

CRACKING COMPREHENSION



Year 3

Teaching and Assessment Guide

Kate Ruttle

RISEING★STARS

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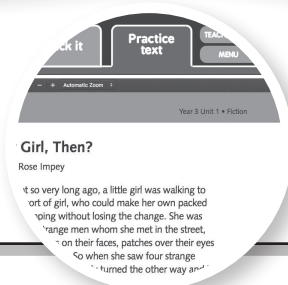
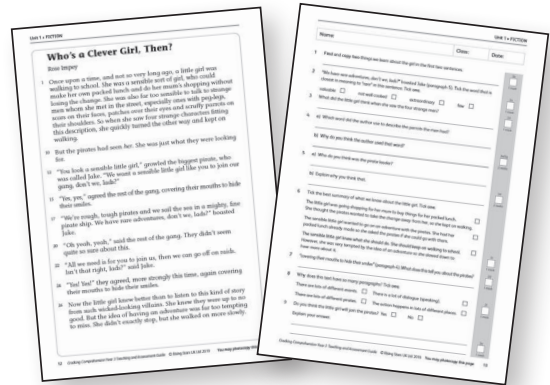
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Don't forget to log on to My Rising Stars to access:

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

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

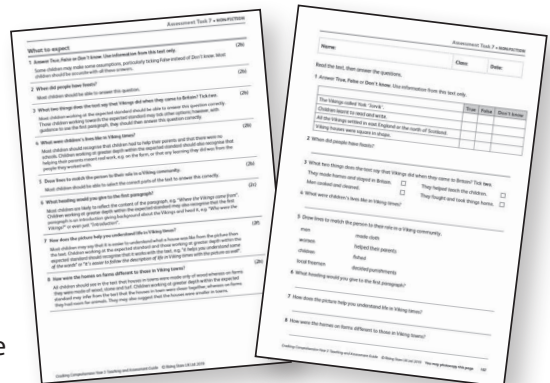
- Reread *The Worst Witch*.
- Talk with the class about how sometimes things can go wrong.
- Use drama techniques to explore things that might go wrong (e.g. trying to change the rules of a game; cheating in a test; trying to help someone who does not want help). You could encourage the children to choose comic outcomes.
- Once they have explored ideas in drama, use talk for writing to help the children clarify an idea they want to pursue.
- Give the children time for planning before they write their story.

Extending reading

Once Upon an Ordinary School Day – Colin McNaughton
Nag Club – Anne Fine
Ottoline Goes to School – Chris Riddell

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. 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 168–169 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 resource* 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 working 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.

Fantastic Mr Fox/Who's a Clever Girl, Then?

Roald Dahl/Rose Impey

Key text features

- The texts show different ways of creating characters through description.
- The Teaching text is an extract from the first chapter of *Fantastic Mr Fox* by Roald Dahl.
- The Practice text is from the beginning of *Who's a Clever Girl, Then?* from *The Pirate Gang* by Rose Impey.

Reading the Teaching text: *Fantastic Mr Fox*

- Introduce the text by asking what the children know about the author Roald Dahl.
- Explain that this text is from the beginning of *Fantastic Mr Fox*. On the basis of the title, can the children predict what the author's attitude to the character is?
- Access the Interactive Modelling Software for this unit. Read the extract aloud. Were the children's predictions correct?
- Ask the children what they know about foxes, particularly the way foxes are portrayed in stories. Make a word web to show ways in which foxes are shown in stories.
- 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: *Who's a Clever Girl, Then?*

- Introduce the title of the book: *Who's a Clever Girl, Then?* Who is likely to say words like that? (budgie/parrot) What kind of people own parrots in stories?
- 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 Practice text.
- Use drama techniques to explore how the children would react if they saw a variety of characters from traditional tales on their way to school.
- Allow groups of children to explore how stories might continue, depending on the character met on the way to school. What would happen if the character stopped to talk to them? What might the adventure be?
- Once they have explored the ideas through drama and talk for writing, ask the children to write the beginning of the story.

Listening Comprehension: Questions and Answers



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

Q1: What do you know about Bean?

A1: He is a turkey and apple farmer/keeps turkeys in his orchard/never eats food/makes and drinks cider/is thin as a pencil/is the cleverest of all the farmers.

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

.....

Q2: Did any of the farmers eat or drink anything that either of the others farmed?

A2: No

Strategy: Listen to the text, considering the question.

.....

Q3: Which of the farmers is the shortest and which is the tallest?

A3: Bunce is shortest, Bean is tallest.

Strategy: Listen carefully to the text. Make a note of the words used.

Extending reading

The Woman Who Won Things – Allan Ahlberg

Cup Final Kid – Martin Waddell

Anna Hibiscus – Atinuke

Teaching text: Fantastic Mr Fox 

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Why was Boggis so fat?	He ate three chickens with dumplings every day for breakfast, lunch and supper/a lot of food.	2b 1 mark	<p><i>Question focus: identify key details from fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Carefully read the paragraph.
2. Why do you think Bunce always had a “beastly temper” (paragraph 2)?	because he always had a tummy ache	2d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Scan the paragraph to look for reasons why he is bad tempered.
3. Which word tells you that mashed liver paté is unpleasant?	“disgusting” (paragraph 2)	2a 1 mark	<p><i>Question focus: explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Scan that part of the text looking for the words “mashed” and “liver”. Carefully read the sentence looking for a word that shows an opinion about the livers.
4. What does “thin as a pencil” (paragraph 3) tell you about Bean? Choose two . <input type="checkbox"/> He is thin. <input type="checkbox"/> He is tall. <input type="checkbox"/> He is mean. <input type="checkbox"/> He stands up straight.	He is thin. He stands up straight.	2a 1 mark	<p><i>Question focus: give the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Scan that part of the text for the description. Consider the picture it makes in your head.

<p>5. Choose the best summary of the information about Bunce.</p> <p><input type="checkbox"/> Bunce was short and fat. He had a bad temper because he ate too many jam doughnuts.</p> <p><input type="checkbox"/> Bunce was a duck and goose farmer who ate doughnuts filled with goose liver. This diet meant he was both fat and bad-tempered.</p> <p><input type="checkbox"/> Bunce kept his ducks and geese in a swimming pool. He fed them with doughnuts. He always had a tummy ache because he was bad-tempered.</p> <p><input type="checkbox"/> Bunce had a bad temper, so he killed his geese and ate them stuffed into doughnuts. He was very short and fat.</p>	<p>Bunce was a duck and goose farmer who ate doughnuts filled with goose liver. This diet meant he was both fat and bad-tempered.</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for “Bunce” to find the relevant part. Read the paragraphs carefully. Reread the options in the questions and consider which one is the best summary.
<p>6. Why do you think the author organised this text into three paragraphs rather than one long paragraph?</p>	<p>He used one paragraph to describe each farmer.</p>	<p>2f 1 mark</p>	<p><i>Question focus: identify how narrative content is related and contributes to meaning as a whole.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Look at the text and note where paragraphs begin. Think about reasons for starting new paragraphs: new place, new time, new action, new character or new speaker. Think about the reasons for starting most of the new paragraphs here.

Who's a Clever Girl, Then?

Rose Impey

- 1 Once upon a time, and not so very long ago, a little girl was walking to school. She was a sensible sort of girl, who could make her own packed lunch and do her mum's shopping without losing the change. She was also far too sensible to talk to strange men whom she met in the street, especially ones with peg-legs, scars on their faces, patches over their eyes and scruffy parrots on their shoulders. So when she saw four strange characters fitting this description, she quickly turned the other way and kept on walking.
- 10 But the pirates had seen *her*. She was just what they were looking for.
- 12 "You look a sensible little girl," growled the biggest pirate, who was called Jake. "We want a sensible little girl like you to join our gang, don't we, lads?"
- 15 "Yes, yes," agreed the rest of the gang, covering their mouths to hide their smiles.
- 17 "We're rough, tough pirates and we sail the sea in a mighty, fine pirate ship. We have rare adventures, don't we, lads?" boasted Jake.
- 20 "Oh yeah, yeah," said the rest of the gang. They didn't seem quite so sure about this.
- 22 "All we need is for you to join us, then we can go off on raids. Isn't that right, lads?" said Jake.
- 24 "Yes! Yes!" they agreed, more strongly this time, again covering their mouths to hide their smiles.
- 26 Now the little girl knew better than to listen to this kind of story from such wicked-looking villains. She knew they were up to no good. But the idea of having an adventure was far too tempting to miss. She didn't exactly stop, but she walked on more slowly.

Name: _____

Class: _____

Date: _____

- 1 Find and copy two things we learn about the girl in the first two sentences.

- 2 “We have rare adventures, don’t we, lads?” boasted Jake (paragraph 5). Tick the word that is closest in meaning to “rare” in this sentence. Tick **one**.

valuable not well cooked extraordinary few

- 3 What do you think the little girl thought when she saw the four strange men?

- 4 a) Which word did the author use to describe the parrots the men had?

b) Why do you think the author used that word?

- 5 a) Who do you think was the pirate leader?

b) Explain why you think that.

- 6 Tick the best summary of what we know about the little girl. Tick **one**.

The little girl was going shopping for her mum to buy things for her packed lunch. She thought the pirates wanted to take the change away from her, so she kept on walking.

The sensible little girl wanted to go on an adventure with the pirates. She had her packed lunch already made so she asked the pirates if she could go with them.

The sensible little girl knew what she should do. She should keep on walking to school. However, she was very tempted by the idea of an adventure so she slowed down to hear more about it.

- 7 “covering their mouths to hide their smiles” (paragraph 4). What does this tell you about the pirates?

- 8 Why does this text have so many paragraphs? Tick **one**.

There are lots of different events. There is a lot of dialogue (speaking).

There are lots of different pirates. The action happens in lots of different places.

- 9 Do you think the little girl will join the pirates? Yes No

Explain your answer.

2b

1 mark

2a

1 mark

2d

1 mark

2a/2g

2 marks

2d

2 marks

2c

1 mark

2d

1 mark

2f

1 mark

2e

1 mark

Practice text: Who’s a Clever Girl, Then?

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Find and copy two things we learn about the girl in the first two sentences.	<ul style="list-style-type: none"> • She is little. • She is sensible. • Also accept any of these in place of ‘she is sensible’: She can make her own lunch/do the shopping/does not lose the change. 	2b 1 mark	<p><i>Question focus: retrieve and record information from fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text to look for the answer. • Carefully read that part of the text. <p>Award 1 mark for two correct answers.</p>
2. “We have rare adventures, don’t we, lads?” boasted Jake (paragraph 5). Tick the word that is closest in meaning to “rare” in this sentence. <input type="checkbox"/> valuable <input type="checkbox"/> not well cooked <input type="checkbox"/> extraordinary <input type="checkbox"/> few	extraordinary	2a 1 mark	<p><i>Question focus: give the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text to look for the answer. • Carefully read that part of the text. • Carefully reread the options in the question, considering whether each word would make sense in this context.
3. What do you think the little girl thought when she saw the four strange men?	<p>Accept appropriate answers such as:</p> <ul style="list-style-type: none"> • They are pirates/baddies. • I had better turn the other way. • A sensible girl would not talk to those men • I should not talk to strangers. • I wonder what they are doing? 	2d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text to look for information. • Carefully read that part of the text, considering the answer. • Use your empathy to answer the question.
4. (a) Which word did the author use to describe the parrots the men had? (b) Why do you think the author used that word?	<p>(a) “scruffy”</p> <p>(b) to show that:</p> <ul style="list-style-type: none"> • the parrots were not looked after very well • the parrots were as strange as their owners 	2a/2g 2 marks	<p><i>Question focus: explain the meaning of words in context/explain how meaning is enhanced through choice of words and phrases.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text to look for information. • Scan the text for a word that describes the parrots. • Think about what the word means and why the author used it here. <p>Award 1 mark for each part of the question.</p>
5. (a) Who do you think was the pirate leader? (b) Explain why you think that.	<p>(a) Jake</p> <p>(b)</p> <ul style="list-style-type: none"> • He is the biggest pirate. • He is the pirate that asks the questions. • He is the only pirate whose name we know. • The others agreed with him. 	2d 2 marks	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text the answer will be. • Carefully read that part of the text, considering the answer. <p>Award 1 mark for each part of the question.</p>

<p>6. Tick the best summary of what we know about the little girl. Tick one.</p> <p><input type="checkbox"/> The little girl was going shopping for her mum to buy things for her packed lunch...</p> <p><input type="checkbox"/> The sensible little girl wanted to go on an adventure with the pirates...</p> <p><input type="checkbox"/> The sensible little girl knew what she should do...</p>	<p>The sensible little girl knew what she should do. She should keep on walking to school. However, she was very tempted by the idea of an adventure so she slowed down to hear more about it.</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully reread the text, underlining all of the information about the little girl. Reread the options in the questions and consider which one is the best summary.
<p>7. “covering their mouths to hide their smiles” (paragraph 4). What does this tell you about the pirates?</p>	<ul style="list-style-type: none"> They are lying. There is something they do not want her to know. They think it (his lie) is funny. 	<p>2d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text the quotation came from. Scan the text for the words in the question. Carefully read this part of the text, considering the question.
<p>8. Why does this text have so many paragraphs? Tick one.</p> <p><input type="checkbox"/> There are lots of different events.</p> <p><input type="checkbox"/> There are lots of different pirates.</p> <p><input type="checkbox"/> There is a lot of dialogue (speaking).</p> <p><input type="checkbox"/> The action happens in lots of different places.</p>	<p>There is a lot of dialogue (speaking).</p>	<p>2f 1 mark</p>	<p><i>Question focus: explain how narrative content is related and contributes to meaning as a whole.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Look at the text and note where paragraphs begin. Think about reasons for starting new paragraphs: new place, new time, new action, new character or new speaker. Think about the reasons for starting most of the new paragraphs here.
<p>9. Do you think the little girl will join the pirates?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Explain your answer.</p>	<p>Yes</p> <ul style="list-style-type: none"> They have lots of adventures and she could have some too. She sounds too sensible and it would be good for her to have fun. The fact that she has listened this long means that she is interested in their adventures. This is only the beginning of the book. It would be a short book if she said no. <p>No</p> <ul style="list-style-type: none"> She is too sensible and knows it would be silly. Her mum would worry too much. The pirates are lying to her. 	<p>2e 1 mark</p>	<p><i>Question focus: predict what might happen from details stated and implied.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the text while considering the question. Remember to explain your answer.

