervous” or “anxious”).

### Written questions

- 1 What did the children do that was bad? Tick *all* the right answers.** (1b)

They told a lie.  They went fishing by themselves.

Children working towards the expected standard may not answer correctly. A few children working at the expected standard may fail to tick “*They told a lie*” because this wording does not appear in the text. Most children working at the expected standard and all children working at greater depth within the expected standard should be able to identify both correct answers.

- 2 Write *two* things you know about the pond.** (1b)

Children working at and at greater depth within the expected standard should be able to identify two of these facts about the pond. It was: magic, in Bluebell Wood, only ever there in spring, and squelchy round the edge.

- 3 What did the Bog Baby look like?** (1b)

Put ticks in the table to show which descriptions are **true** and which are **false**.

Description	True	False
He was blue.	✓	
He was the size of a newt.		✓
He had a spiky tail.	✓	
He had ears like a mouse.	✓	

Children working at and at greater depth within the expected standard should be able to select the correct true/false answer for the four sentences.

- 4 What do you think the children did next?** (1e)

Children working towards the expected standard may not attempt this question, or may provide a very short, simplistic or inappropriate answer. Children working at the expected standard should be able to describe a logical action that fits in with what we already know about the children in the story and the situation they are in. Children working at greater depth within the expected standard may respond more imaginatively and/or in greater detail.

- 5 What do you think the Bog Baby did next?** (1e)

Children working towards the expected standard may not attempt this question, or may provide a very short, simplistic or inappropriate answer. Children working at the expected standard should be able to describe a logical action that fits in with what we already know about the Bog Baby. Children working at greater depth within the expected standard may respond more imaginatively and/or in greater detail.

## From *The Bog Baby* by Jeanne Willis

Long ago, when we were little, me and Chrissy did something bad. We said we were going to Annie's house to play, but we didn't.

We went fishing. All by ourselves. Which wasn't allowed.

Chrissy said there was a magic pond in Bluebell Wood.

It was only ever there in spring. When it rained it made a huge puddle in the dell and pond creatures came. We would fish for newts, she said.

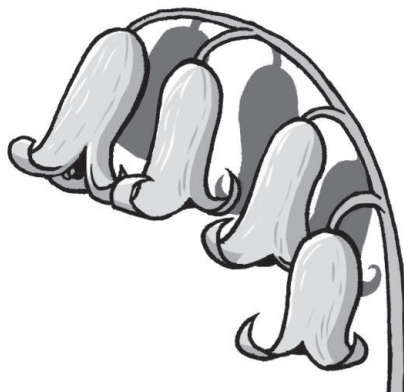
*I won't tell if you don't.* So we went.

We found the pond. It was squelchy round the edge. The bluebells squeaked under our boots.

We fished and fished but we didn't catch a newt. We caught something much better. We caught a Bog Baby.

He was the size of a frog, only round and blue. He had boggly eyes and a spiky tail and I do remember he had ears like a mouse. He came swinging through the flower stalks and jumped into the water. He floated up and down on his back and sucked his toes.

That's when I fished him out. He didn't struggle. He sat in my hands and looked surprised. He was as soft as jelly. Like he had no bones.



Name:	Class:	Date:
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**Talk about this question.**

- What do you think the children felt when they saw the Bog Baby swinging through the flower stalks?

**Write the answers to these questions.**

1 What did the children do that was bad? Tick **all** the right answers.

- They went to Annie’s house.       They played together.
- They told a lie.       They went fishing by themselves.

2 Write **two** things you know about the pond.

- a) \_\_\_\_\_
- b) \_\_\_\_\_

3 What did the Bog Baby look like?

Put ticks in the table to show which descriptions are **true** and which are **false**.

Description	True	False
He was blue.		
He was the size of a newt.		
He had a spiky tail.		
He had ears like a mouse.		

4 What do you think the children did next?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5 What do you think the Bog Baby did next?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# The Hodgeheg

Dick King-Smith

## Teacher notes: *The Hodgeheg*

Curriculum references: Year 2

Programme of study: Reading comprehension

Children should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - discussing the sequence of events in books and how items of information are related
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - recognising simple recurring literary language in stories and poetry
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - discussing their favourite words and phrases
  - drawing on what they already know or on background information and vocabulary provided by the teacher.

## Running the task

- Tell the children that the text they are going to read comes from a book called *The Hodgeheg*. Ask the children if they know the story and, if they do, to explain what it is about (a hedgehog). Discuss the play on language in the title, and explain that there is more play on language in the part of the story they are going to read.
- Display the text and discuss the illustrations. Before reading the text, point out and discuss the meaning of any unfamiliar vocabulary (e.g. “dazedly”, “Peony”, “Petunia” and “wearily”). Do **not** discuss the meaning of “deserted” since this is the subject of one of the questions.
- Read the text aloud, asking the children to follow silently.
- Ask the children one or more questions about the story, e.g. *What happened to Max when he tried to cross the road? Why did it take Max a while to answer his family’s questions? What happened to Max’s words when he talked?*
- Read the text a second time, this time asking the children to join in.
- Display the task sheet. Read the discussion question, giving the children an opportunity to discuss the question in pairs or small groups before sharing their ideas with the class.
- Read through the written questions together, ensuring the children understand what they need to do. Do not discuss the answers.
- Point out that question 1 asks for a single word; stress to the children that they should write no more than one word.
- Give out individual copies of the task sheet, and ask the children to write the answers to questions 1 to 5.
- Circulate as the children perform the task. Support those who need it and challenge those who may be able to show higher reading skills.

## Assessment guidance

Use the list below to identify the content domains that the children are working on in this task.

Typically, children working at the expected standard will:

- identify and explain the sequence of events in texts **1c**
- explain the meaning of words in context. **1a**

## What to expect

### Discussion questions

- **What is your favourite thing that Max says? Why?**

Children working towards the expected standard may not be able to identify a favourite thing that Max says, or may be able to identify one, but not explain why they like it. Children working at the expected standard and at greater depth within the expected standard should be able to identify one or more favourite sayings and offer a simple explanation for their preferences.

### Written questions

- 1 “He remembered nothing of his journey home, wobbling dazedly along the now deserted pavement, guided only by his sense of smell. All he knew was that he had an awful headache.”** (1a)  
**Find and copy one word from this section that tells us that there was nobody around.**

Children working at the expected standard or at greater depth within the expected standard should be able to answer correctly (“deserted”). Children working towards the expected standard may find it difficult to retrieve the information within the sentences given.

- 2 What happened when Max got home? Tick the right answer.** (1c)

His family crowded round him.

Most children should be able to select the correct answer. Some children working towards the expected standard may get the answer wrong.

- 3 What happened after something hit Max on the bottom?** (1c)

Children working at the expected standard or at greater depth should be able to answer correctly (“Max banged his head”). Children working towards the expected standard may find it difficult to retrieve the information because of Max’s muddled speech.

- 4 Max’s sisters are called Peony, Pansy and Petunia. Why do you think the writer chose these names?** (1a)

Children working towards the expected standard may be unable to answer this question. Children working at the expected standard should be able to identify that the writer chose the names because they all begin with the letter “p”. In addition, children working at greater depth within the standard may recognise that all three names are the names of flowers and/or may comment on the writer’s intention behind his choice of names (e.g. that making them all so similar adds to the humour).

- 5 Number these events from 1 to 5 to show the order they happened in.** (1c)

Max wobbled home.

Max crossed the road and got hit by a cyclist.

Max told his family what happened.

Max found where the humans cross the road.

Max’s family crowded round him.

Children working at or at greater depth within the expected standard should be able to order these events correctly.

## From *The Hodgehog* by Dick King-Smith

*Max, a young hedgehog, had been on an adventure to cross the road. As he was crossing, he was hit by a cyclist.*

He remembered nothing of his journey home, wobbling dazedly along the now deserted pavement, guided only by his sense of smell. All he knew was that he had an awful headache.

The family had crowded round him on his return, all talking at once.

“Where have you been all this time?” asked Ma.

“Are you all right, son?” asked Pa.

“Did you cross the road?” they both said, and Peony, Pansy and Petunia echoed, “Did you? Did you? Did you?”

For a while Max did not reply. His thoughts were muddled, and when he did speak, his words were muddled too.

“I got a head on the bump,” he said slowly.

The family looked at one another.

“Something bot me on the hittom,” said Max, “and then I headed my bang. My ache bads headly.”

“But did you cross the road?” cried his sisters.

“Yes,” said Max wearily. “I hound where the fumans cross over, but –”

“But the traffic only stops if you’re a human?” interrupted Pa.

“Yes,” said Max. “Not if you’re a hodgeheg.”



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### Talk about this question.

- What is your favourite thing that Max says? Why?

### Write the answers to these questions.

1 *“He remembered nothing of his journey home, wobbling dazedly along the now deserted pavement, guided only by his sense of smell. All he knew was that he had an awful headache.”*

**Find and copy one** word from this section that tells us that there was nobody around.

\_\_\_\_\_

2 What happened when Max got home? Tick the right answer.

He was hit by a cyclist.

He wobbled along the pavement.

He had a headache.

His family crowded round him.

3 What happened after something hit Max on the bottom?

\_\_\_\_\_

4 Max’s sisters are called Peony, Pansy and Petunia. Why do you think the writer chose these names?

\_\_\_\_\_

5 Number these events from 1 to 5 to show the order they happened in.

Max wobbled home.

Max crossed the road and got hit by a cyclist.

Max told his family what happened.

Max found where the humans cross the road.

Max’s family crowded round him.

# Penguins

Ione Branton

## Teacher notes: *Penguins*

**Curriculum references:** Year 2

**Programme of study:** Reading comprehension

Children should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - discussing the sequence of events in books and how items of information are related
  - being introduced to non-fiction books that are structured in different ways
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - answering and asking questions
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

## Running the task

- Write the title of the text on the board: *Penguins*. Tell the children this is the title of the text they are about to read. Ask them to read the title and suggest what the text might be about.
- Ask the children if they know anything about penguins. Encourage a class discussion with any facts that the children already know.
- Display the text. Before reading, you may want to point out and discuss any difficult or unfamiliar vocabulary (e.g. “*hemisphere*”, “*flightless*”).
- Read the text aloud, asking the children to follow silently.
- Ask the children to say what sort of text this is and how they know.
- Ask the children what sort of image the picture is (a diagram), and why the writer has included it.
- Read the text aloud together.
- Display the task sheet. Read the discussion question, giving the children an opportunity to discuss it in pairs or small groups before sharing their ideas with the class.
- Read through the written questions together, ensuring the children understand what they need to do. Do not discuss the answers.
- Give out individual copies of the task sheet, and ask the children to write the answers to questions 1 to 5.
- Circulate as the children perform the task. Support those who need it and challenge those who show higher reading skills.

## Assessment guidance

Use the list below to identify the content domains that the children are working on in this task.

Typically, children working at the expected standard will:

- retrieve and explain relevant details from fiction and non-fiction to demonstrate understanding of character, events and information **1b**
- identify sequences of events in a range of straightforward texts. **1c**



## What to expect

### Discussion questions

- **Where and in what climates can penguins live?**

Children working towards the expected standard will simply state that penguins live somewhere cold. Those working at the expected standard should be able to explain that penguins can live somewhere hot or somewhere cold and should be able to give examples, e.g. Antarctica or Africa. In addition, children working at greater depth within the expected standard may be able to explain that penguins only live in the southern hemisphere.

- **Where do penguins spend most of their lives?**

Children working towards the expected standard will state that penguins spend most of their time swimming. Children working at the expected standard should be able to recognise that penguins spend long periods of time out at sea. In addition, children working at greater depth within the expected standard may recognise that penguins come to land to lay their eggs and breed.

### Written questions

**1 According to the text, which is the smallest penguin? (1b)**

Most children should be able to find this information ("*The Fairy penguin*") within the text.

**2 When does the penguin come back to live on the land? (1c)**

Children working at the expected standard should offer an answer based on the text, such as "*to lay their eggs*". Children working at greater depth within the expected standard may offer a more precise and/or detailed explanation such as "*when it is the breeding season so that they can lay their eggs*". Children working towards the expected standard may select the incorrect part of the text – "*to look after their young*" – without demonstrating understanding that it is the breeding season or they need to come back to land to lay their eggs.

**3 Put the following statements in the order in which they occur in the steps of a penguin's life. (1c)**  
**The first one has been done for you.**

The steps are clearly labelled in the text, which should support the children who are working towards the expected standard. Most children should manage to sequence this question correctly.

**4 According to the text, what keeps the egg warm when the Dad is holding it? (1b)**

Most children should be able to identify "*a fold of skin*" from within the text.

**5 Draw lines to match what each part of a penguin's body is used for. (1b)**

Children working at the expected standard, and those working at greater depth within the expected standard, should be able to use the diagram clearly to match the features with their purpose. Children working towards the expected standard may have more difficulty linking the correct body part with the correct purpose.

## Penguins by Ione Branton

Penguins are birds that live in the southern hemisphere and are flightless. Some penguins live on Antarctica, like the Emperor penguin, where it is very cold but some, like the African penguin, can live where it is much warmer in countries like Australia and South Africa.

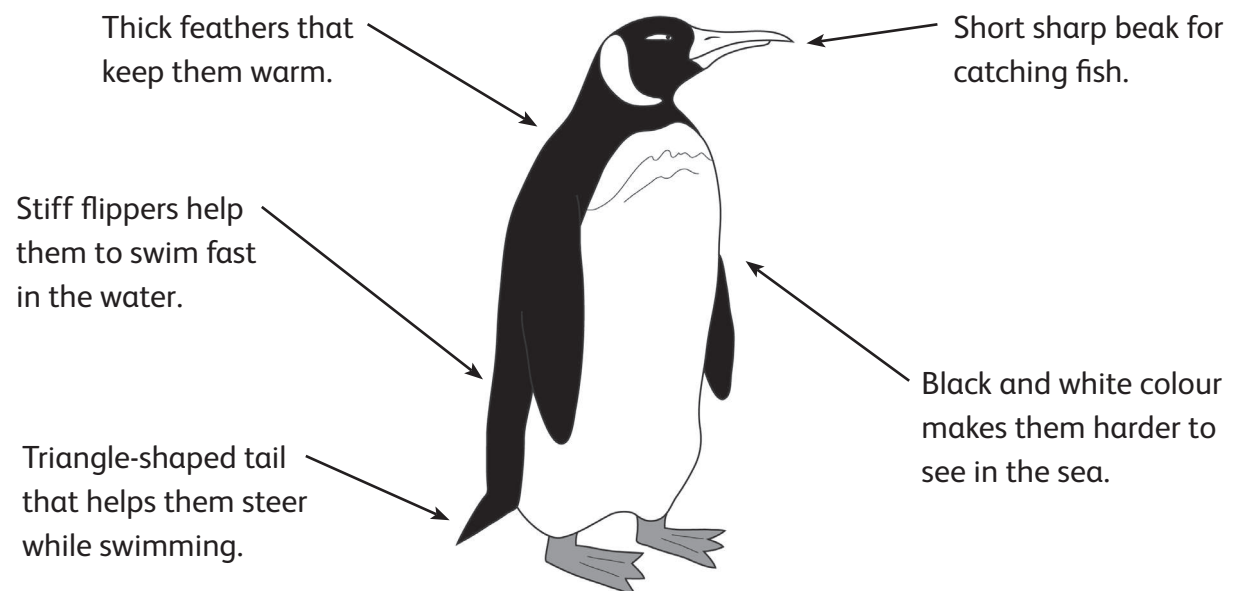
There are around 18 different types of penguins and they all are different sizes and look different. Emperor penguins are the largest and the Fairy penguin is the smallest.