Mr Majeika/The Worst Witch

Humphrey Carpenter/Jill Murphy

Key text features

- The texts are extracts from ‘modern classics’ and both are from the first book in the series. These texts are based in schools and both are rich in dialogue.
- The Teaching text is an extract from the first chapter of *Mr Majeika* by Humphrey Carpenter.
- The Practice text is from *The Worst Witch* by Jill Murphy.

Reading the Teaching text: *Mr Majeika*

- Introduce the text by asking if any of the children are already familiar with the *Mr Majeika* books. If so, what can they tell the others about Mr Majeika? Can they predict anything about him from his name?
- Access the Interactive Modelling Software for this unit. Read the introduction, which sets the scene, before reading the extract to the children.
- 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: *The Worst Witch*

- Introduce the text by asking if any of the children are already familiar with *The Worst Witch* books. If so, what can they tell the others?
- 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

- Reread *The Worst Witch*.
- Talk with the class about how sometimes things can go wrong.
- Use drama techniques to explore things that might go wrong (e.g. trying to change the rules of a game; cheating in a test; trying to help someone who does not want help). You could encourage the children to choose comic outcomes.
- Once they have explored ideas in drama, use talk for writing to help the children clarify an idea they want to pursue.
- Give the children time for planning before they write their story.

Listening Comprehension: Questions and Answers



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

Q1: How did Mr Majeika get to the school?

A1: By magic carpet

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 did Mr Majeika turn his magic carpet into a bicycle?

A2: He pointed a finger at it as he said “*That’s my bicycle*” (paragraph 6).

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: “*You could have heard a pin drop*” (paragraph 9). What does this mean? Why could you have heard a pin drop?

A3: It means there was a sudden silence because Mr Potter was surprised and was trying to work out what happened, while Mr Majeika was hoping that Mr Potter would believe him.

Strategy: Listen carefully to the text. Make a note of words used in the text.

Extending reading

Once Upon an Ordinary School Day – Colin McNaughton

Nag Club – Anne Fine

Ottoline Goes to School – Chris Riddell

Cracking the questions



Teaching text: Mr Majeika

Question	Answer	CD/Mark	Useful strategies
<p>1. "Now, you're rather late, Mr Majeika. You might have telephoned me." (paragraph 1) Who do you think said those words?</p>	Mr Potter/the headteacher	2d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Carefully read the paragraph and consider who said the words.
<p>2. What is Mr Majeika's excuse for being late?</p>	His magic carpet took a wrong turning/rain has got into his magic carpet.	2b 1 mark	<p><i>Question focus: retrieve and record information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Scan the paragraph to look for an excuse.
<p>3. "complete slip of the tongue" What does this phrase mean in this story? Choose one.</p> <p><input type="checkbox"/> His tongue slipped inside his mouth and made an odd sound.</p> <p><input type="checkbox"/> Mr Potter had not heard him correctly.</p> <p><input type="checkbox"/> He had said something he did not mean to say.</p> <p><input type="checkbox"/> His tongue got muddled when trying to say lots of similar sounds.</p>	He had said something he did not mean to say.	2a 1 mark	<p><i>Question focus: explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text to find the words. Reread that part of the text while you think about the meaning of the words. Look again at the choices in the question, then choose the one that has the closest meaning.
<p>4. Why do you think Mr Majeika "looked bothered" (paragraph 4) when Mr Potter asked about the magic carpet?</p>	<ul style="list-style-type: none"> He wanted to fit in. He did not want Mr Potter to know he was a magician/had a magic carpet. He had not meant to say "magic carpet". 	2d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Scan that part of the text for words in the question. Use your own understanding and empathy to think about how the character felt.

<p>5. (a) Write a word from the text that describes how someone spoke. (b) Explain why you think the author chose that word.</p>	<p>(a) "[rather] faintly" (paragraph 7)/"cheerily" (paragraph 8) (b) • The word tells the reader how to read the speech. • The word describes how someone is feeling.</p>	<p>2a/2g 2 marks</p>	<p><i>Question focus: give the meaning of words in context/identify how meaning is enhanced through choice of words and phrases.</i> <i>Strategies:</i></p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text for words which describe how someone spoke. • Consider why the author gave you that information. <p>Award 1 mark for each part of the question.</p>
<p>6. Choose the sentence that summarises the most important information about Mr Majeika's arrival at the school.</p> <p><input type="checkbox"/> Mr Majeika was late.</p> <p><input type="checkbox"/> Mr Majeika said he came on a bicycle.</p> <p><input type="checkbox"/> Mr Majeika came on a magic carpet.</p> <p><input type="checkbox"/> Mr Majeika made a mistake when he said "magic carpet".</p>	<p>Mr Majeika came on a magic carpet.</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i> <i>Strategies:</i></p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Carefully read the text while considering each of the options. • Decide which sentence you think summarises the most important and interesting information.

The Worst Witch

Jill Murphy

- 1 The smile faded from the headmistress's face and she sighed, as if with deep disappointment. Mildred felt about an inch high.
- 3 "*Really*, Mildred," Miss Cackle said in a tired voice, "I have run out of things to say to you.
- 5 "Week after week you come here, sent by every member of staff in the school, and my words just seem to go straight in one ear and out of the other. You will never get the Witches' Higher Certificate if this appalling conduct continues. You must be the worst witch in the entire school. Whenever there's any trouble you are nearly always to be found at the bottom of it, and it's just not good enough, my dear. Now, what have you to say for yourself *this time*?"
- 13 "I don't really know, Miss Cackle," Mildred said humbly. "Everything I do just seems to go wrong, that's all. I don't *mean* to do it."
- 18 "Well, that's no excuse, is it?" said Miss Cackle. "Everyone else manages to live without causing an uproar wherever they go. You must pull yourself together, Mildred. I don't want to hear *any* more bad reports about you, do you understand?"



Name: _____

Class: _____

Date: _____

1 Who is Miss Cackle?

2d

1 mark

2 How does Miss Cackle feel about Mildred at the beginning of this extract?

2d

1 mark

3 “Mildred felt about an inch high” (paragraph 1). An inch is about the length of your thumb. What do you think this sentence tells you about how Mildred is feeling?

2a

1 mark

4 Find and copy the words that show Miss Cackle does not think Mildred listens to her.

2g

1 mark

5 Miss Cackle is tired of Mildred always getting into trouble.

Find **two** pieces of evidence for this statement. You do not have to use direct quotations from the text.

2b

2 marks

6 “if this appalling conduct continues” (paragraph 2). Which of these means the same as the underlined words? Tick **one**.not listening being an inch high very bad behaviour

2a

1 mark

7 Tick the sentence that summarises how Mildred feels. Tick **one**.She is angry that she is being blamed for something she did not mean to do. She hates Miss Cackle and the school. She is upset that she is in trouble again. She is worried that she will not get her Witches’ Higher Certificate.

2c

1 mark

8 a) Write a word from the text that describes how someone spoke.

b) Explain why you think the author chose that word.

2g

2 marks

9 This text is from the beginning of *The Worst Witch*. Do you think Mildred stops getting into trouble after this? Explain your answer.

2e

1 mark

Practice text: The Worst Witch

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Who is Miss Cackle?	the headmistress	2d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for mention of Miss Cackle. Carefully read the text around the words, looking for clues.
2. How does Miss Cackle feel about Mildred at the beginning of this extract?	<ul style="list-style-type: none"> disappointed in her fed up/annoyed (“smile faded”) she likes her – she calls her “dear” 	2d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the beginning of the text, looking for clues.
3. ‘Mildred felt about an inch high’ (line 2). An inch is about the length of your thumb. What do you think this sentence tells you about how Mildred is feeling?	Mildred felt unhappy/sad/insignificant/small that she is about to get the blame/in trouble.	2a 1 mark	<p><i>Question focus: explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for information. Carefully read that part of the text, considering the answer. Use your empathy to answer the question.
4. Find and copy the words that show Miss Cackle does not think Mildred listens to her.	<p>“my words just seem to go in one ear and out of the other” (paragraph 1)</p> <p>or</p> <p>“I have run out of things to say to you” (paragraph 1)</p>	2g 1 mark	<p><i>Question focus: identify how meaning is enhanced through choice of words and phrases.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for information. Carefully read that part of the text, considering the answer.
5. Miss Cackle is tired of Mildred always getting into trouble. Find two pieces of evidence for this statement. You do not have to use direct quotations from the text.	<p>Accept any two relevant ideas. E.g.</p> <ul style="list-style-type: none"> She sighed as if with deep disappointment. Her voice was tired. Mildred is sent to her week after week by all members of staff. Mildred does not listen to what Miss Cackle says. Mildred’s conduct is appalling. Mildred is always at the bottom of any trouble. Mildred is the worst witch. 	2b 2 marks	<p><i>Question focus: identify key details from fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for information. Carefully reread that part of the text looking for supporting evidence. <p>Award 1 mark for each appropriate answer, up to a total of 2 marks.</p>

<p>6. "if this <i>appalling conduct continues</i>" (paragraph 2). Which of these means the same as the underlined words? Tick one.</p> <p><input type="checkbox"/> not listening</p> <p><input type="checkbox"/> being an inch high</p> <p><input type="checkbox"/> very bad behaviour</p>	<p>very bad behaviour</p>	<p>2a 1 mark</p>	<p><i>Question focus: give the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text the quotation comes from and scan the text to find it. Consider the meaning of each of the options. Choose the best one.
<p>7. Tick the sentence that summarises how Mildred feels in this extract. Tick one.</p> <p><input type="checkbox"/> She is angry that she is being blamed for something she did not mean to do.</p> <p><input type="checkbox"/> She hates Miss Cackle and the school.</p> <p><input type="checkbox"/> She is upset that she is in trouble again.</p> <p><input type="checkbox"/> She is worried that she will not get her Witches' Higher Certificate.</p>	<p>She is upset that she is in trouble again.</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the text while considering each of the options. Decide which sentence you think summarises the most important and interesting information.
<p>8. (a) Write a word from the text that describes how someone spoke. (b) Explain why you think the author chose that word.</p>	<p>(a) "in a tired voice" (paragraph 2)/"humbly" (paragraph 3) (b) The words explain how the character is feeling so a reader knows how to read the speech aloud.</p>	<p>2g 2 marks</p>	<p><i>Question focus: identify/explain how meaning is enhanced through choice of words and phrases.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for words that describe how someone spoke. Consider why the author gave you that information. <p>Award 1 mark for each part of the question.</p>
<p>9. This text is from the beginning of <i>The Worst Witch</i>. Do you think Mildred stops getting into trouble after this? Explain your answer.</p>	<p>Yes</p> <ul style="list-style-type: none"> She did not like being told off and she wants to try harder. She might get better at hiding getting into trouble. <p>No</p> <p>She says that everything she does keeps going wrong and that is what the book will be about.</p>	<p>2e 1 mark</p>	<p><i>Question focus: predict what might happen from details stated and implied.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Think about your wider experience of being a reader.

The Lost Happy Endings/Clarice Bean – Utterly Me

Carol Ann Duffy/Lauren Child

Key text features

The texts show different ways of describing people and places.

- The Teaching text is from *The Lost Happy Endings* by Carol Ann Duffy.
- The Practice text is from *Clarice Bean – Utterly Me* by Lauren Child.

Reading the Teaching text: *The Lost Happy Endings*



- Introduce the text by asking what the children know about Carol Ann Duffy. Explain that she is the poet laureate, which means that she is a very good poet who writes poems for the queen and for special national occasions. She also writes poems and books for children. Now that they know that, what kind of language do they expect in the book?
- Talk about the title of the story and explain that Jub, the main character, has a very important job, which is to collect all the happy endings every morning and let them safely fly into children's homes in the evenings. Can the children make predictions about what might happen in the story?
- 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 26–27).

Reading the Practice Text: *Clarice Bean – Utterly Me*

- Have any of the class read any *Clarice Bean* stories? If so, ask them what they can tell the rest of the class about her. Explain that the *Clarice Bean* books are written as if they were thoughts running through Clarice's head. Clarice lives with her family, including her irritating brothers.
- 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 extract from *The Lost Happy Endings*.
- Work with the children to use a range of drama techniques to develop the story and decide what might happen next.
- Ask them to draw a story map to show their favourite idea.
- Give the children time to discuss their ideas with a response partner. Together with their response partner, they should orally work up one of their ideas to write.

Listening Comprehension: Questions and Answers



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

Q1: At the beginning of the story, what is Jub's sack full of?

A1: Happy Endings

Strategy: Think about what you already know about the story, including its title. Listen to the whole extract and see if you can find evidence to confirm your ideas.

Q2: Who called Jub a "deario"?

A2: An old woman

Strategy: Consider where in the text the information might be found. Listen carefully to that part. Jot down the words used in the text.

Q3: What do you think will happen next?

A3: Accept a range of answers that build on what we already know from the story. (E.g. The old woman takes the sack and keeps all the Happy Endings; Jub fights the old woman and gets the sack back, but not until all the Happy Endings have escaped.)

Strategy: Listen carefully to the whole text again while you think about what might happen next.

Extending reading

There Is No Dragon in This Story – Lou Carter

Toto the Ninja Cat – Dermot O'Leary

Kid Normal – Greg James and Chris Smith

The Boy Who Grew Dragons – Andy Shepherd

Mr Penguin and the Lost Treasure – Alex T. Smith

Teaching text: The Lost Happy Endings 

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. What time of day did Jub set out?	evening	2b 1 mark	<p>Question focus: identify key details from fiction.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Carefully read the paragraph to find your answer.
2. How did the mist change between the first and the second paragraphs?	The mist is much thicker by the second paragraph. In the first paragraph, it's a bit misty but in the second paragraph the mist has thickened.	2h 1 mark	<p>Question focus: make comparisons within the text.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the first two paragraphs, thinking about what they say about the mist. Consider the differences between "scarves of mist" and "the mist had thickened".
3. When we first meet her, what information are we given about the old woman that warns us that she isn't going to be kindly. Write two things.	Accept any two of the following. <ul style="list-style-type: none"> "a twisted old woman" "face like the bark of a tree" "horrible claw hands" "fierce red eyes like poisonous berries" 	2g 2 marks	<p>Question focus: explain how meaning is enhanced through choice of words and phrases.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the words. Carefully read the relevant section of the text while considering the impact of the words. <p>Award 1 mark for each correct detail given, up to a total of 2 marks.</p>
4. "Her touch <u>ripped like pepper.</u> " What do you think the underlined words mean? Choose one . <input type="checkbox"/> The old woman dug her nails into Jub's arm. <input type="checkbox"/> The old woman sprinkled pepper onto Jub's arm to hurt her. <input type="checkbox"/> Jub felt the old woman pinching her. <input type="checkbox"/> Jub's arm stung where the old woman touched her.	Jub's arm stung where the old woman touched her.	2a 1 mark	<p>Question focus: explain the meaning of words in context.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the words. Scan the text to find the words. Carefully read that part of the text, thinking about what the words might mean.