Penguins love water and they spend much of their time swimming. They are expert swimmers and they can often spend up to 4 months out at sea. The Gentoo penguin is the fastest swimmer and can reach speeds of an incredible 22 miles per hour.

They come back to live on the land in the breeding season to lay their eggs and look after their young. After their young leave the nest penguins go back to sea again.

### The steps of a penguin's life

- Step 1 Dad holds the egg on his feet. A fold of skin helps keep the egg warm.
- Step 2 The chick hatches. The parents take turns holding it on their feet.
- Step 3 The chicks all snuggle together to keep warm.
- Step 4 The chick loses its baby feathers.
- Step 5 The chick grows up and becomes an adult.



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**Talk about these questions.**

- Where and in what climates can penguins live?
- Where do penguins spend most of their lives?

**Write the answers to these questions.**

1 According to the text which is the smallest penguin?

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2 When does the penguin come back to live on the land?

---

3 Put the following statements in the order in which they occur in the steps of a penguin’s life. The first one has been done for you.

- The chick loses its feathers.
- The Dad holds the egg on his feet.
- The chick becomes an adult.
- The chick hatches.
- The chicks snuggle together for warmth.

4 According to the text, what keeps the egg warm when the Dad is holding it?

---

5 Draw lines to match what each part of a penguin’s body is used for.

- |          |                |
|----------|----------------|
| feathers | swim fast      |
| flippers | steer          |
| beak     | keep them warm |
| tail     | catching fish  |
| colour   | harder to see  |

# Eruption!

Anita Ganeri

## Teacher notes: *Eruption!*

**Curriculum references:** Year 2

**Programme of study:** Reading comprehension

Children should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - being introduced to non-fiction books that are structured in different ways
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - answering and asking questions
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

## Running the task

- Write the title of the text on the board: *Eruption!* Tell the children this is the title of the text they are about to read. Ask them to read the title and suggest what the text might be about.
- Identify the exclamation mark, explaining what it is for those children who are not familiar with it. Discuss why the author has used an exclamation mark in the title, explaining that it is there to show alarm or shock.
- Display the text. Before reading, you may want to point out and discuss any difficult or unfamiliar vocabulary (e.g. “*volcano(es)*”, “*erupt*”, “*lava*”, “*fiery*”).
- Read the text aloud, asking the children to follow silently.
- Ask the children to say what sort of text this is, and how they know.
- Ask the children what sort of image the picture is (a diagram), and why the writer has included it. Revise the term “*caption*”, and discuss why the diagram has one.
- Read the text aloud together.
- Display the task sheet. Read the discussion question, giving the children an opportunity to discuss it in pairs or small groups before sharing their ideas with the class.
- Read through the written questions together, ensuring the children understand what they need to do. Do not discuss the answers.
- Give out individual copies of the task sheet, and ask the children to write the answers to questions 1 to 5.
- Circulate as the children perform the task. Support those who need it and challenge those who may be able to show higher reading skills.

## Assessment guidance

Use the list below to identify the content domains that the children are working on in this task.

Typically, children working at the expected standard will:

- identify the meaning of vocabulary in context 1a
- retrieve and explain relevant details from fiction and non-fiction to demonstrate understanding of character, events and information. 1b

## What to expect

### Discussion questions

- What do you notice about the first three sentences of the text?
- Why do you think the writer started the text in this way?

Children working towards the expected standard may notice that the first three sentences are all questions, but will typically be unable to give a satisfactory explanation of why the writer chose to do this.

Children working at the expected standard should notice that the first three sentences are all questions. Some of them may comment that all the questions begin with the same question word, “*What*”. They are able to give a simple explanation for the use of questions, such as “*to make the reader think*” or “*to get the reader interested in finding out the answer*”.

In addition, children working at greater depth within the expected standard may notice that the questions are like riddles. They may also comment on the use of active/dramatic verbs (“*spits*”, “*shoots*” and “*explodes*”). They may suggest that the writer chose these words to make the start of the text more exciting and to draw the reader in.

### Written questions

- 1 “*Sometimes the melted rock bursts up through a hole or crack in the ground.*” (1a)

Suggest a word that the author could have used instead of “*burst*”.

Children working at the expected standard and at greater depth within the expected standard should be able to provide a suitable synonym for the word “*burst*”, which suggests force of movement. Children working towards the expected standard may use a simple interpretation of the word, such as “*pops*”, which does not suggest movement with force.

- 2 Tick the *best* words to finish this sentence. (1b)

A volcano begins when \_\_\_\_\_  
melted rock comes up through the ground.

Children working at the expected standard and at greater depth within the expected standard should be able to select the correct answer, which is a simple rewording of the text. Children working towards the expected standard may select one of the incorrect answers, which are all direct quotes from the text.

- 3 What is the rock that comes out of a volcano called? (1b)

Children at all levels should be able to identify the word “*lava*”.

- 4 In the last paragraph, the volcano lava is compared to water. Find and copy two words that do this. (1a)

Any two of the following words are acceptable: “*spurt*”/“*fountains*”/“*pour*”/“*rivers*”/“*flowing*”.

Almost all children should be able to identify two of these words.

- 5 Name *one* thing that flowing lava can do. (1b)

Children at all levels should be able to identify one of the following: “*bury whole villages*”/“*set trees on fire*”/“*set houses on fire*”/“*set trees and houses on fire*”.

## From *Eruption! The Story of Volcanoes* by Anita Ganeri

What looks like a mountain but spits out fire?

What shoots clouds of smoke from a hole in its top?

What sometimes explodes with a BANG?

A volcano!

It's starting to erupt.

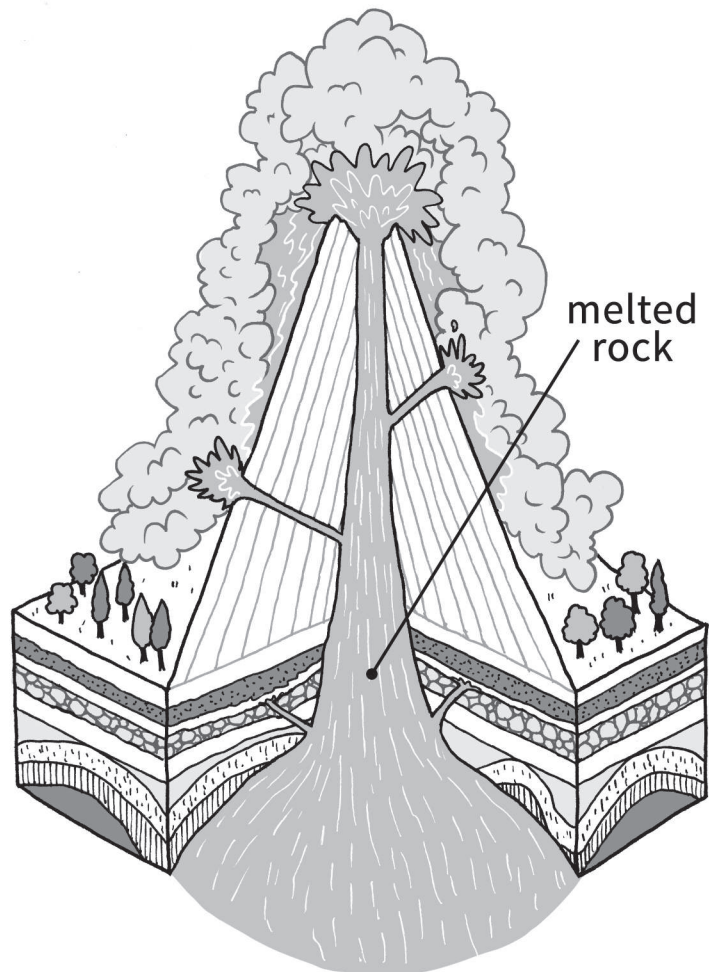
The story of a volcano starts underground. If you jump up and down on the ground, it feels solid and hard.

But inside the earth, it is so hot that the rocks melt. The rocks are runny like melted butter.

Sometimes the melted rock bursts up through a hole or a crack in the ground. This is how a volcano begins.

The rock that comes out of a volcano is called lava. At first, it is runny and red-hot. It cools down in the air and turns into hard, black rock.

Sometimes volcanoes spurt out fiery fountains of lava. Other volcanoes pour out lava in great rivers of fire. Once the lava starts flowing, nothing can stop it. It can bury whole villages and set trees and houses on fire.



**Melted rock:** Inside a volcano, the melted rock rises because it is hotter and lighter than the rocks around it.

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**Talk about these questions.**

- What do you notice about the first three sentences of the text?
- Why do you think the writer started the text in this way?

**Write the answers to these questions.**

**1** “*Sometimes the melted rock bursts up through a hole or crack in the ground.*”

Suggest a word that the author could have used instead of “burst”.

\_\_\_\_\_

**2** Tick the **best** words to finish this sentence.

A volcano begins when \_\_\_\_\_

you jump up and down on the ground.

melted rock comes up through the ground.

lava cools down in the air.

whole villages are buried.

**3** What is the rock that comes out of a volcano called?

\_\_\_\_\_

**4** In the last paragraph, the volcano lava is compared to water. **Find and copy two** words that show this.

\_\_\_\_\_

**5** Name **one** thing that flowing lava can do.

\_\_\_\_\_

# Your Senses

Jinny Johnson

## Teacher notes: *Your Senses*

**Curriculum references:** Year 2

**Programme of study:** Reading comprehension

Children should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - discussing the sequence of events in books and how items of information are related
  - being introduced to non-fiction books that are structured in different ways
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - making inferences on the basis of what is being said and done
  - answering and asking questions
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

## Running the task

- Display the text. Ask the children to say what sort of text this is and how they know. Encourage them to comment on the way the text is organised.
- Before reading, you may want to highlight and discuss any difficult or unfamiliar vocabulary (e.g. “*nerves*”, “*structures*”).
- Read the text together, one paragraph at a time. Ask a quick comprehension question after each paragraph, e.g. paragraph 1: *What are the five senses?*; paragraph 2: *What are nerves?*; paragraph 3: *What does the word “zoom” tell you?*; paragraph 4: *Which sense takes up the largest part of your brain?*
- Display the task sheet. Read the two discussion questions one at a time, giving the children an opportunity to discuss each question in pairs or small groups before sharing their ideas with the class.
- Read through the written questions together, ensuring the children understand what they need to do. Do not discuss the answers.
- Give out individual copies of the task sheet, and ask the children to write the answers to questions 1 to 5.
- Circulate as the children perform the task. Support those who need it and challenge those who may be able to show higher reading skills.

## Assessment guidance

Use the list below to identify the content domains that the children are working on in this task.

Typically, children working at the expected standard will:

- retrieve and explain relevant details from fiction and non-fiction to demonstrate understanding of character, events and information **1b**
- make simple and general inferences based on the text. **1d**



## What to expect

### Discussion question

- How are the second, third and fourth paragraphs related to each other?

Children working towards the expected standard and some working at the expected standard may not be able to answer this question. Children working at greater depth within the expected standard and some working at the expected standard should be able to identify that all these paragraphs relate to the brain.

### Written questions




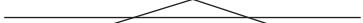

- 1 *“Imagine the world if you could not see things or hear your friends talking, or if you could not smell and taste your food.”* (1d)

Why does the writer say this? Tick the *best* answer.

To help you realise how much you rely on your senses.

Children working at greater depth within the expected standard and most children working at the expected standard should be able to answer correctly. Some children working at the expected standard may wrongly choose the first answer (*“To improve your imagination.”*). Children working towards the expected standard may wrongly choose the second or third answer (*“To let you know that some people cannot hear.”/“To let you know that some people cannot see.”*).

- 2 Draw a line to match each sense to the right part of the body. (1d)

Senses		Parts of the body
sight		nose
hearing		skin
smell		eyes
taste		tongue
touch		ears

Answering this question combines textual inference with inference from illustrations and existing knowledge. Children at all levels should be able to match each sense with the correct part of the body.

- 3 Which part of your body controls your senses? (1b)

All Children should be able to identify the brain as the part of the body that controls the senses.

- 4 Number these facts from 1 to 4 to show the order they appear in the text. (1b)

The brain sorts out the messages from the nerves.  Messages travel along nerves.

Your brain controls your senses.  You have five main senses.

Children working at or at greater depth within the expected standard should be able to number the facts correctly. Children working towards the expected standard may transpose the order of facts 2 and 3.

- 5 Why do you think nerves run to all parts of the body? (1d)

Children working at or at greater depth within the expected standard should be able to provide a simple explanation, based on the experiential knowledge that you can sense every part of your body, e.g. *“So that all parts of your body can feel.”/“Otherwise you wouldn’t be able to feel all of your body.”*

## From *Your Senses* by Jinny Johnson

### What are senses?

Imagine the world if you could not see things or hear your friends talking, or if you could not smell and taste your food. We do not often think about our senses, but they tell us what is going on around us. We have five main senses. These are sight, hearing, smell, taste and touch.

### The sense centre

Your brain controls your senses.