<p>5. Why doesn't Jub want to tell the old woman what is in the sack?</p>	<p>Possible answers could include the following.</p> <ul style="list-style-type: none"> • She is frightened the old woman might snatch them away. • She does not like the old woman. • It is none of the old woman's business. • She knows how important the Happy Endings are and she does not want any harm to come to them. 	<p>2d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text to look for information. • Carefully read that part of the text, thinking about how Jub is feeling.
<p>6. Number these events to show the order in which they happened.</p> <p><input type="checkbox"/> The old woman grabbed the sack.</p> <p><input type="checkbox"/> The old woman grabbed Jub's arm.</p> <p><input type="checkbox"/> Jub tripped over a tree root.</p> <p><input type="checkbox"/> The old woman spat green spittle at Jub.</p>	<p>The old woman grabbed the sack. 4</p> <p>The old woman grabbed Jub's arm. 1</p> <p>Jub tripped over a tree root. 3</p> <p>The old woman spat green spittle at Jub. 2</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text to look for the events. • Scan the text for the events in the question. • Carefully read that part of the text and number the events.

Clarice Bean – Utterly Me

Lauren Child

- 1 I have to
 hop
 downstairs
- 4 because I have only one slipper. Our dog, Cement, buried the other one in the garden and we can't find it.
- 6 It will probably be discovered in a hundred years from now by archaeological diggers who will say it is fascinating and give it to a museum.
- 9 When I get downstairs, the whole kitchen is full of bad mood. Marcie won't talk to Mum and Kurt won't talk to Marcie. Grandad isn't talking to anyone because he hasn't plugged himself into his hearing aid. Minal is talking to me but I wish he wouldn't. Minal is a niggling gnat and I have to have him sleeping in my room. Sometimes when I want to keep him out, I pile lots of gubbins against the door.
- 15 He is five.
- 16 Who would want to share a room with their five-year-old brother? I don't even need a five-year-old brother. I already have one who is a teenager called Kurt and that is enough brothers for anyone.
- 19 Minal is going, "What time did the spider go to the dentist?"
- 20 I don't bother to listen to the answer because it won't be funny.
- 21 I am trying to read the back of the cereal packet because there is a good offer on rubber pencil-tops.
- 26 Minal is going "Spider clock! D'ya get it? D'ya get it? Spider clock!"
- 29 I say "No".



Name: _____

Class: _____

Date: _____

1 Where is Clarice going at the beginning of the extract?

2b

1 mark

2 Find and copy a word or a group of words that show that the kitchen is not a happy place to be.

2d

1 mark

3 What does the author mean by saying that Grandad “hasn’t plugged himself into his hearing aid”?

2a

2 marks

4 “Minal is a niggling gnat”.

What do the underlined words tell us about Minal? Tick **one**.

He is a pet insect.

He annoys Clarice.

He hurts Clarice.

He sleeps in Clarice’s room.

2a

1 mark

5 “I pile lots of gubbins against the door.”

Suggest a different word the author could have used instead of “gubbins”.

2a

1 mark

6 How many brothers does Clarice have?

2b

1 mark

7 Tick **three** statements that you know are true.

The dog has taken Clarice’s slipper.

The family is in the kitchen.

Mum is busy cooking.

Grandad is arguing with Kurt.

Clarice has kept Minal out of her room.

Clarice is reading.

2b

2 marks

8 a) What time of day does this part of the story take place?

b) Explain how you know.

2d

2 marks

9 Tick the statement that is the best description of Clarice’s family. Tick **one**.

They are very calm and organised.

They all hate each other.

They are quite noisy and disorganised.

They are always supportive of each other.

2c

1 mark

Practice text: Clarice Bean – Utterly Me

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Where is Clarice going at the beginning of the extract?	downstairs/to the kitchen	2b 1 mark	Question focus: retrieve and record information. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Carefully read the paragraph to find your answer.
2. Find and copy a word or a group of words that show that the kitchen is not a happy place to be.	"[the kitchen is] full of bad mood"	2g 1 mark	Question focus: identify how meaning is enhanced through choice of words and phrases. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for information. Carefully read that part of the text, considering the answer.
3. What does the author mean by saying that Grandad "hasn't plugged himself into his hearing aid"?	Grandad has not put in his hearing aid.	2a 2 marks	Question focus: explain the meaning of words in context. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the words. Carefully read the relevant section of the text while considering the impact of the words.
4. "Minal is a <u>niggling gnat</u> ". What do the underlined words tell us about Minal? Tick one. <input type="checkbox"/> He is a pet insect. <input type="checkbox"/> He hurts Clarice. <input type="checkbox"/> He annoys Clarice. <input type="checkbox"/> He sleeps in Clarice's room.	He annoys Clarice.	2a 1 mark	Question focus: explain the meaning of words in context. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the words. Scan the text to find the words. Carefully read that part of the text, thinking about what the words might mean.
5. "I pile lots of gubbins against the door." Suggest a different word the author could have used instead of "gubbins".	Stuff/things/belongings	2a 1 mark	Question focus: explain the meaning of words in context. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the words. Scan the text to find the words. Carefully read that part of the text, thinking about what the words might mean.

<p>6. How many brothers does Clarice have?</p>	Two (Kurt and Minal).	2b 1 mark	<p><i>Question focus: retrieve and record information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Carefully read the paragraph to find your answer.
<p>7. Tick three statements that you know are true.</p> <p><input type="checkbox"/> The dog has taken Clarice's slipper.</p> <p><input type="checkbox"/> Mum is busy cooking.</p> <p><input type="checkbox"/> Clarice has kept Minal out of her room.</p> <p><input type="checkbox"/> The family is in the kitchen.</p> <p><input type="checkbox"/> Grandad is arguing with Kurt.</p> <p><input type="checkbox"/> Clarice is reading.</p>	<p>The dog has taken Clarice's slipper.</p> <p>The family is in the kitchen.</p> <p>Clarice is reading.</p>	2b 2 marks	<p><i>Question focus: retrieve and record information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the information. Carefully read that part of the text and tick the things that you know are true. <p>Award 2 marks for three correct answers (and no incorrect ones).</p> <p>Award 1 mark for one or two correct answers (and no more than one incorrect one).</p>
<p>8. (a) What time of day does this part of the story take place? (b) Explain how you know.</p>	<p>(a) in the morning</p> <p>(b) Clarice is reading a cereal packet (and that is most likely to happen at breakfast time).</p>	2d 2 marks	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for information. Carefully read that part of the text, considering the answer. Scan the rest of the text, looking for words and phrases that will confirm what you thought. Use these ideas in your answer. <p>Award 1 mark for each part of the question.</p>
<p>9. Tick the statement that is the best description of Clarice's family.</p> <p>Tick one.</p> <p><input type="checkbox"/> They are very calm and organised.</p> <p><input type="checkbox"/> They are quite noisy and disorganised.</p> <p><input type="checkbox"/> They all hate each other.</p> <p><input type="checkbox"/> They are always friendly and supportive of each other.</p>	They are quite noisy and disorganised.	2c 1 mark	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the text, thinking about the question. Jot down or underline any clues in the text. Reread the choice in the questions and think about which one is the best summary.

Grandpa's Indian Summer/The Man Whose Mother Was a Pirate

Jamila Gavin/Margaret Mahy

Key text features

Both of the texts introduce places that are unfamiliar to the characters.

- The Teaching text is from *Grandpa's Indian Summer* by Jamila Gavin, in which two children from the UK first experience the teeming streets of the vast Indian city of Calcutta (now called Kolkata).
- The Practice text is from *The Man Whose Mother Was a Pirate* by Margaret Mahy. In this extract the little man first sees the sea.

Reading the Teaching text: *Grandpa's Indian Summer*



- Introduce the text. Explain that it tells the story of Neetu and Sanjay, who go to India to stay with Grandpa Chatterji. They take their great-grandmother to bathe in the holy River Ganges.
- Access the Interactive Modelling Software for this unit. Read the text aloud to the children while they try to sketch the scene being described. If possible, show some internet images of the busy city.
- 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: *The Man Whose Mother Was a Pirate*

- Before they read the text, ask which children have seen the sea. Do they remember when they first saw it and what they first thought of it?
- 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

- Reread the description of the Calcutta street.
- Make a class 'freeze-frame' photo of everything described in the word picture.
- Ask the children to suggest other images in addition to rivers that could be used to describe the busy-ness.
- Challenge the children to write a description of a busy place nearby.

Listening Comprehension: Questions and Answers



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

Q1: Do you think Neeta and Sanjay have spent a lot of time with their great-grandmother before this? Explain your answer.

A1: No: they “*studied the old lady*” (paragraph 1); they do not know what she likes to do or how important the river has become to her.

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: “*it was a torrent of living creatures*” (paragraph 4). What does the word “*torrent*” mean?

A2: Flood, river, stream, fast-flowing queue, flow, rush

Strategy: Consider where in the text the quotation is from. Listen carefully to that part. Consider the meaning of the word.

.....

Q3: What are the clues in this text that the story is set in a different time and place from where you live?

A3: “*Calcutta*” (paragraph 1); horses and carriages; bathing in the river; people carrying things on their backs and on their heads; “*rickshaws*” (paragraph 4), “*pigs and horses and cows*” (paragraph 4) wandering in the street.

Strategy: Listen again to the whole text, noting words and phrases that answer the question.

Extending reading

Where the Forest Meets the Sea – Jeannie Baker

Meerkat Mail – Emily Gravett

The Owl Tree – Jenny Nimmo

Teaching text: Grandpa’s Indian Summer 

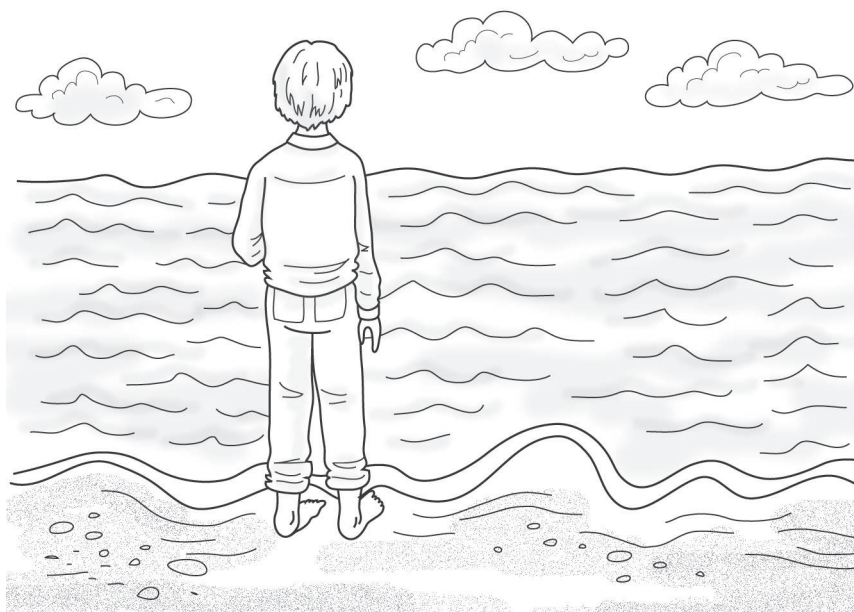
Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. List all the people who were in the carriage at the beginning of this extract.	Neetu, Sanjay, Great-Grandma, Grandpa Chatterji	2b 2 marks	<p>Question focus: identify key details from fiction.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Think about which part of the text you need to reread to look for answers. Carefully reread that part of the text. Scan the rest of the text for names or descriptions of people to check you haven’t missed anyone out. <p>Award 1 mark for two or three people and 2 marks for all four.</p>
2. What does the word “puzzled” (paragraph 2) tell you about Neetu and Sanjay’s reactions to the idea of great-grandmother bathing in the river?	<ul style="list-style-type: none"> They do not understand it. They think it is an unusual thing to do. 	2a 2 marks	<p>Question focus: explain the meaning of words in context.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text the answer can be found. Scan the text for the word “puzzled” (paragraph 2). Carefully read the sentence and consider the impact of the word.
3. “The horses trotted out into the road and joined a human river” (paragraph 4). Why do you think the author chose to use the underlined word in the sentence?	<ul style="list-style-type: none"> The sentence before was talking about a real water river. She wants you to imagine how busy it is. People are all moving along together. 	2g 1 mark	<p>Question focus: explain how meaning is enhanced through choice of words and phrases.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for the sentence in context. Consider why the author might have chosen the word.
4. How do you think Neetu and Sanjay felt looking out of the carriage windows?	<ul style="list-style-type: none"> surprised at some of the unusual things they saw, such as people carrying things on their heads frightened by the birds swooping, flapping and squawking amazed by the dogs, pigs, horses and cows in the street 	2d 2 marks	<p>Question focus: make inferences from the text.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Consider where in the text the answer can be found. Scan the text for references to Neetu and Sanjay. Carefully read the paragraph. Use your own experience to think about how the children felt.

The Man Whose Mother Was a Pirate

Margaret Mahy

- 1 Suddenly there was the sea.
- 2 The little man could only stare. He hadn't dreamed of the **BIGNESS** of the sea. He hadn't dreamed of the blueness of it. He hadn't thought it would roll like kettledrums, and swish itself on to the beach. He opened his mouth, and the drift and the dream of it, the weave and the wave of it, the fume and foam of it never left him again. At his feet the sea stroked the sand with soft little paws. Farther out, the great, graceful breakers moved like kings into court, trailing the peacock-patterned sea behind them.
- 10 A rosy sea captain stopped to watch them.
- 11 "Well, here are two likely people," he cried. "Will you be my bo'sun, Madam? And you, little man, you can be my cabin boy."
- 13 "Thank you!" said the little man.
- 14 "Say, 'Aye, aye, sir!'" roared the captain.
- 15 "Aye, aye, sir!" replied the little man just as smartly as if he'd been saying, "Aye, aye, sir!" all his life.



Name: _____

Class: _____

Date: _____

1 List all the people who are on the beach in this extract.

2b

1 mark

2 How do you know that the little man hadn't ever seen the sea before this? Use a word or phrase from the text in your answer.