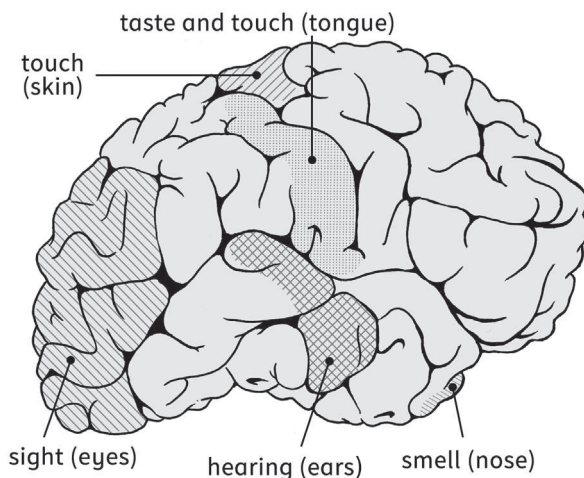
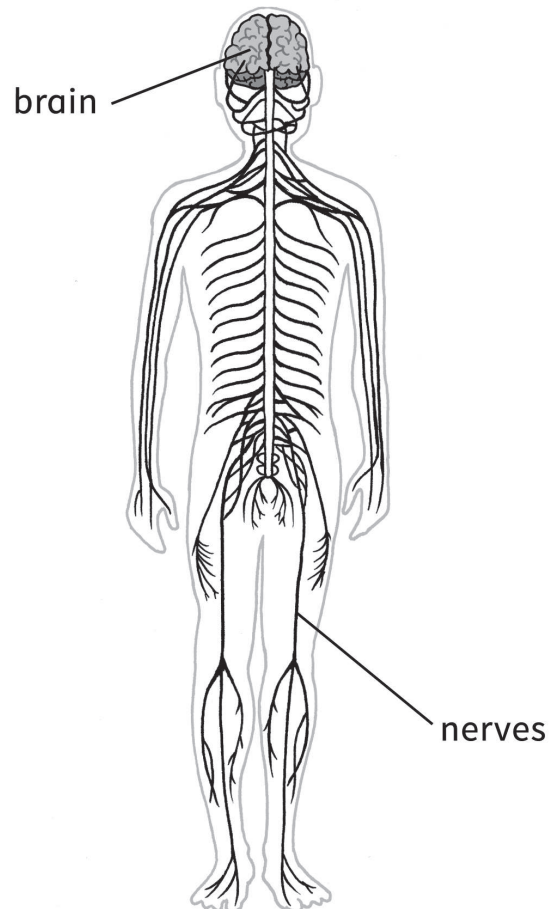
Messages travel from your eyes, ears, nose, tongue and skin to tell it what is going on. The messages travel along special pathways in the body called nerves.

### Messages to the brain

Nerves go from the brain to all parts of your body. A message can zoom along the nerves to the brain in a tiny fraction of a second.

### Jobs for the brain

The brain sorts out the messages it receives from the nerves. Look at the picture below to see which parts of the brain sort out messages to do with your senses.



**nerves** – special structures like wires that run from the brain to all parts of the body

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**Talk about this question.**

- How are the second, third and fourth paragraphs related to each other?

**Write the answers to these questions.**

1 Read this sentence from the text.

*“Imagine the world if you could not see things or hear your friends talking, or if you could not smell and taste your food.”*

Why does the writer say this? Tick the **best** answer.

- to improve your imagination
- to let you know that some people cannot hear
- to let you know that some people cannot see
- to help you realise how much you rely on your senses

2 Draw a line to match each sense to the right part of the body.

Senses	Parts of the body
sight	nose
hearing	skin
smell	eyes
taste	tongue
touch	ears

3 Which part of your body controls your senses? \_\_\_\_\_

4 Number these facts from 1 to 4 to show the order they appear in the text.

- The brain sorts out the messages from the nerves.
- Your brain controls your senses.
- Messages travel along nerves.
- You have five main senses.

5 Why do you think nerves run to all parts of the body?

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# Goldfish

John Walsh

## Teacher notes: *Goldfish*

**Curriculum references:** Year 2

**Programme of study:** Reading comprehension

Children should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - recognising simple recurring literary language in stories and poetry
  - discussing their favourite words and phrases
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - making inferences on the basis of what is being said and done
  - answering and asking questions
- explain and discuss their understanding of books, poems and other material, both those they listen to and those that they read for themselves.

## Running the task

- Display the text. Read the poem aloud, asking the children to follow silently.
- Ask the children what kind of text they think it is, and how they know. Ask the children what features the text has that tells us that it is a poem (short lines, not full sentences, punctuation).
- Discuss the use of the hyphens in the second verse. Explain that they link two words together for effect. The longer lines are to illustrate pause and poetic licence/effect.
- Read the poem together.
- Ask the class if they have ever owned a fish or ever won one at a fair. Ask the class where the goldfish in the poem might have come from.
- Display the task sheet. Read the discussion questions.
- Ask the children to discuss with a partner if the poem has a pattern. Ask the class if there are any rhyming words. Establish the pattern of the rhyming words used in the poem.
- Ask the class to read the poem in pairs, each child reading one verse.
- Read through the written questions together, ensuring the children understand what they need to do. Do not discuss the answers. Point out that question 3 is asking *why* and not *how* the goldfish's feeling changes.
- Give out individual copies of the task sheet, and ask the children to write the answers to questions 1 to 5.
- Circulate as the children perform the task. Support those who need it and challenge those who may be able to show higher reading skills.

## Assessment guidance

Use the list below to identify the content domains that the children are working on in this task.

Typically, children working at the expected standard will:

- retrieve and explain relevant details from fiction and non-fiction to demonstrate understanding of character, events and information **1b**
- make simple and general inferences based on the text. **1d**

## What to expect

### Discussion questions

- What pattern does the poem have?
- Why did the author write the poem this way?

Children working towards the expected standard may not be able to identify the alternate rhyming lines. Children working at the expected standard should be able to identify one or more rhyming words and begin to explain why the author has written it this way. In addition, children working at greater depth within the expected standard may be able to explain the rhyming pattern clearly and explain that the author has created this for effect and to add interest.

### Written questions

- 1 In the first verse, why is the goldfish sad? (1b)**

Children working at the expected standard and at greater depth within the expected standard should be able to clearly explain that the goldfish is sad because she is trapped in a plastic bag and does not have room to swim. Children working towards the expected standard may offer a simple explanation directly from the text, e.g. “*She can’t swim round*”, without explaining that this is because she is in a bag.

- 2 Why are the scissors needed in the poem? (1b)**

Children working at the expected standard and at greater depth within the expected standard should be able to clearly explain that the scissors are needed to cut a hole in the bag and let the fish into the bowl. Children working towards the expected standard may offer a simple explanation directly from the text, e.g. “*To snip a hole*”, without explaining that they are to be able to let the fish into the bowl.

- 3 Why does the goldfish’s feeling change in the second verse? (1d)**

All children should be able to identify that the goldfish becomes happy in the second verse but, to answer the question correctly, the children need to identify that the fish becomes happy because she is no longer in a bag and has a bowl of water in which to swim. Children working at the expected standard and at greater depth within the expected standard should be able to answer this clearly. Children working towards the expected standard may only offer an answer that explains the fish is now happy without answering why this is the case.

- 4 What is the *first* thing the goldfish does when she gets into her new bowl? Tick the correct answer. (1b)**

flips her tail

Most children should be able to correctly identify the answer. A few children working towards the expected standard may incorrectly identify “*swims in circles*” as the answer.

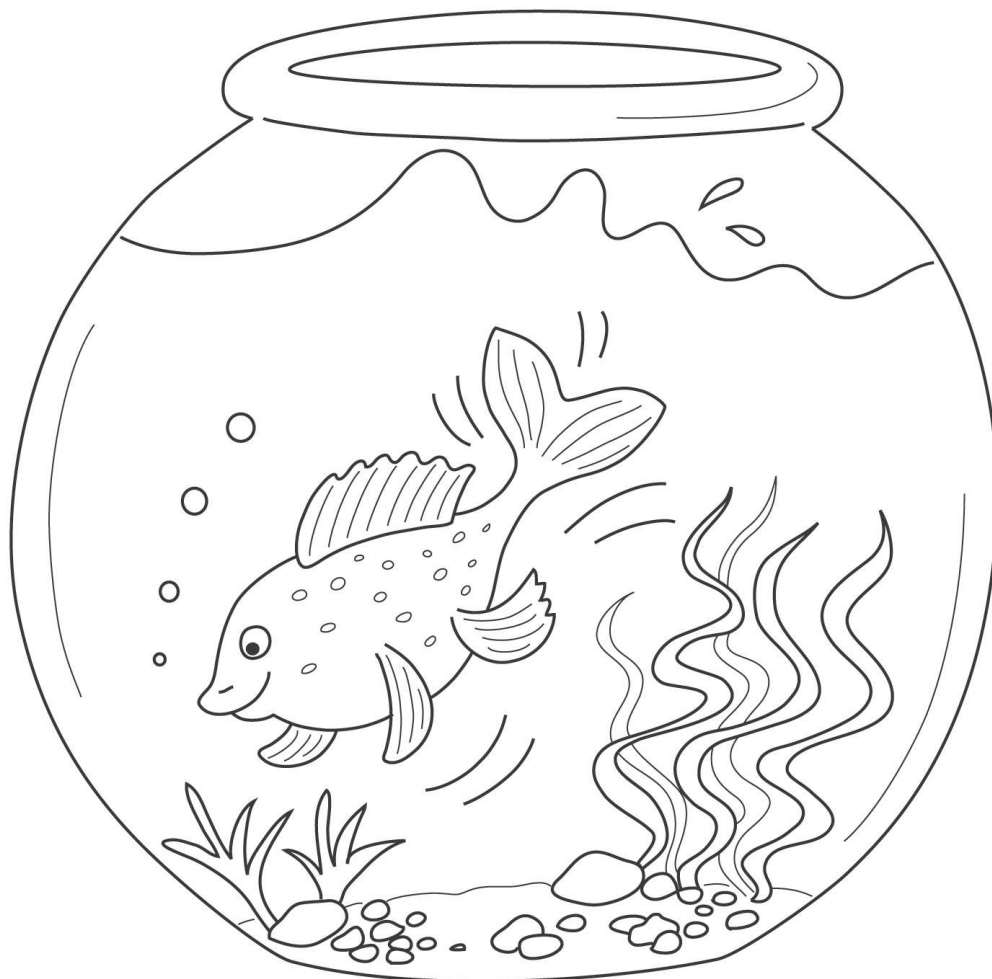
- 5 Find and copy a phrase that tells us that the poet is pleased to own the fish. (1d)**

All children working at greater depth within the expected standard should correctly identify the words “*you’re mine*”, demonstrating an understanding that these are the only words in the poem that offer the poet’s opinion about the fish. Most children working at the expected standard should also correctly identify the phrase. Children working towards the expected standard may choose other phrases from the poem without being able to identify the poet’s opinion.

## Goldfish by John Walsh

One small fish in a  
Polythene bag  
Can't swim round, can  
Only look sad.  
Take a pair of scissors,  
Snip a quick hole,  
Down flops water  
And fish into a bowl!

She waits a little moment,  
Flips her tail free,  
Then off into circles  
As frisky as can be.  
Dash-about – splash-about –  
Do what you wish:  
You're mine, you black-spotted  
Cheeky-eyed  
Fish!



Name:

Class:

Date:

**Talk about these questions.**

- What pattern does the poem have?
- Why did the author write the poem this way?

**Write the answers to these questions.**

1 In the first verse, why is the goldfish sad?

---

2 Why are the scissors needed in the poem?

---

3 Why does the goldfish's feeling change in the second verse?

---

4 What is the **first** thing the goldfish does when she gets into her new bowl? Tick the correct answer.

looks sad

flips her tail

swims in circles

splashes about

5 **Find** and **copy** a phrase that tells us that the poet is pleased to own the fish.

---

# The Snowman

Wes Magee

## Teacher notes: *The Snowman*

**Curriculum references:** Year 2

**Programme of study:** Reading comprehension

Children should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - discussing the sequence of events in books and how items of information are related
  - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - making inferences on the basis of what is being said and done
  - answering and asking questions
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

## Running the task

- Display the text. Ask the children to read the title.
- Ask the children why they think the poem has been written in the way it has. Discuss that the writer has written it in a tall way, a bit like a tall snowman.
- Read the poem aloud, asking the children to follow silently. Then read the poem together.
- Ask the children to think back to when they last had snow and how they felt going outside to play. Ask them if they remember making a snowman and whether they were proud of seeing him outside.
- Display the task sheet. Read the discussion questions.
- Discuss each question, encouraging the children to think about and compare to the time they made a snowman and how they felt.
- Read through the written questions together, ensuring the children understand what they need to do. Do not discuss the answers. Point out that question 2 is asking the children not just to identify the two things but also to explain why.
- Give out individual copies of the task sheet, and ask the children to write the answers to questions 1 to 5.
- Circulate as the children perform the task. Support those who need it and challenge those who may be able to show higher reading skills.
- Finish the session by putting the class into groups of four children and ask them to read one verse each. Give them time to practise their verse and encourage them to memorise their words. Perform the poems to the rest of the class, encouraging children to say their verse with enthusiasm and expression.

## Assessment guidance

Use the list below to identify the content domains that the children are working on in this task.

Typically, children working at the expected standard will:

- identify the meaning of vocabulary in context **1a**
- identify sequences of events in a range of straightforward texts. **1c**



## What to expect

### Discussion question

- Why does the poem start with the words “*Child’s play*”?

Most children should be able to participate in a discussion about why this poem starts with “*Child’s play*”, explaining that it is particularly children who enjoy playing in the snow and making snowmen.

### Written questions

- 1 Number these events 1 to 5 in the order that the snowman is created in the poem. The first one has been done for you. (1c)

pebbles for eyes  stick  carrot nose   
 scarf and hat  built-up snow

Almost all children should be able to answer this question correctly.

- 2 Explain what *two* things happen to the snowman after three days. (1a)

This question involves an explanation of the two things that happen to the snowman in this verse, not just an identification of the two things.

Children working at the expected standard should be able to identify the correct part in the text and may answer using text lifts without explanation, e.g. “*he becomes grey with age and shrinks*”. Children working at greater depth within the expected standard should be able to explain this in their own words, e.g. “*he becomes dirty (because he is three days old)*”. Children working towards the expected standard may select single words from the text or incorrectly identify that the world turns green.

- 3 Find and copy *one* word in verse 3 that tells us the snowman is getting smaller. (1a)

This question involves an understanding of the word “*shrinks*”. Most children should be able to answer this question correctly.

- 4 Match the explanation of what happens in each verse. (1c)

Verse 1		The snowman stands in the snow.
Verse 2		The snowman has gone.
Verse 3		The snowman is made.
Verse 4		The snowman begins to melt.

This question involves the children understanding a summary of each verse. Most children working at the expected standard and those working at greater depth within the expected standard should be able to identify the correct summary of each verse.

- 5 What other word or words could the author have used in the last verse instead of “*reclaimed*”? (1a)

This is quite a challenging question. Children who are working towards the expected standard and those at the expected standard may struggle to understand or find a suitable alternative word(s), e.g. “*taken back*”/“*returned*”/“*get back*”/“*retrieved*”. Those children working at greater depth within the expected standard should be able to answer correctly from the suggested answers given.