2d

1 mark

3 Reread paragraph 2. Tick the sentence that summarises this paragraph best. Tick **one**.

The little man thought the sea was very loud and very big.

The little man fell in love with the sea and knew it would never leave him.

The little man was surprised that the sea was full of people, animals and birds.

2g

1 marks

4 "He opened his mouth and the drift and the dream of it, the weave and the wave of it, the fume and the foam of it never left him again." (paragraph 2)

Why do you think the author used pairs of words like drift and dream, weave and wave, fume and foam?

2g

1 mark

5 The sea did not really "[stroke] the sand with soft little paws" (paragraph 2), so why did the author use those words?

2g

1 mark

6 How does the little man's reaction to seeing the sea help you to understand why he agreed to be a cabin boy so quickly?

2d

1 mark

7 "here are two likely people". What does the word "likely" mean in this sentence? Tick **one**.

They look like they will agree to what he wants them to do.

The sea captain likes the look of them.

They are strangers.

They have nothing else to do but stand on the sand and look at the sea.

2a

1 mark

8 Do you think the sea captain is going to be a kind man?

Yes No

Use ideas from the text in your answer.

2e

1 mark

9 Why do you think the captain wants the little man to say "Aye, aye sir!" instead of "Thank you!"?

2g

1 mark

Practice text: The Man Whose Mother Was a Pirate

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. List all the people who are on the beach at the beginning of this extract.	the little man, a rosy sea captain, a woman	2b 2 marks	Question focus: identify key details from fiction. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the extract to establish the context. Award 1 mark for one or two people and 2 marks for all three.
2. How do you know that the little man hadn't ever seen the sea before this? Use a word or phrase from the text in your answer.	Accept answers such as the following. <ul style="list-style-type: none"> He hadn't dreamed of the "BIGNESS" of it. He hadn't thought it would "roll like kettledrums". 	2d 1 mark	Question focus: make inferences from the text. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the text to gain an overall feeling for the little man's response. Scan the text for ideas/quotations to use in the answer.
3. Reread paragraph 2. Tick the sentence that summarises this paragraph best. Tick one . <input type="checkbox"/> The little man thought the sea was very loud and very big. <input type="checkbox"/> The little man fell in love with the sea and knew it would never leave him. <input type="checkbox"/> The little man was surprised that the sea was full of people, animals and birds.	The little man fell in love with the sea and knew it would never leave him.	2c 1 mark	Question focus: summarise main ideas from more than one paragraph. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Reread the long paragraph, considering the question. Select the best option.
4. Why do you think the author used pairs of words like drift and dream, weave and wave, fume and foam?	<ul style="list-style-type: none"> The author wants the reader to understand how amazed the little man is by the sea. The writing is like poetry because it is the best way to show the little man's feelings. Rhythm recreates the ebb and flow/sound of the sea. The pairs of words begin with the same letter. 	2g 1 mark	Question focus: identify how meaning is enhanced through choice of words and phrases. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for the pairs of words the author uses. Carefully reread the paragraph containing the words while thinking about the question. Consider the impact of this kind of writing.

<p>5. The sea did not really "[stroke] the sand with soft little paws" (paragraph 2), so why did the writer use those words?</p>	<ul style="list-style-type: none"> • She is trying to show how gentle and playful the sea is at the little man's feet. • She is continuing to use alliteration/write with lots of words beginning with the same sound. • She is using hissing sounds to imitate the sound of the sea. 	<p>2g 1 mark</p>	<p><i>Question focus: identify how meaning is enhanced through choice of words and phrases.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text for the sentence to understand the context. • Think of the image made in the reader's head by that sentence.
<p>6. How does the little man's reaction to seeing the sea help you to understand why he agreed to be a cabin boy so quickly?</p>	<p>Accept an answer that shows awareness that the man has fallen in love with the sea. E.g.</p> <ul style="list-style-type: none"> • He does not want to go home again. • He wants to stay near the sea. • He likes the sound and feel of the sea. 	<p>2d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim-read the text, thinking about how the little man feels. • Look for words or ideas that help you to know the answer to the question.
<p>7. "here are two likely people". What does the word "likely" mean in this sentence? Tick one.</p> <p><input type="checkbox"/> They look like they will agree to what he wants them to do.</p> <p><input type="checkbox"/> The sea captain likes the look of them.</p> <p><input type="checkbox"/> They are strangers.</p> <p><input type="checkbox"/> They have nothing else to do but stand on the sand and look at the sea.</p>	<p>They look like they will agree to what he wants them to do.</p>	<p>2a 1 mark</p>	<p><i>Question focus: explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Think about which part of the text you need to reread to look for answers. • Carefully reread that part of the text. • Scan the rest of the text to check that your answer seems right. • Carefully read the choices again
<p>8. Do you think the sea captain is going to be a kind man?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Use ideas from the text in your answer.</p>	<p>Yes</p> <ul style="list-style-type: none"> • He is described as "rosy". <p>No</p> <ul style="list-style-type: none"> • He roars when the little man says "Thank you!" (line 14). 	<p>2e 1 mark</p>	<p><i>Question focus: predict what might happen from details stated and implied.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text to find the answer. • Scan that part of the text, looking for information to include in the answer. <p>There is no mark for the first part of the answer.</p>
<p>9. Why do you think the captain wants the little man to say "Aye, aye sir!" instead of "Thank you!"?</p>	<p>"Aye, aye, sir" is what sailors say to the ship's captain.</p>	<p>2g 1 mark</p>	<p><i>Question focus: identify how meaning is enhanced through choice of words and phrases.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider why the author might have made that decision.

Kitten Rescue/Fox Cub Danger

Lucy Daniels

Key text features

The texts are both from the *Animal Ark* series and focus on the experience of a new home.

- The Teaching text is from *Kitten Rescue* by Lucy Daniels.
- The Practice text is from *Fox Cub Danger* by Lucy Daniels.

Reading the Teaching text: *Kitten Rescue*

- Ask whether the children are familiar with the *Animal Ark* books. Encourage them to share their experiences of these and other animal rescue books.
- Explain that this is a long-running series and includes over 90 titles. The central characters are a group of children who find and rescue animals in trouble, and help them with the aid of a vet's surgery called 'Animal Ark'.
- Access the Interactive Modelling Software for this unit. Read the extract to the children and ask them to think about the experience of moving home.
- 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: *Fox Cub Danger*

- What do the children remember about the *Animal Ark* books?
- What kinds of danger might a fox cub be in?
- 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, inviting the children to compare the two experiences of moving home.
- Explain to the children that they are going to write their own story about rehoming an animal.
- In groups, ask the children to think of a range of ideas about why an animal might need a new home (e.g. its home is not safe/has disappeared/has been destroyed; a pet owner may not be able to look after it; the animal might be lost or injured).
- Ask pairs to select an animal for the focus of their story and then research appropriate homes and conditions for the animal.
- Still in their pairs, ask them to plan their story.
- Encourage each child to tell their story to a response partner and receive feedback before writing.
- Give the children the opportunity to write their story.

Listening Comprehension: Questions and Answers



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

Q1: What did Mum suggest was the first thing that Amelia did?

A1: Put her animal books away.

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 Mum say to try to make Amelia feel better?

A2: *“But don’t worry.”/“We’re going to be very happy living here with Gran, I promise.”*

Strategy: Listen to the whole text again, thinking about how Mum tried to help.

.....

Q3: Why did Amelia try her best not to sound too gloomy?

A3: She didn’t want Mum to feel bad./She was trying to support her mum.

Strategy: Listen to the whole text again, thinking about why Amelia would try to pretend.

Extending reading

The Animal Ark series – Lucy Daniels

The Racehorse Who Wouldn’t Gallop – Claire Balding

Beast Quest series – Adam Blade

Henry Haynes and the Great Escape – Karen Inglis

I Believe in Unicorns – Michael Morpurgo

Cracking the questions



Teaching text: Kitten Rescue

Question	Answer	CD/Mark	Useful strategies
<p>1. At the start of this extract, Amelia has just moved house. Explain how we know this using ideas from the text. You do not have to copy words.</p>	<ul style="list-style-type: none"> • She is in her “new bedroom”. • There is still a pile of packing boxes in the room. • All her things are still in boxes. 	<p>2d 1 mark</p>	<p><i>Question focus: explain and justify inferences with evidence from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Carefully read the section indicated, looking for evidence that Amelia has just moved house. • Give either direct quotations or paraphrase their meaning.
<p>2. Why did Amelia sit down on her bed with a sigh?</p>	<p>“a sudden rush of homesickness came over her”</p>	<p>2b 1 mark</p>	<p><i>Question focus: identify key details from fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text for the information in the question. • Carefully read the sentences around the information, considering the question.
<p>3. Look at the paragraph beginning “Mum sat next to her ...”. Find and copy one word that means the same as <i>kind and friendly</i>.</p>	<p>“warm”</p>	<p>2a 1 mark</p>	<p><i>Question focus: explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the paragraph indicated, looking for a word with this meaning. • Carefully reread the sentence containing the word to check your response.
<p>4. “I’m fine, Mum. Honest.” What does this statement tell you about Amelia? Choose one.</p> <p><input type="checkbox"/> She is just pretending to be sad.</p> <p><input type="checkbox"/> She is trying to be brave.</p> <p><input type="checkbox"/> She is feeling sick and unwell.</p> <p><input type="checkbox"/> She does not want to unpack.</p>	<p>She is trying to be brave</p>	<p>2d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text for the words in the question. • Carefully read the sentences around the words, considering what they tell you about Amelia. • Read the options in the question and tick the one that is closest to your understanding.

<p>5. Write O if the thing was in Amelia's old room, or 'N' if it was in her new one.</p> <table border="1" data-bbox="245 1697 501 2085"> <tr> <td>a bookshelf above the bed</td> <td></td> </tr> <tr> <td>a bookshelf beside the door</td> <td></td> </tr> <tr> <td>stars on the ceiling</td> <td></td> </tr> <tr> <td>the sloping ceiling</td> <td></td> </tr> </table>	a bookshelf above the bed		a bookshelf beside the door		stars on the ceiling		the sloping ceiling		<table border="1" data-bbox="245 1272 501 1659"> <tr> <td>a bookshelf above the bed</td> <td>N</td> </tr> <tr> <td>a bookshelf beside the door</td> <td>O</td> </tr> <tr> <td>stars on the ceiling</td> <td>O</td> </tr> <tr> <td>the sloping ceiling</td> <td>N</td> </tr> </table>	a bookshelf above the bed	N	a bookshelf beside the door	O	stars on the ceiling	O	the sloping ceiling	N	<p>2h 2 marks</p>	<p><i>Question focus: make comparisons within the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Think about each of the statements separately. Consider where in the text you will find relevant information. Carefully read the relevant sections of the text to decide which bedroom each thing was in. <p>Award 2 marks for all four answers correct. Award 1 mark for three answers correct.</p>
a bookshelf above the bed																			
a bookshelf beside the door																			
stars on the ceiling																			
the sloping ceiling																			
a bookshelf above the bed	N																		
a bookshelf beside the door	O																		
stars on the ceiling	O																		
the sloping ceiling	N																		
<p>6. Which of these would be a good title for this extract?</p> <p>Choose one.</p> <p><input type="checkbox"/> Living with Gran</p> <p><input type="checkbox"/> Unpacking Books</p> <p><input type="checkbox"/> Amelia's New Home</p> <p><input type="checkbox"/> Amelia Is Upset</p>	<p>Amelia's New Home</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the text for an overall impression of the main ideas. Carefully read the options in the question and select the one that best matches your ideas. 																

Fox Cub Danger

Lucy Daniels

- 1 *Amelia and her friends are in a hide, watching as they try to rehome a family of foxes to an old badger sett. The male fox has been at the vet's following a road accident.*
- 4 A long snout poked out of one of the boxes. Amelia held her breath as the male fox emerged. His pointed ears were pricked, and he sniffed the dawn air. His leg and ear were both completely healed now, and he moved easily as he snuffled at the other boxes. *He must be so pleased to be outside again*, Amelia thought.
- 9 The female fox stepped out of her box, peering around curiously. Then she stared at the male fox. He stared back.
- 11 "Let's hope they remember each other," murmured Mrs Hope.
- 12 The pair padded towards each other. Then their noses touched, and Amelia felt a swell of joy as the male fox rubbed his head against the vixen's side. The cubs came out of their box, tumbling over each other. The largest cub scampered to the old badger sett and sniffed at it – and then trotted into one of the holes.
- 17 *Please let them like their new home*, Amelia thought.
- 18 The mother fox followed her cub inside. The other cubs went after her. Finally, the male fox went inside. Amelia glanced around the hide. Everyone was smiling with relief and happiness.
- 21 The fox family darted in and out of the sett, the cubs playing together, rolling and squirming in the undergrowth while their parents looked on.



Name: _____

Class: _____

Date: _____

- 1 Look at the paragraph beginning “*A long snout ...*”.

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

came out ran away sneezed sniffed

2a

1 mark

- 2 The male fox has been injured before.

Find evidence from the paragraph beginning “*A long snout ...*” to support this statement. You do not have to copy words.

2d

1 mark

- 3 Find and copy **one** word that tells you what time of day it was when the first fox sniffed the air.

2b

1 mark

- 4 How did the male and female foxes greet each other?

2b

1 mark

- 5 The writer describes the fox cubs as “*tumbling over each other*”.

How does this tell us they are feeling? Tick **one**.

aggressive angry playful surprised

2g

1 mark

- 6 The people watching the foxes were feeling happy.

Find and copy **one** group of words that is evidence for this statement.

2d

1 mark

- 7 Which of these would be a good title for this extract? Tick **one**.

Inside the Hide The Foxes’ New Home

At the Badger’s Sett Everyone Is Happy

2c

1 mark

- 8 Do you think the fox family will like living in their new home?

Give ideas from the text in your answer.

2e

1 mark

- 9 Draw lines to join groups of words from the text to what they tell you.

The fox “*snuffled at the other boxes*”.

“*their noses touched*”

The largest cub “*trotted into one of the holes*”.

The cubs were “*rolling and squirming in the undergrowth*”.

The adult foxes remembered each other.

The fox was trying to find out what was in the other boxes.

The cubs were playing in an area surrounded by bushes.

The cub thought the hole was safe to go into.

2d

2 marks

Practice text: Fox Cub Danger

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. Look at the paragraph beginning "A long snout ...". What does the word "emerged" mean? Tick one.</p> <p><input type="checkbox"/> came out <input type="checkbox"/> ran away</p> <p><input type="checkbox"/> sneezed <input type="checkbox"/> sniffed</p>	<p>came out</p>	<p>2a 1 mark</p>	<p>Question focus: explain the meaning of words in context.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the paragraph indicated, looking for the word. Carefully read the sentence containing the word, then identify the word(s) in the question with the same meaning.
<p>2. The male fox has been injured before. Find evidence from the paragraph beginning "A long snout ..." to support this statement. You do not have to copy words.</p>	<ul style="list-style-type: none"> We are told his ear and leg are "completely healed", so we know he was injured. We are told "he moved easily", so he must have found it difficult to move before. We are told that he "must be so pleased to be outside again", so he must have been inside or at the vet's. 	<p>2d 1 mark</p>	<p>Question focus: explain and justify inferences with evidence from the text.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the section indicated, looking for evidence that the fox has been at the vet's. Give either direct quotations or paraphrase their meaning.
<p>3. Find and copy one word that tells you what time of day it was when the first fox sniffed the air.</p>	<p>"dawn"</p>	<p>2b 1 mark</p>	<p>Question focus: identify key details from fiction.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the information. Carefully read that part of the text, considering the question.
<p>4. How did the male and female foxes greet each other?</p>	<p>"their noses touched"/they touched noses</p> <p>Also accept: "the male fox rubbed his head against the vixen's side"</p>	<p>2b 1 mark</p>	<p>Question focus: identify key details from fiction.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the information. Carefully read that part of the text, considering the question.
<p>5. The writer describes the fox cubs as "tumbling over each other". How does this tell us they are feeling? Tick one.</p> <p><input type="checkbox"/> aggressive <input type="checkbox"/> angry</p> <p><input type="checkbox"/> playful <input type="checkbox"/> surprised</p>	<p>playful</p>	<p>2g 1 mark</p>	<p>Question focus: identify how meaning is enhanced through choice of words and phrases.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text, looking for the words in the question. Carefully read the sentences around the words, considering their impact and thinking about why the writer chose to use them.
<p>6. The people watching the foxes were feeling happy. Find and copy one group of words that is evidence for this statement.</p>	<p>Accept any of:</p> <ul style="list-style-type: none"> "Amelia felt a swell of joy" "swell of joy" "Everyone was smiling with relief and happiness." "relief and happiness" 	<p>2d 1 mark</p>	<p>Question focus: explain and justify inferences with evidence from the text.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the text for an overall feeling about the people's reactions. Scan the text, looking for evidence of the reactions. Remember to give direct quotations from the text.

<p>7. Which of these would be a good title for this extract? Tick one.</p> <p><input type="checkbox"/> Inside the Hide</p> <p><input type="checkbox"/> At the Badger's Sett</p> <p><input type="checkbox"/> The Foxes' New Home</p> <p><input type="checkbox"/> Everyone Is Happy</p>	<p>The Foxes' New Home</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the text for an overall impression about the main ideas. Carefully read the options in the question and select the one that best matches your ideas.
<p>8. Do you think the fox family will like living in their new home? Give ideas from the text in your answer.</p>	<p>Accept any evidence from the story that the foxes are likely to be happy in their new home.</p> <ul style="list-style-type: none"> Yes: all the foxes went happily into the sett. Yes: they were darting happily in and out of the sett. 	<p>2e 1 mark</p>	<p><i>Question focus: predict what might happen from details stated and implied.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the text for an overall feeling about the fox family's reaction to their new home. Scan the text, looking for evidence of the foxes' reactions.
<p>9. Draw lines to join groups of words from the text to what they tell you.</p> <p>The fox "snuffled at the other boxes".</p> <p>"their noses touched"</p> <p>The cub were "rolling and squirming in the undergrowth".</p> <p>The adult foxes remembered each other.</p> <p>The fox was trying to find out what was in the other boxes.</p> <p>The cubs were playing in an area surrounded by bushes.</p> <p>The cub thought the hole was safe to go into.</p>	<p>The fox "snuffled at the other boxes".</p> <p>"their noses touched"</p> <p>The largest cub "trotted into one of the holes".</p> <p>The cubs were "rolling and squirming in the undergrowth".</p> <p>The adult foxes remembered each other.</p> <p>The fox was trying to find out what was in the other boxes.</p> <p>The cubs played in an area surrounded by bushes.</p> <p>The cub thought the hole was safe to go into.</p>	<p>2d 2 marks</p>	<p><i>Question focus: explain and justify inferences with evidence from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for each group of quoted words. For each group, carefully read the sentence in which it appears and think about what you are being told. Carefully read the options in the question again, linking the words with their meaning. <p>Award 2 marks for all four answers correct. Award 1 mark for two answers correct.</p>

Theseus and the Minotaur/Odysseus and the Trojan Horse

Kate Ruttle/Damian Harvey

Key text features

The texts are both legends from Ancient Greece.

- The Teaching text is from *Theseus and the Minotaur* retold by Kate Ruttle.
- The Practice text is from *Odysseus and the Trojan Horse* retold by Damian Harvey.

Reading the Teaching text: *Theseus and the Minotaur*



- Ask the children if they know any legends from Ancient Greece. Remind them that legends are generally based on real heroes, but have often evolved to include fictional monsters and events. Clarify that there was no such place as Greece in Ancient times. The country was divided into city states, each with its own ruler. The city states were often at war.
- Ask the children if they have heard of the Minotaur. What do they know about it?
- Write the names 'Theseus' (/thee-see-us/) and 'Ariadne' (/a-ree-ad-nee/) the children to see, and discuss pronunciation.
- Access the Interactive Modelling Software for this unit. Read the extract to the children and ask them to reflect on whether any parts of the story might be based on the truth.
- 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 50–51).

Reading the Practice text: *Odysseus and the Trojan Horse*

- Ask the children if they have heard the story of the wooden horse of Troy. What do they know about it?
- Write the name 'Odysseus' (/oh-dee-see-us/) for the children to see, and discuss pronunciation.
- 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 both text extracts.
- Explain to the children that they are going to complete one of the legends.
- In pairs, ask the children to choose one of the stories and to research it so they know how it concludes.
- Give them an opportunity to use drama to deepen their understanding of the events and to develop an appropriate vocabulary.
- Still in their pairs, ask them to plan their story.
- Encourage each child to tell their story to a response partner and receive feedback before writing.
- Give the children the opportunity to write their own version of one of the legends.

Listening Comprehension: Questions and Answers



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

Q1: Why did the king of Athens send the young people away to be fed to the Minotaur?

A1: He was trying to stop King Minos from declaring war on Athens.

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 Theseus intend to do?

A2: Kill the monster.

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 did Ariadne want Theseus to do in return for her help?

A3: Help her to escape from the island.

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

Greek Myths for Young Children – Heather Amery

Greek Myths – Marcia Williams

A Child's Introduction to Greek Mythology – Heather Alexander

Illustrated Stories from the Greek Myths – Usborne

Teaching text: Theseus and the Minotaur



Cracking the questions

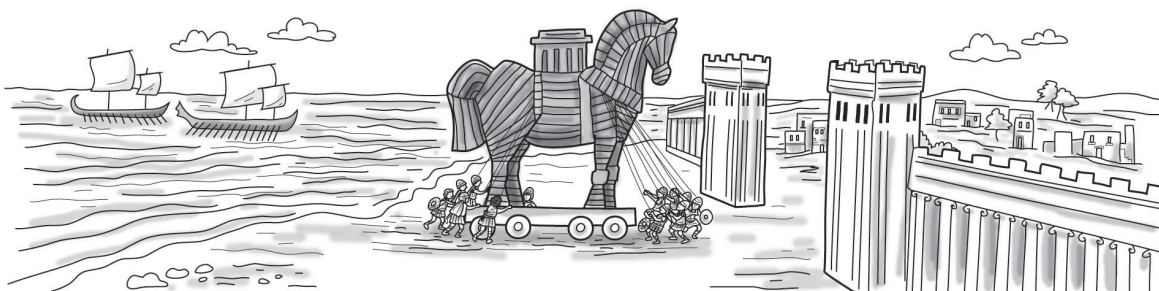
Question	Answer	CD/Mark	Useful strategies
<p>1. Look at the first paragraph. Find and copy two words that mean a gift given to someone so they won't start a fight or continue an argument.</p>	<p>"peace offering"</p>	<p>2a 1 mark</p>	<p>Question focus: explain the meaning of words in context.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the paragraph indicated, looking for two words with the meaning given in the question.
<p>2. The Minotaur was a dangerous monster. Find evidence to support this statement. You do not have to copy words.</p>	<ul style="list-style-type: none"> It ate people. It was fearsome. It "had the body of a strong man but the head of a bull". 	<p>2b 1 mark</p>	<p>Question focus: identify key details from fiction.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the information. Carefully read that part of the text, considering the question.
<p>3. The writer states that Theseus "stormed at his father". How does this tell us he was feeling? Choose one.</p> <p><input type="checkbox"/> aggressive</p> <p><input type="checkbox"/> determined</p> <p><input type="checkbox"/> excited</p> <p><input type="checkbox"/> disappointed</p>	<p>aggressive</p>	<p>2g 1 mark</p>	<p>Question focus: identify how meaning is enhanced through choice of words and phrases.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text, looking for the words in the question. Carefully read the sentences around the words, considering their impact and thinking about why the writer chose to use them.
<p>4. Why did Ariadne vow to help Theseus?</p>	<p>Accept answer that recognises either of the following.</p> <ul style="list-style-type: none"> She fell in love with him and did not want the Minotaur to eat him. She thought that if she helped him, he would help her. 	<p>2d 1 mark</p>	<p>Question focus: make inferences from the text.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for the key word in the question. Carefully read the sentences around the word, considering what they tell you about Ariadne. Think about what you already know that might explain her actions.

<p>5. What did Ariadne expect Theseus to do with the sword?</p>	<p>Kill the Minotaur.</p>	<p>2e 1 mark</p>	<p><i>Question focus: predict what might happen from details stated and implied.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the text for an overall impression about the main ideas. Scan the text for information about the sword. Think about what you already know that might explain what Theseus should do with the sword. 								
<p>6. Choose which of the following facts are true and which are false (see right).</p>	<table border="1"> <tr> <td>The Minotaur ate people.</td> <td>T</td> </tr> <tr> <td>The Minotaur lived in the palace.</td> <td>F</td> </tr> <tr> <td>The Minotaur lived in Athens.</td> <td>F</td> </tr> <tr> <td>The Minotaur had the head of a man and the body of a bull.</td> <td>F</td> </tr> </table>	The Minotaur ate people.	T	The Minotaur lived in the palace.	F	The Minotaur lived in Athens.	F	The Minotaur had the head of a man and the body of a bull.	F	<p>2b 2 marks</p>	<p><i>Question focus: identify key details from fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Think about each of the statements separately. Consider where in the text you will find relevant information. Carefully read the relevant sections of the text to decide whether each statement is true or false. <p>Award 2 marks for all four answers correct. Award 1 mark for three answers correct.</p>
The Minotaur ate people.	T										
The Minotaur lived in the palace.	F										
The Minotaur lived in Athens.	F										
The Minotaur had the head of a man and the body of a bull.	F										

Odysseus and the Trojan Horse

Damian Harvey

- 1 *The Ancient Greek commander Odysseus led his army to war with Troy.*
- 2 The Greek army tried their best to climb the walls and to break down the gates of the Trojan city, but it was no use. The walls were too high and the gates were too strong. The Trojans fought them off every time.
- 6 Odysseus paused for a moment. “We must get into the city,” he thought. “But how can we do it?”
- 8 Then, clever Odysseus had an idea. “Build me a great wooden horse,” he ordered. “And make it big enough for me and my men to fit inside.”
- 11 No one really knew what Odysseus was up to, but for many days and nights the Greeks worked hard to build a huge wooden horse. When it was ready, Odysseus led his men inside. “Now we will trick the Trojans,” he said.
- 15 The Greek armies burnt their camps and pretended to sail back to Sparta, leaving only the wooden horse behind on the beach. When the Trojans saw the Greeks sailing away they raced down onto the beach.
- 19 They could hardly believe their eyes.
- 20 “We’ve won!” they cheered. “The Greeks have gone! And look,” they cried, admiring the great wooden horse, “the Greeks have left us a gift.”
- 23 Together, the Trojans pushed the horse up the beach and towards the gates of Troy.
- 25 Inside, Odysseus and his men were keeping very quiet. “Don’t make a sound,” hushed Odysseus. He knew that if the Trojans heard them, his plan would fail.



Name:	Class:	Date:
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1 Which word in the opening sentence tells you that Odysseus was in charge of the Greek army?

2a

1 mark

2 Why was the Greek army not able to win the fight against the Trojans?

2b

1 mark

3 “Build me a great wooden horse.”
Which word is “great” closest in meaning to? Tick **one**.
famous huge important wonderful

2a

1 mark

4 Look at the paragraph beginning “No one really knew ...”.
Find and copy one word that tells you that Odysseus has a plan that does *not* involve climbing the walls of Troy.

2b

1 mark

5 Why do you think the Greek armies burnt their camps and pretended to sail away?

2d

1 mark

6 The Trojans were happy when they saw the Greeks sailing away.
Find and copy one piece of evidence for this statement.

2d

1 mark

7 Put **one** tick in each row of the table to show whether each statement is **true** or **false**.

	True	False
The city of Troy had high walls and strong gates.	<input type="checkbox"/>	<input type="checkbox"/>
The Greeks built the wooden horse in one night.	<input type="checkbox"/>	<input type="checkbox"/>
The Greeks left the wooden horse inside the city.	<input type="checkbox"/>	<input type="checkbox"/>
The Trojans admired the horse.	<input type="checkbox"/>	<input type="checkbox"/>

2b

2 marks

8 Number these events to show what Odysseus planned.

Greek soldiers hide inside the wooden horse.

Greek soldiers build a wooden horse.

The Trojans push the wooden horse into the city.

The Greek army pretends to sail away.