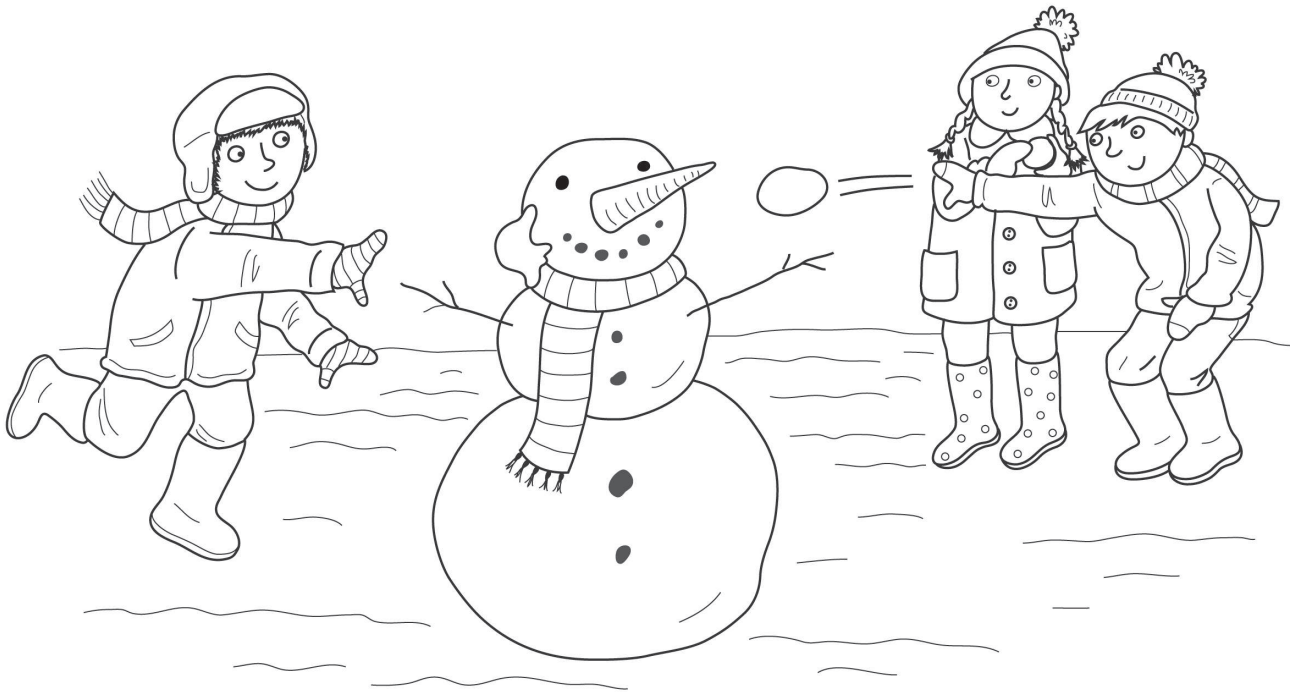
## The Snowman by Wes Magee

Child's play:  
stacked snow,  
scarf, hat,  
carrot nose,  
stick and  
round pebbles  
for eyes.

He freezes:  
fat target  
for snowballers  
who dearly  
want to  
knock off  
his block.

Three days,  
and grey  
with age  
he shrinks  
as warmth  
turns the  
world green.

Scarf, hat  
are reclaimed.  
Pebbles mark  
his grave,  
damp lawn  
where a  
child plays.



Name:	Class:	Date:
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### Talk about this question.

- Why does the poem start with the words “*Child’s play*”?

### Write the answers to these questions.

1 Number these events 1 to 5 in the order that the snowman is created in the poem. The first one has been done for you.

pebbles for eyes

scarf and hat

carrot nose

stick

built-up snow

2 Explain what **two** things happen to the snowman after three days.

(1) \_\_\_\_\_

(2) \_\_\_\_\_

3 Find and copy one word in verse 3 that tells us the snowman is getting smaller.

\_\_\_\_\_

4 Match the explanation of what happens in each verse.

Verse 1            The snowman stands in the snow.

Verse 2            The snowman has gone.

Verse 3            The snowman is made.

Verse 4            The snowman begins to melt.

5 What other word or words could the author have used in the last verse instead of “*reclaimed*”?

\_\_\_\_\_

\_\_\_\_\_

## Fiction

### Assessment Task 1

- Most children working at or towards the expected standard may answer that he was working. Some children working at or at greater depth within the expected standard may answer that he was building a new bee-hive.
- his bees were flying away
- Mr and Mrs Buzz and their children
- Children working at or at greater depth within the expected standard should be able to give a satisfactory answer, such as “*So that the bees couldn’t sting them*” or “*To avoid getting stung*”.
- Children working towards the expected standard may give an answer that only takes into account the most immediate motivation, e.g. “*Because they wanted to catch them*”. Children working at the expected standard may give an answer that considers the ultimate goal of chasing the bees, e.g. “*Because they wanted to bring them back*”. A few children working at greater depth within the expected standard may consider the longer-term consequences of the bees’ disappearance, giving an answer such as “*Because they needed the bees to make a living*”.

### Assessment Task 2

- “sneak”: Acceptable answers include “*creep*” or “*tiptoe*”.

“dozing”: Acceptable answers include “*sleeping*”, “*snoozing*”, “*resting*”, “*chilling*”.

Only one word is acceptable. If any children have written more than one word, the answer should be marked incorrect.

- complaining
- Children working at the expected standard should be able to explain that the ducks rushed into the lake to get away from Jake. Most of these children, together with those working at greater depth within the expected standard, should then also be able to explain that Jake could not easily follow the ducks because he could not swim as well as they could so they could get away from Jake. Children working towards the expected standard may repeat the question that the lake was safe without giving an explanation.
- so the sheep did not realise he was a dog

- No

This is a challenging question that children working towards the expected standard may struggle to answer clearly. These children may tick “Yes”, giving an explanation that Jake enjoyed chasing sheep or eating chocolate, or they may tick “No” without a clear explanation. Children working at the expected standard should tick “No” and be able to explain that he tried to be good but could not stop himself. Children working at greater depth within the expected standard should be able to fully explain that he found chasing ducks, playing in dirty washing, rounding up sheep and eating chocolate too tempting to be able to stop himself. These children may pick out and use the word “*resist*” in their answers.

### Assessment Task 3

- They told a lie.   
They went fishing by themselves.
- Children working at and at greater depth within the expected standard should be able to identify two of these facts about the pond. It was: magic, in Bluebell Wood, only ever there in spring, and squelchy round the edge.
- 

Description	True	False
He was blue.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
He was the size of a newt.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
He had a spiky tail.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
He had ears like a mouse.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- Children working towards the expected standard may not attempt this question, or may provide a very short, simplistic or inappropriate answer. Children working at the expected standard should be able to describe a logical action that fits in with what we already know about the children in the story and the situation they are in. Children working at greater depth within the expected standard may respond more imaginatively and/or in greater detail.
- Children working towards the expected standard may not attempt this question, or may provide a very short, simplistic or inappropriate answer. Children working at the expected standard should be able to describe a logical action that fits in with what we already know about the Bog Baby. Children working at greater depth within the expected standard may respond more imaginatively and/or in greater detail.

### Assessment Task 4

- 1 deserted
- 2 His family crowded round him.
- 3 Children working at or at greater depth within the expected standard should be able to answer correctly (“Max banged his head”). Children working towards the expected standard may find it difficult to retrieve the information because of Max’s muddled speech.
- 4 Children working at the expected standard should be able to identify that the writer chose the names because they all begin with the letter “p”. In addition, children working at greater depth within the standard may recognise that all three names are the names of flowers and/or may comment on the writer’s intention behind his choice of names (e.g. that making them all so similar adds to the humour).
- 5 Max wobbled home.
- Max crossed the road and got hit by a cyclist.
- Max told his family what happened.
- Max found where the humans cross the road.
- Max’s family crowded round him.

### Non-fiction

#### Assessment Task 5

- 1 The Fairy penguin.
- Most children should be able to find this information within the text.
- 2 In the breeding season/When it is time to lay their eggs.
- Children working at the expected standard should offer an answer based on the text, such as “to lay their eggs”. Children working at greater depth within the expected standard may offer a more precise and/or detailed explanation such as “when it is the breeding season so that they can lay their eggs”. Children working towards the expected standard may select the incorrect part of the text – “to look after their young” – without demonstrating understanding that it is the breeding season or they need to come back to land to lay their eggs.
- 3 The chick loses its feathers.
- The Dad holds the egg on his feet.
- The chick becomes an adult.
- The chick hatches.
- The chicks snuggle together for warmth.

- 4 A fold of skin.

Most children should be able to identify this information within the text.

- 5 feathers ——— swim fast  
flippers ——— steer  
beak ——— keep them warm  
tail ——— catching fish  
colour ——— harder to see

#### Assessment Task 6

- 1 “explodes”/“rushes”/“shoots”/“spits” or any suitable synonym for “burst”.

Children working at and at greater depth within the expected standard should be able to provide a suitable synonym for the word “burst”, which suggests force of movement. Children working towards the expected standard may use a simple interpretation of the word, such as “pops”, which does not suggest movement with force.

- 2 melted rock comes up through the ground.

Children working at and at greater depth within the expected standard should be able to select the correct answer, which is a simple rewording of the text. Children towards the expected standard may select one of the incorrect answers, which are all direct quotes from the text.

- 3 lava
- 4 Accept any two of the following words: “spurt”/“fountains”/“pour”/“rivers”/“flowing”.

Almost all children should be able to identify two of these words.

- 5 Children at all levels should be able to identify one of the following: “bury whole villages”/“set trees on fire”/“set houses on fire”/“set trees and houses on fire”.

#### Assessment Task 7

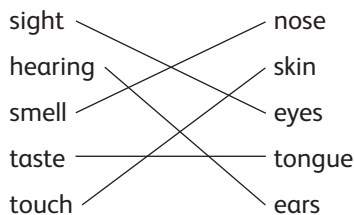
- 1 to help you realise how much you rely on your senses

Children working at greater depth within the expected standard and most children working at the expected standard should be able to answer correctly. Some children working at the expected standard may wrongly choose the first answer (“To improve your imagination”). Children working towards the expected standard may wrongly choose the second or third answer (“To let you know that some people cannot hear.”/“To let you know that some people cannot see.”).

## ANSWERS

### 2 Senses

### Parts of the body



### 3 The brain

### 4 The brain sorts out the messages from the nerves. 4

Your brain controls your senses. 2

Messages travel along nerves. 3

You have five main senses. 1

Children working towards the expected standard may transpose the order of facts 2 and 3.

### 5 Children working at or at greater depth within the expected standard should be able to provide a simple explanation, based on the experiential knowledge that you can sense every part of your body, e.g. “So that all parts of your body can feel.”/“Otherwise you wouldn’t be able to feel all of your body.”

## Poetry

### Assessment Task 8

#### 1 The goldfish is sad because she is trapped in a plastic bag and does not have room to swim around.

Children working at the expected standard and at greater depth within the expected standard should be able to clearly explain that the goldfish is sad because she is trapped in a plastic bag and does not have room to swim. Children working towards the expected standard may offer a simple explanation directly from the text, e.g. “*She can’t swim round*”, without explaining that this is because she is in a bag.

#### 2 The scissors are needed to cut a hole in the bag and free the fish into the new bowl.

Children working at the expected standard and at greater depth within the expected standard should be able to clearly explain that the scissors are needed to cut a hole in the bag and let the fish into the bowl. Children working towards the expected standard may offer a simple explanation directly from the text, e.g. “*To snip a hole*”, without explaining that they are to be able to let the fish into the bowl.

#### 3 The fish becomes happy because it is free and can swim around in a bowl of water.

All children should be able to identify that the goldfish becomes happy in the second verse but, to answer the question correctly, the children need to identify that

the fish becomes happy because she is no longer in a bag and has a bowl of water in which to swim. Children working at the expected standard and at greater depth within the expected standard should be able to answer this clearly. Children working towards the expected standard may only offer an answer that explains the fish is now happy without answering why this is the case.

#### 4 flips her tail ✓

Most children should be able to correctly identify the answer. A few children working towards the expected standard may incorrectly identify “*swims in circles*” as the answer.

#### 5 you’re mine

All children working at greater depth within the expected standard should correctly identify the words “*you’re mine*”, demonstrating an understanding that these are the only words in the poem that offer the poet’s opinion about the fish. Most children working at the expected standard should also correctly identify the phrase. Children working towards the expected standard may choose other phrases from the poem without being able to identify the poet’s opinion.

## Assessment Task 9

#### 1 pebbles for eyes 5

scarf and hat 2

carrot nose 3

stick 4

built-up snow 1

#### 2 He becomes dirty (1) and he begins to melt (2).

Children working at the expected standard should be able to identify the correct part in the text and may answer using text lifts without explanation, e.g. “*he becomes grey with age and shrinks*”. Children working at greater depth within the expected standard should be able to explain this in their own words, e.g. “*he becomes dirty (because he is three days old)*”/“*he begins to melt (because it is warm)*”. Children working towards the expected standard may select single words from the text or incorrectly identify that the world turns green.

#### 3 shrinks

4 Verse 1 The snowman stands in the snow.

Verse 2 The snowman has gone.

Verse 3 The snowman is made.

Verse 4 The snowman begins to melt.

#### 5 “*taken back*”/“*returned*”/“*get back*”/“*retrieved*” or similar words that indicate the possessions are taken back by their owners.

Teach and Practice													
	Fiction												
Content domain	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9				
	Timid Tim and the Cuggy Thief (Teaching text) Dogger (Practice text)	George and the Dragon (Teaching text) There's No Such Thing as a Dragon (Practice text)	Something Else (Teaching text) Dilly's Sports Day (Practice text)	Sophie's Snail (Teaching text) Willie Whiskers (Practice text)	The Island of Serpents (Teaching text) The Mystery of the Green Lady (Practice text)	The Fox and the Cockerel (Teaching text) The Fox and the Lion (Practice text)	The Pig's Knickers (Teaching text) Uncle Gobb (Practice text)	Big Cat, Little Cat (Teaching text) Dolphins (Practice text)	What Was London Like Before the Great Fire? (Teaching text)	What Was London Like After the Great Fire? (Practice text)			
1a draw on knowledge of vocabulary to understand texts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1b identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1c identify and explain the sequence of events in texts		✓	✓		✓	✓		✓	✓		✓	✓	
1d make inferences from the text	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
1e predict what might happen on the basis of what has been read so far			✓	✓	✓	✓							

**CONTENT DOMAIN COVERAGE**

															Assessment Tasks						
Non-fiction						Poetry						Fiction				Non-fiction			Poetry		
Unit 10	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	1	2	3	4	5	6	7	8	9							
Making Bread (Teaching text)	Planting Bulbs (Practice text)	Seas and Oceans (Teaching text)	A Walk from Our Island School (Practice text)	Here to Help: Firefighter (Teaching text)	Here to Help: Police Officer (Practice text)	Mice (Teaching text)	Like an Animal (Practice text)	Little Miss Muffet (Teaching text)	Twinkle, Twinkle, Little Star (Practice text)	The City Farm (Teaching text)	Miss Smith (Practice text)	Mr Buzz the Beeman	Jake the Good Bad Dog	The Bog Baby	The Hodgeheg	Penguins	Eruption!	Your Senses	Goldfish	The Snowman	
✓	✓		✓	✓	✓	✓	✓			✓	✓		✓							✓	1a
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓		1b
✓	✓						✓	✓	✓					✓	✓					✓	1c
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓			1d
✓	✓							✓		✓	✓			✓							1e



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