2c

1 mark

9 What do you think Odysseus plans to do when the Trojans have taken the horse into the city?

2e

1 mark

Practice text: Odysseus and the Trojan Horse

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Which word in the opening sentence tells you that Odysseus was in charge of the Greek army?	“commander”	2a 1 mark	<p>Question focus: explain the meaning of words in context.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the sentence indicated, looking for one word with the meaning given in the question.
2. Why was the Greek army not able to win the fight against the Trojans?	The city of Troy had high walls and strong gates.	2b 1 mark	<p>Question focus: identify key details from fiction.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the information. Carefully read that part of the text, considering the question. Give either direct quotations or paraphrase their meaning.
3. “Build me a great wooden horse.” Which word is “great” closest in meaning to? Tick one. <input type="checkbox"/> famous <input type="checkbox"/> huge <input type="checkbox"/> important <input type="checkbox"/> wonderful	huge	2a 1 mark	<p>Question focus: explain the meaning of words in context.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text, looking for the word. Carefully read the sentence containing the word, then identify a word in the question with the same meaning.
4. Look at the paragraph beginning “No one really knew ...”. Find and copy one word that tells you that Odysseus has a plan that does not involve climbing the walls of Troy.	“trick”	2b 1 mark	<p>Question focus: identify key details from fiction.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the paragraph indicated, considering the question.
5. Why do you think the Greek armies burnt their camps and pretended to sail away?	Accept answers relating to the text. E.g. <ul style="list-style-type: none"> so the Trojans would think they had won the war so the Trojans would come out of their city so the Trojans would be off their guard so the Trojans would think the wooden horse was a gift 	2d 1 mark	<p>Question focus: make inferences from the text.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for the information in the question. Carefully read the sentences around the information given, considering the Greek army’s actions. Think about what you already know that might explain their actions.

<p>6. The Trojans were happy when they saw the Greeks sailing away. Find and copy one piece of evidence for this statement.</p>	<p>Accept one of:</p> <ul style="list-style-type: none"> • “they raced down onto the beach” • “They could hardly believe their eyes.” • “‘We’ve won!’ they cheered.” 	<p>2d 1 mark</p>	<p><i>Question focus: explain and justify inferences with evidence from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim-read the text for an overall feeling about the Trojans’ reactions. • Scan the text, looking for evidence of the Trojans’ reactions. • Carefully read those parts of the text, considering the question. • Remember to give direct quotations from the text. 																														
<p>7. Put one tick in each row of the table to show whether each statement is true or false.</p> <table border="1" data-bbox="485 1675 900 2094"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>The city of Troy had high walls and strong gates.</td> <td></td> <td></td> </tr> <tr> <td>The Greeks built the wooden horse in one night.</td> <td></td> <td></td> </tr> <tr> <td>The Greeks left the wooden horse inside the city.</td> <td></td> <td></td> </tr> <tr> <td>The Trojans admired the horse.</td> <td></td> <td></td> </tr> </tbody> </table>		True	False	The city of Troy had high walls and strong gates.			The Greeks built the wooden horse in one night.			The Greeks left the wooden horse inside the city.			The Trojans admired the horse.			<table border="1" data-bbox="485 1189 900 1675"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>The city of Troy had high walls and strong gates.</td> <td>✓</td> <td></td> </tr> <tr> <td>The Greeks built the wooden horse in one night.</td> <td></td> <td>✓</td> </tr> <tr> <td>The Greeks left the wooden horse inside the city.</td> <td></td> <td>✓</td> </tr> <tr> <td>The Trojans admired the horse.</td> <td>✓</td> <td></td> </tr> </tbody> </table>		True	False	The city of Troy had high walls and strong gates.	✓		The Greeks built the wooden horse in one night.		✓	The Greeks left the wooden horse inside the city.		✓	The Trojans admired the horse.	✓		<p>2b 2 marks</p>	<p><i>Question focus: identify key details from fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Think about each of the statements separately. Where in the text will you find relevant information? • Carefully read the relevant sections of the text to decide whether each statement is true or false. <p>Award 2 marks for all four answers correct. Award 1 mark for three correct answers.</p>
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<p>8. Number these events to show what Odysseus planned.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Greek soldiers hide inside the wooden horse. <input type="checkbox"/> Greek soldiers build a wooden horse. <input type="checkbox"/> The Trojans push the wooden horse into the city. <input type="checkbox"/> The Greek army pretends to sail away. 	<p>Greek soldiers hide inside the wooden horse. 2</p> <p>Greek soldiers build a wooden horse. 1</p> <p>The Trojans push the wooden horse into the city. 4</p> <p>The Greek army pretends to sail away. 3</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the whole text for each of the events described. • Number the events, then check your answer against the text. 																														
<p>9. What do you think Odysseus plans to do when the Trojans have taken the horse into the city?</p>	<ul style="list-style-type: none"> • Fight/battle with the Trojans. • Sneak out of the wooden horse and overcome the Trojans. 	<p>2e 1 mark</p>	<p><i>Question focus: predict what might happen from details stated and implied.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim-read the text for an overall impression about the main ideas. • Scan the text for information about Odysseus’s plan. • Think about what you already know that might explain what Odysseus plans to do. 																														

The Enchanted Wood/The Minpins

Enid Blyton/Roald Dahl

Key text features

The texts are both extracts from adventure stories set in fantasy woods.

- The Teaching text is from *The Enchanted Wood* (the first book of *The Magic Faraway Tree* series) by Enid Blyton.
- The Practice text is from *The Minpins* by Roald Dahl.

Reading the Teaching text: *The Enchanted Wood*



- Ask the children to think, pair, share what they know about woods and forests. Encourage them to use a mind map to include and link a range of ideas, including descriptive vocabulary.
- Ask the children if they have read any other books by Enid Blyton (e.g. series such as *The Famous Five*, *The Secret Seven* or the *Noddy* books). Explain that she wrote hundreds of children's adventure and fantasy stories during her career, many during the 1950s and 1960s.
- Access the Interactive Modelling Software for this unit. Read the extract to the children and ask them to think about why the children in the story might feel the wood is magic.
- 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 (pages 58–59).

Reading the Practice text: *The Minpins*

- Ask the children if they have read any other books by Roald Dahl, or seen films of his books. What do they expect of a Roald Dahl book?
- 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 the extracts, inviting the children to compare the woods. Which would they rather be in? Why?
- Explain to the children that they are going to write their own story set in an enchanted wood.
- In groups, ask them to create a mind map exploring different ways in which the woods might be enchanted (e.g. with monsters, talking animals, special kinds of trees and plants). They should then suggest an adventure that could happen for each enchantment.
- In pairs, ask them to agree on how the wood they are going to write about will be enchanted, and then create a story plan. Next, they should annotate their plan with words to enrich description.
- Encourage each child to talk through their story ideas with a response partner and receive feedback before writing.
- Give the children the opportunity to write their own story set in an enchanted wood.

Listening Comprehension: Questions and Answers



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

Q1: What do the children have to cross to get into the wood?

A1: A (narrow) ditch

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 did Joe suggest that they shouldn't go too far into the wood?

A2: Accept answers such as:

- This is the first time the children have been into the wood and they do not want to get lost.

Strategy: Listen to the whole text again, thinking about why Joe made the suggestion.

Q3: Do you think this wood would be a fun place for a picnic? Explain why.

A3: Accept answers that relate to the story. E.g.

- Yes. It sounds exciting./It has food (strawberries) growing in it./It feels magic./It has good places to sit down.
- No. They do not know the wood so it might not be safe./The trees are thick so it is dark.

Strategy: Listen to the whole text again, being alert for ideas about whether or not it would be a good place for a picnic.

Extending reading

The Famous Five series – Enid Blyton

James and the Giant Peach – Roald Dahl

The Hodgeheg – Dick King-Smith

Isadora Moon Goes to the Fair – Harriet Muncaster

Dear Hound – Jill Murphy

Teaching text: The Enchanted Wood



Cracking the questions

Question	Answer	CD/mark	Useful strategies
<p>1. "I feel as if there are adventures about," said Joe. "Come on!"</p> <p>What does this quotation tell you about Joe?</p> <p>Choose one.</p> <p><input type="checkbox"/> He is scared of the woods.</p> <p><input type="checkbox"/> He thinks he is a hero.</p> <p><input type="checkbox"/> He likes adventures.</p> <p><input type="checkbox"/> He thinks it is dangerous.</p>	<p>He likes adventures.</p>	<p>2d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for the words in the question. Carefully read the sentences around the words, considering what they tell you about Joe. Read the options in the question and tick the one that is closest to your understanding.
<p>2. Look at the paragraph beginning "One by one ..."</p> <p>Find and copy one word or group of words that tell you that the woods were not brightly lit.</p>	<p>Accept:</p> <ul style="list-style-type: none"> "peered about" "dim" "Small freckles of sunshine" 	<p>2a 1 mark</p>	<p><i>Question focus: explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the paragraph indicated, looking for a word or group of words with this meaning. Carefully reread the sentence containing the word(s) to check your response.
<p>3. What made the path look as if it was made for rabbits?</p>	<p>It was small and narrow.</p>	<p>2b 1 mark</p>	<p><i>Question focus: identify key details from fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for the information in the question. Carefully read the sentences around the information, considering the question.

<p>4. The writer describes the moss as being like “a green velvet cushion”. How does this make the reader feel about the moss?</p>	<p>Accept an answer that recognises that the moss looks:</p> <ul style="list-style-type: none"> comfortable/cosy rich/colourful soft/springy. 	<p>2g 1 mark</p>	<p><i>Question focus: identify how meaning is enhanced through choice of words and phrases.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text, looking for the information in the question. Carefully read the sentences around the information, considering their impact and thinking about why the writer chose to use them.
<p>5. The children were enjoying being in the woods. Find and copy one piece of evidence for this statement.</p>	<p>Accept any of:</p> <ul style="list-style-type: none"> “I can feel magic about somewhere” “their eyes shone with excitement” “I can see some wild strawberries” “Soon they were munching away happily” 	<p>2d 1 mark</p>	<p><i>Question focus: explain and justify inferences with evidence from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the text for an overall feeling about the children’s experience. Scan the text, looking for evidence of their enjoyment. Carefully read the sentences around the evidence. Remember to give direct quotations.
<p>6. Number the events to show the order in which the children did them in this extract.</p> <p><input type="checkbox"/> They went down a little green path.</p> <p><input type="checkbox"/> They had their picnic.</p> <p><input type="checkbox"/> They jumped over a ditch.</p> <p><input type="checkbox"/> They picked strawberries.</p>	<p>They went down a little green path. 2</p> <p>They had their picnic. 4</p> <p>They jumped over a ditch. 1</p> <p>They picked strawberries. 3</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the whole text for each of the events described. Number the events, then check your answer against the text.

The Minpins

Roald Dahl

- 1 Little Billy hesitated.
- 2 “I’m not nervous,” he said. “I’m not in the least bit nervous. Not me.”
- 4 Very, very slowly, he walked forward into the great forest. Giant trees were soon surrounding him on all sides and their branches made an almost solid roof above his head, blotting out the sky. Here and there little shafts of sunlight shone through gaps in the roof. There was not a sound anywhere. It was like being among the dead men in an enormous empty green cathedral.
- 10 When he had ventured some distance into the forest, Little Billy stopped and stood quite still, listening. He could hear nothing. Nothing at all. There was absolute silence.
- 13 Or was there?
- 14 Hold on just one second.
- 15 *What was that?*
- 16 Little Billy flicked his head round and stared into the everlasting gloom and doom of the forest.
- 18 There it was again! There was no mistaking it this time.
- 19 From far away, there came a faint whoozing whiffling noise, like a small gusty wind blowing through the trees.
- 21 Then it grew louder. Every second it was growing louder, and suddenly it was no longer a small wind, it was a fearsome swooshing whooshing whiffling snorting noise that sounded as though some gigantic creature was breathing heavily through its nose as it galloped towards him.
- 30 Little Billy turned and ran.



Name: _____

Class: _____

Date: _____

- 1 At the start of this extract, Little Billy was nervous.

Explain this statement using ideas from the text. You do not have to copy words.

2d

1 mark

- 2 Look at the paragraph beginning “*Very, very slowly ...*”.

What does the phrase “*blotting out*” mean? Tick **one**.

dimming hiding mopping up spoiling

2a

1 mark

- 3 Find and copy **one** word or group of words in the paragraph beginning “*When he had ventured ...*” that tells you what Billy could hear.

2b

1 mark

- 4 The writer describes the forest as like “*being among the dead men*”.

How does this make you feel about the forest?

2g

1 mark

- 5 “*Or was there?*”

Hold on just one second.

What was that?”

Why does the writer use short paragraphs here? Tick **one**.

He is trying to describe something but he doesn’t know what it is.

He is trying to explain something that is difficult to explain.

He is trying to give the reader information about what Billy heard.

He is trying to help the reader understand Billy’s frightened thoughts.

2f

1 mark

- 6 The thing making the noise gets closer to Billy during this extract.

Find and copy **one** group of words that is evidence for this statement.

2d

1 mark

7 Number the events to show the order in which they happened in this extract.

- Little Billy turned and ran.
- Little Billy stopped and stood still.
- Little Billy walked into the great forest.
- Little Billy heard a faint noise.

2c

 1 mark

8 Put **one** tick in each row to show whether each statement is **true** or **false**.

	True	False
The forest was light and airy.	<input type="checkbox"/>	<input type="checkbox"/>
The roof of the forest was high above Billy’s head.	<input type="checkbox"/>	<input type="checkbox"/>
Little Billy was enjoying his walk in the forest.	<input type="checkbox"/>	<input type="checkbox"/>
At the end, Little Billy thought something was chasing him.	<input type="checkbox"/>	<input type="checkbox"/>

2b

 2 marks

9 Draw lines to join groups of words from the text to what they tell you.

“empty green cathedral”

“everlasting gloom and doom”

“like a small gusty wind blowing”

“a fearsome swooshing, whooshing, whiffing, snorting noise”

Billy was surrounded by the dark.

The sound was loud and scary.

Billy felt alone.

There was a quiet, breathy sound.

2d

 2 marks

Practice text: The Minpins

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. At the start of this extract, Little Billy was nervous. Explain this statement using ideas from the text. You do not have to copy words.	<ul style="list-style-type: none"> • He hesitated before walking into the forest. • The fact that he said “I’m not in the least bit nervous” to himself shows that he was. • He was walking very, very slowly when he entered the forest. 	2d 1 mark	<p>Question focus: explain and justify inferences with evidence from the text.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Carefully read the section indicated, looking for evidence that Billy was nervous. • Give either direct quotations or paraphrase their meaning.
2. Look at the paragraph beginning “Very, very slowly ...”. What does the phrase “blotting out” mean? Tick one. <input type="checkbox"/> dimming <input type="checkbox"/> hiding <input type="checkbox"/> mopping up <input type="checkbox"/> spoiling	hiding	2a 1 mark	<p>Question focus: explain the meaning of words in context.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the paragraph indicated, looking for the phrase. • Carefully read the sentence containing the phrase; then identify a word in the question with the same meaning.
3. Find and copy one word or group of words in the paragraph beginning “When he had ventured ...” that tells you what Billy could hear.	<p>Accept any of:</p> <ul style="list-style-type: none"> • “nothing” • “Nothing at all” • “absolute silence” 	2b 1 mark	<p>Question focus: identify key details from fiction.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Carefully read the paragraph indicated, looking for the answer. • Remember to find and copy, not paraphrase.
4. The writer describes the forest as like “being among the dead men”. How does this make you feel about the forest?	<p>Accept answers that recognise it is:</p> <ul style="list-style-type: none"> • scary • threatening • like being in a cemetery. 	2g 1 mark	<p>Question focus: identify how meaning is enhanced through choice of words and phrases.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text, looking for the words in the question. • Carefully read the sentences around the words, considering their impact and thinking about why the writer chose to use them.

<p>5. "Or was there? Hold on just one second. What was that?" Why does the writer use short paragraphs here? Tick one.</p> <p><input type="checkbox"/> He is trying to describe something but he doesn't know what it is.</p> <p><input type="checkbox"/> He is trying to explain something that is difficult to explain.</p> <p><input type="checkbox"/> He is trying to give the reader information about what Billy heard.</p> <p><input type="checkbox"/> He is trying to help the reader understand Billy's frightened thoughts.</p>	<p>He is trying to help the reader understand Billy's frightened thoughts.</p>	<p>2f 1 mark</p>	<p><i>Question focus: explain how narrative content is related and contributes to meaning as a whole.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text, looking for the paragraphs in the question. Carefully read the sentences around these paragraphs, considering their impact and thinking about why the writer chose to write in this way.
<p>6. The thing making the noise gets closer to Billy during this extract. Find and copy one group of words that is evidence for this statement.</p>	<p>Accept any of:</p> <ul style="list-style-type: none"> "Then it grew louder." "Every second it was growing louder" "as it galloped towards him." 	<p>2d 1 mark</p>	<p><i>Question focus: explain and justify inferences with evidence from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the text for an overall feeling about the thing making the noise. Scan the text, looking for evidence of it coming closer. Remember to give direct quotations from the text.
<p>7. Number the events to show the order in which they happened in this extract.</p> <p><input type="checkbox"/> Little Billy turned and ran.</p> <p><input type="checkbox"/> Little Billy stopped and stood still.</p> <p><input type="checkbox"/> Little Billy walked into the great forest.</p> <p><input type="checkbox"/> Little Billy heard a faint noise.</p>	<p>Little Billy turned and ran. 4</p> <p>Little Billy stopped and stood still. 2</p> <p>Little Billy walked into the great forest. 1</p> <p>Little Billy heard a faint noise. 3</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the whole text for each of the events described. Number the events, then check your answer against the text.

<p>8. Put one tick in each row to show whether each statement is true or false.</p> <table border="1" data-bbox="247 1668 694 2072"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>The forest was light and airy.</td> <td></td> <td></td> </tr> <tr> <td>The roof of the forest was high above Billy's head.</td> <td></td> <td></td> </tr> <tr> <td>Little Billy was enjoying his walk in the forest.</td> <td></td> <td></td> </tr> <tr> <td>At the end, Little Billy thought something was chasing him.</td> <td></td> <td></td> </tr> </tbody> </table>		True	False	The forest was light and airy.			The roof of the forest was high above Billy's head.			Little Billy was enjoying his walk in the forest.			At the end, Little Billy thought something was chasing him.			<p>2b 2 marks</p>	<table border="1" data-bbox="247 1243 694 1635"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>The forest was light and airy.</td> <td></td> <td>✓</td> </tr> <tr> <td>The roof of the forest was high above Billy's head.</td> <td>✓</td> <td></td> </tr> <tr> <td>Little Billy was enjoying his walk in the forest.</td> <td></td> <td>✓</td> </tr> <tr> <td>At the end, Little Billy thought something was chasing him.</td> <td>✓</td> <td></td> </tr> </tbody> </table>		True	False	The forest was light and airy.		✓	The roof of the forest was high above Billy's head.	✓		Little Billy was enjoying his walk in the forest.		✓	At the end, Little Billy thought something was chasing him.	✓		<p>Question focus: <i>identify key details from fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Think about each of the statements separately. Consider where in the text you will find relevant information. Carefully read the relevant sections of the text to decide whether each statement is true or false. <p>Award 2 marks for all four answers correct. Award 1 mark for three answers correct.</p>
	True	False																															
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<p>9. Draw lines to join groups of words from the text to what they tell you.</p> <table data-bbox="790 1668 1173 2072"> <tr> <td>"empty green cathedral"</td> <td>Billy was surrounded by the dark.</td> </tr> <tr> <td>"everlasting gloom and doom"</td> <td>The sound was loud and scary.</td> </tr> <tr> <td>"like a small gusty wind blowing"</td> <td>Billy felt alone.</td> </tr> <tr> <td>"a fearsome swooshing, whooshing, whiffing, snorting noise"</td> <td>There was a quiet, breathy sound.</td> </tr> </table>	"empty green cathedral"	Billy was surrounded by the dark.	"everlasting gloom and doom"	The sound was loud and scary.	"like a small gusty wind blowing"	Billy felt alone.	"a fearsome swooshing, whooshing, whiffing, snorting noise"	There was a quiet, breathy sound.	<p>2d 2 marks</p>	<table data-bbox="790 1176 1173 1635"> <tr> <td>"empty green cathedral"</td> <td>Billy was surrounded by the dark.</td> </tr> <tr> <td>"everlasting gloom and doom"</td> <td>The sound was loud and scary.</td> </tr> <tr> <td>"like a small gusty wind blowing"</td> <td>Billy felt alone.</td> </tr> <tr> <td>"a fearsome swooshing, whooshing, whiffing, snorting noise"</td> <td>There was a quiet, breathy sound.</td> </tr> </table>	"empty green cathedral"	Billy was surrounded by the dark.	"everlasting gloom and doom"	The sound was loud and scary.	"like a small gusty wind blowing"	Billy felt alone.	"a fearsome swooshing, whooshing, whiffing, snorting noise"	There was a quiet, breathy sound.	<p>Question focus: <i>make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for each group of words. For each group, carefully read the sentence in which it appears and think about what you are being told. Carefully read the options in the question again, linking the words with their meaning. <p>Award 2 marks for all four answers correct. Award 1 mark for two answers correct.</p>														
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Mountains/Coasts

Ruth Thomson

Key text features

The texts describe different landscape features.

- The Teaching text is from *Mountains* by Ruth Thomson.
- The Practice text is from *Coasts*, also by Ruth Thomson.

Reading the Teaching text: *Mountains*

- Introduce the text by asking what the children know about mountains. Make a mind map together to record their knowledge.
- Ask the children to generate questions about mountains that they hope the text will answer.
- Access the Interactive Modelling Software for this unit. Read the extract aloud.
- Once you have read the text, return to your questions to see which have been answered, at least to some degree. Talk about other texts – both in print and online – you might need to find to answer the other questions.
- 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 68–69).



Reading the Practice text: *Coasts*

- Introduce the text and make another mind map to record the children's prior knowledge. Read the headings aloud to the children and ask them to generate questions to be answered by the text.
- 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

- Ask the children what they know about rivers. On a mind map, write headings from the two texts and ask the children what information about rivers would be useful to record against each heading.
- Give the children opportunities to research more about rivers, particularly considering the headings you have recorded.
- Before they write their own texts about rivers, reread one of the texts here to help the children to find language structures and a 'voice' for their text.

Listening Comprehension: Questions and Answers



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

Q1: What is a mountain, according to the text?

A1: “a very high hill” with steep and rocky sides (paragraph 1)

Strategy: Decide where in the text you will find the information. Listen carefully to that part of the text.

Q2: What is the difference between the air at the top and the bottom of a mountain?

A2: At the top, the air is clearer and it is “cold and windy” (paragraph 2).

Strategy: Decide where in the text you will find the information. Listen carefully to that part of the text.

Q3: Why is information about volcanoes included in the text?

A3: Some mountains are volcanoes.

Strategy: Listen carefully to the part of the text that refers to volcanoes, while considering the question.

Extending reading

What's Where in the World – Dorling Kindersley

Let's Explore ... Mountain – Lonely Planet Kids

First Encyclopedia of Seas and Oceans – Jane Chisholm

Teaching text: Mountains



Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Suggest a heading for the first paragraph of text.	<ul style="list-style-type: none"> • What is a mountain? • Mountains • Mountain 	2f 1 mark	<p>Question focus: identify how information is related and contributes to meaning as a whole.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the first paragraph and consider what its main purpose is. • Look at other headings. What is their function? How do they relate to the information that follows them? • Write a heading that captures the idea of the information.
2. Write the meaning this text gives for "mountain range".	a group of mountains (that can "stretch for hundreds of miles")	2b 1 mark	<p>Question focus: retrieve and record information.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text to look for the answer. • Scan the paragraph to look for information to include.
3. Draw a simple diagram of a volcano using information from the text. Label the crater and lava.	Accept a simple diagram copied from the text. The crater and lava should be labelled. Other features may be included: plates/crust/rock/magma/liquid rock.	2f 2 marks	<p>Question focus: identify how information is related and contributes to meaning as a whole.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text to look for the answer. • Carefully read the information, relating it to the diagram. <p>Award 1 mark for a simple diagram and 1 mark for accurate labels.</p>
4. "The plates fit together like jigsaw pieces." (paragraph 4) Why do you think the writer included this information? Choose one . <input type="checkbox"/> because she has a jigsaw showing the Earth's plates <input type="checkbox"/> because the Earth's plates are a jigsaw <input type="checkbox"/> because she is trying to help readers to imagine what the plates are like <input type="checkbox"/> because the Earth's crust is broken into plates	because she is trying to help readers to imagine what the plates are like	2g 1 mark	<p>Question focus: identify how meaning is enhanced through choice of words and phrases.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text to look for information. • Scan the text for the quotation in the question. • Think about how the author's choice of words helps you to understand what she is trying to say.

<p>5. Complete this list of events using information from the text: How a mountain is formed from a volcano: (a) Magma erupts through a crack in the Earth's crust. (b) (c) Layers of rock form a cone-shaped mountain.</p>	<p>(b) Lava cools/hardens into rock.</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i> Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text the answer will be. • Scan that part of the text, looking for the answer.
<p>6. "Dust and smoke, and hot rocks called lava, burst into the air." (paragraph 7) In this sentence, "burst" is closest in meaning to which option? Choose one. <input type="checkbox"/> They trickle slowly. <input type="checkbox"/> They are red, like balloons. <input type="checkbox"/> They come out gradually and gently. <input type="checkbox"/> They come out suddenly and powerfully.</p>	<p>They come out suddenly and powerfully.</p>	<p>2a 1 mark</p>	<p><i>Question focus: give the meaning of words in context.</i> Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. Read and remember the options. • Consider where in the text the answer will be. • Scan that part of the text, looking for the words. • Consider why the author chose these words. • Reread the options in the question and choose the best one.

Coasts

Ruth Thomson

- 1 A coast is a place where the sea meets the land. In some places, the coast is a sloping beach. In other places, the land ends with high walls of rock. These are called cliffs.
- 4 **Rock cliffs**
Wind, rain and waves change the shape of the coast all the time. Crashing waves slowly make the bottom of rocky cliffs crumble. Waves wear away soft rock, making holes. These become caves or arches.
- 9 **Sand and dunes**
Over millions of years, waves wear soft rocks into tiny grains of sand. Some sandy beaches are made of crushed sea shells.
- 12 Some coasts are always windy. The wind dries the sand and blows it behind the beach. The sand piles up into soft hills called dunes. Marram grass is planted on sand dunes. Its long roots hold the sand in place.
- 16 **Sea birds and animals**
Many sea birds nest and rest together on the ledges of rocky cliffs. Here, they and their eggs are safe from hungry rats, snakes and larger birds.
- 20 Seals and turtles are both born on beaches. They swim out to sea soon after they are born. Seals come back on land to rest. They lie in groups on rocks and sandbanks.
- 23 **Harbours and ports**
Before there were aeroplanes, people travelled across seas by ship. They landed at harbours in deep, sheltered bays, where their ships were safe from rough waves.
- 27 Today, ships mainly carry heavy goods. These travel in metal containers. The containers are loaded and unloaded at big ports.
- 29 **Protecting coasts**
Some people use the sea as a dustbin. This is dangerous for sea life. The waste often washes up onto the shore. Most waste is plastic. It can float for thousands of miles before reaching land.
- 33 People must look after coasts, so that these are not spoiled forever.

Name: _____

Class: _____

Date: _____

- 1 Suggest a heading for the first paragraph of text.

- 2 Write the meaning this text gives for the word “*coast*”.

- 3 Draw a simple diagram of a sand dune using information from the text. Label the sand dune and marram grass.

- 4 a) Do you think wind or waves would be more likely to change the shape of the coast?

- b) Explain why.

- 5 “*waves wear soft rocks into tiny grains of sand.*”

What does “*wear*” suggest about the process? Tick **one**.

The rocks wear water, like clothes. Waves smash the rock.

Waves slowly grind the rock. The rocks wear sand, like clothes.

- 6 Complete this list of events explaining how a beach is formed using information from the text.

The wind dries the sand and blows it behind the beach.

The sand piles up into soft hills called dunes.

Marram grass is planted on sand dunes. Its long roots hold the sand in place.

- 7 Which reason is given in the text for the fact that ships today mainly carry heavy goods, rather than people?

- 8 “*Some people use the sea as a dustbin.*” (paragraph 9)

Why do you think the writer used the word “*dustbin*”? Tick **one**.

because the sea is full of rubbish

to show that some people don’t think about what they throw away and the harm it does

to show that the sea is really a dustbin

to show that it is OK to throw rubbish into the sea

- 9 Which part of the text tells you about where people decided to build harbours?

2f

1 mark

2b

1 mark

2f

2 marks

2h

1 mark

2a

1 mark

2c

1 mark

2b

1 mark

2g

1 mark

2f

1 mark

Practice text: Coasts

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Suggest a heading for the first paragraph of text.	<ul style="list-style-type: none"> • What is a coast? • What a coast is • Coasts 	2f 1 mark	<p><i>Question focus: identify how information is related and contributes to meaning as a whole.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the first paragraph and consider what its main purpose is. • Look at other headings. What is their function? How do they relate to the information that follows them?
2. Write the meaning this text gives for the word "coast".	"a place where the sea meets the land" (paragraph 1)	2b 1 mark	<p><i>Question focus: retrieve and record information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text to look for the answer. • Carefully read the paragraph.
3. Draw a simple diagram of a sand dune using information from the text. Label the sand dune and marram grass.	Accept a simple diagram of a sand dune with labels for the sand dune and marram grass.	2f 2 marks	<p><i>Question focus: identify how information is related and contributes to meaning as a whole.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text to look for the answers. • Carefully read the information, relating it to the diagram. • Draw a simple diagram and write the labels. <p>Award 1 mark for a simple diagram and 1 mark for accurate labels.</p>
4. (a) Do you think wind or waves would be more likely to change the shape of the coast? (b) Explain why.	<p>Accept either answer as long as it is supported by an explanation.</p> <p>Wind</p> <ul style="list-style-type: none"> • The wind blows dry sand into dunes. • The wind blows the sand about. <p>Waves</p> <ul style="list-style-type: none"> • The waves wear away at the soft rocks of cliffs, to form caves and arches. • The waves make rocky cliffs crumble. 	2h 1 mark	<p><i>Question focus: make comparisons within the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text to look for the answer. • Skim-read the relevant paragraphs to get an idea of what the text says. • Consider the answer to (a). • Carefully read the relevant part of the text to help you answer (b). <p>Award 1 mark for a suitable explanation.</p>
5. "waves wear soft rocks into tiny grains of sand." What does "wear" suggest about the process? Tick one .	<p><input type="checkbox"/> The rocks are covered in water, like wearing clothes.</p> <p><input type="checkbox"/> Waves smash the rocks.</p> <p><input type="checkbox"/> Waves slowly grind the rocks.</p> <p><input type="checkbox"/> The rocks are covered in sand, like wearing clothes.</p>	2a 1 mark	<p><i>Question focus: explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. Read and remember the options. • Consider where in the text the answer will be. • Reread the options in the question and choose the best one. • Scan that part of the text, looking for the words. • Consider why the author chose these words.

<p>6. Complete this list of events explaining how a beach is formed using information from the text.</p> <hr/> <p>The wind dries the sand and blows it behind the beach. The sand piles up into soft hills called dunes. Marram grass is planted on sand dunes. Its long roots hold the sand in place.</p>	<p>Waves wear soft rocks into tiny grains of sand.</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text the answer will be. Scan that part of the text, looking for the answer. </p>
<p>7. What reason is given in the text for the fact that ships today mainly carry heavy goods, rather than people?</p>	<p>There are aeroplanes that carry people.</p>	<p>2b 1 mark</p>	<p><i>Question focus: retrieve and record information.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Carefully read that part of the text. </p>
<p>8. "Some people use the sea as a dustbin." (paragraph 9) Why do you think the writer used the word "dustbin"? Tick one. <input type="checkbox"/> because the sea is full of rubbish <input type="checkbox"/> to show that some people don't think about what they throw away and the harm it does <input type="checkbox"/> to show that the sea is really a dustbin <input type="checkbox"/> to show that it is OK to throw rubbish into the sea</p>	<p>to show that some people don't think about what they throw away and the harm it does</p>	<p>2g 1 mark</p>	<p><i>Question focus: identify how meaning is enhanced through choice of words and phrases.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Carefully reread this part of the text, considering the writer's viewpoint. </p>
<p>9. Which part of the text tells you about where people decided to build harbours?</p>	<p>under the heading 'Harbours and ports' (lines 24–26)</p>	<p>2f 1 mark</p>	<p><i>Question focus: identify how information is related and contributes to meaning as a whole.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Carefully read the paragraph. </p>

From Spawn to Frog

Kate Ruttle

Key text features

Both texts are from *From Spawn to Frog* by Kate Ruttle.

- The Teaching text explains how the frogs lay their eggs.
- The Practice text explains how the spawn develops into a tadpole and finally a frog.

Reading the Teaching and Practice texts: *From Spawn to Frog*



- Introduce the text by showing the accompanying cover illustration and asking the children whether they think this is a fiction or a non-fiction text. Discuss their responses.
- Explain that it is an explanation, following the growth from egg to frog.
- Access the Interactive Modelling Software for this unit. Read the text aloud and look for features of explanation texts: its purpose is to explain how something happens; it is written in the present tense; it contains connectives of time and sequencing (e.g. *soon*, *eventually*, *while*).
- 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 76–77).
- Once they have read the Practice text, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

Moving into writing

- Reread both texts.
- Ask the children to draw a flow diagram that shows what happens from egg to frog. Point out the use of the headings in this process.
- Ask the children to research another life cycle (e.g. insect, bird) and to draw a flow diagram to show how the creature develops.
- Reread these texts and revisit features of explanations.
- Ask the children to use their flow diagrams to write their own explanatory texts.

Listening Comprehension: Questions and Answers



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

Q1: Where do you find frogspawn?

A1: In water or wet places

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 are the eggs protected? Find two ways.

A2: “slippery mass of eggs” (paragraph 2)/“jellylike covering” (paragraph 3).

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 does the embryo use for food while it grows?

A3: “the yolk” (paragraph 5)

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

Wild Things! Penguin in the Post – Lisa Regan

Dogs (A Pet’s Life) – Anita Ganeri

Nibble’s Guide to Caring for Your Hamster – Anita Ganeri

Teaching text: From Spawn to Frog 

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. What is frog spawn?	"[A floating] clump of eggs" (paragraph 1)	2b 1 mark	<p>Question focus: retrieve and record information.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Carefully read the paragraph.
2. From the first section, find and copy a word that tells you that the eggs are together and not separate.	<ul style="list-style-type: none"> "clump" (paragraph 1) "mass" (paragraph 1) 	2a 1 mark	<p>Question focus: give the meaning of words in context.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Scan the paragraph for words describing the eggs.
3. Why do eggs that are laid in a big ball have a better chance of growing into frogs?	<ul style="list-style-type: none"> A big ball of eggs is too large to be eaten. It is a form of protection. 	2b 1 mark	<p>Question focus: retrieve and record information.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Carefully read that paragraph, considering the question.
4. Choose the best heading for the first three paragraphs. <input type="checkbox"/> Jelly babies <input type="checkbox"/> Cells <input type="checkbox"/> Frogspawn <input type="checkbox"/> Pond creatures	Frogspawn	2c 1 mark	<p>Question focus: summarise main ideas from more than one paragraph.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully reread the opening three paragraphs of the text. Decide what the main idea of this part of the text is. Reread the proposed headings. Tick the one that best summarises the content of these paragraphs and is in the style of other headings.

<p>5. "The mass of cells in the egg is called an embryo." In this sentence, the word "mass" is closest in meaning to which option? Choose one.</p> <p><input type="checkbox"/> a mess <input type="checkbox"/> There are lots of cells. <input type="checkbox"/> There are not many cells. <input type="checkbox"/> There are lots of connected cells.</p>	<p>2a 1 mark</p>	<p>There are lots of connected cells.</p>	<p><i>Question focus: give the meaning of words in context.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the paragraph for the words in the question. Read the answer choices given. Decide which one is closest in meaning. </p>
<p>6. The writer uses some less familiar words such as "cell" (paragraph 3) and "embryo" (paragraph 5). Why do you think the writer uses these words?</p>	<p>2g 1 mark</p>	<ul style="list-style-type: none"> They are the most accurate words to use. The writer is teaching the reader the correct words. It is so that the reader knows what the words mean. 	<p><i>Question focus: explain how meaning is enhanced through choice of words and phrases.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the whole text while considering the question. Remember to give a reason for your decision. Base the reason on the text. </p>

From Spawn to Frog

1 **The tadpole**

Then the embryo leaves its jelly shell and attaches itself to a weed in the water. It is now a tadpole – a baby frog. The tadpoles are too small to swim away from this weed, which is now their food as well as their home. They grow until they are big enough and strong enough to break free from the weed and swim in the water. They eat other weeds and small plants called algae.

8 **The tadpole begins to change**

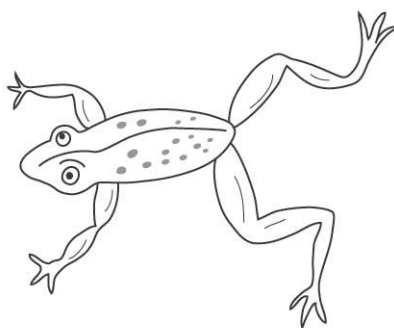
After about five weeks, the tadpole begins to change. It starts to grow hind legs. Behind its head, bulges appear where its front legs are growing. Its tail becomes smaller. Lungs begin to develop, preparing the frog for its life on land. Now and then, the tadpole wiggles to the surface to breathe in air. It eats plants, frogs' eggs and other tadpoles.

15 **Almost there**

Over time, the tadpole becomes even more frog-like. It sheds its skin and lips. Its mouth widens, and it loses its horny jaws. The tail becomes much smaller, and the legs grow. The lungs are almost functioning at this point.

20 **The frog**

Eleven weeks after the egg was laid, a fully developed frog with lungs, legs, and no tail emerges from the water. To start with, it is very tiny, and is called a froglet. This froglet will live mostly on land, with occasional swims. The tiny froglet begins to eat insects and worms. Eventually, it grows and becomes a big frog. It will find a mate. The female lays the eggs and the whole process begins again.



Name: _____

Class: _____

Date: _____

1 What does the text say a baby frog is called?

2b

1 mark

2 From the first section, **find** and **copy** a word that describes how the tiny tadpole first uses the weed.

2a

1 mark

3 **Find** and **copy two** things that the text says the tadpole eats.

2b

1 mark

4 Tick the best heading for the first three paragraphs. Tick **one**.

The embryo Tadpoles

What tadpoles eat How frogs grow

2c

1 mark

5 Write numbers to show the order in which this text describes how tadpoles begin to change.

tail shrinks lungs develop

back legs grow front legs grow

2c

1 mark

6 **“Almost there”** (paragraph 3). What is the function of this heading?

2f

1 mark

7 **“The lungs are almost functioning at this point.”** (paragraph 3)

In this sentence, the word **“functioning”** is closest in meaning to which option? Tick **one**.

running watching

working solid

2a

1 mark

8 List **two** ways from the text that frogs are different from tadpoles.

2b

1 mark

9 Tick **two** sentences which you might find in a text like this.

Freddy the frog hopped happily across the lily pad.

A tadpole breathes through gills in the side of its head.

If you lick a frog every morning before breakfast, the day can only get better.

Day 74: One of the froglets left the pond today.

Tadpoles swim by wiggling their tails.

2g

1 mark

Practice text: From Spawn to Frog

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. What does the text say a baby frog is called?	"tadpole" (also accept "froglet")	2b 1 mark	<p>Question focus: retrieve and record information.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Carefully read the paragraph.
2. From the first section, find and copy a word that describes how the tiny tadpole first uses the weed.	"attaches" Also accept "food" or "home".	2a 1 mark	<p>Question focus: give the meaning of words in context.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer.
3. Find and copy two things that the text says the tadpole eats.	Accept any two of: <ul style="list-style-type: none"> "other weeds" "small plants" "other tadpoles" "algae" "frogs' eggs" 	2b 1 mark	<p>Question focus: retrieve and record information.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Carefully read that part of the text. Use ideas in the text, not general knowledge. <p>Award 1 mark for two correct answers.</p>
4. Tick the best heading for the first three paragraphs. Tick one . <input type="checkbox"/> The embryo <input type="checkbox"/> What tadpoles eat <input type="checkbox"/> Tadpoles <input type="checkbox"/> How frogs grow	Tadpoles	2c 1 mark	<p>Question focus: summarise main ideas from more than one paragraph.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully reread the opening three paragraphs of the text. Decide what the main idea of this part of the text is about. Reread the proposed headings. Tick the one that best summarises the content of these paragraphs.
5. Write numbers to show the order in which this text describes how tadpoles begin to change. <input type="checkbox"/> tail shrinks <input type="checkbox"/> back legs grow <input type="checkbox"/> lungs develop <input type="checkbox"/> front legs grow	3 tail shrinks 1 back legs grow 4 lungs develop 2 front legs grow	2c 1 mark	<p>Question focus: summarise main ideas from more than one paragraph.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Carefully read that part of the text. <p>Award 2 marks for all correct. Award 1 mark if two events are correctly sequenced.</p>

<p>6. “Almost there” (paragraph 3). What is the function of this heading?</p>	<p>2f 1 mark</p>	<p>• It introduces the information in the following paragraph. • It tells you it is nearly the end of the transformation process.</p>	<p><i>Question focus: explain how information is related and contributes to meaning as a whole.</i> <i>Strategies:</i></p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Identify where the heading is in the text. • Consider its function.
<p>7. <i>“The lungs are almost functioning at this point.”</i> (paragraph 3) In this sentence, the word <i>“functioning”</i> is closest in meaning to which option? Tick one.</p> <p><input type="checkbox"/> running <input type="checkbox"/> watching <input type="checkbox"/> working <input type="checkbox"/> solid</p>	<p>2a 1 mark</p>	<p>working</p>	<p><i>Question focus: give the meaning of words in context.</i> <i>Strategies:</i></p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider the meaning of the word and then of all the other words in the question. • Choose the word whose meaning is closest to the underlined word.
<p>8. List two ways from the text that frogs are different from tadpoles.</p>	<p>2b 1 mark</p>	<p>Accept any two of:</p> <ul style="list-style-type: none"> • Frogs have lungs/legs/no tail. • Frogs live on land. • Frogs eat insects and worms. • Frogs lays eggs. 	<p><i>Question focus: retrieve and record information.</i> <i>Strategies:</i></p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text the answer will be. • Scan that part of the text, looking for the answer. • Remember to use ideas from the text, not general knowledge.
<p>9. Tick two sentences that you might find in a text like this.</p> <p><input type="checkbox"/> Freddy the frog hopped happily across the lily pad.</p> <p><input type="checkbox"/> A tadpole breathes through gills in the side of its head.</p> <p><input type="checkbox"/> If you lick a frog every morning before breakfast, the day can only get better.</p> <p><input type="checkbox"/> Day 74: One of the froglets left the pond today.</p> <p><input type="checkbox"/> Tadpoles swim by wiggling their tails.</p>	<p>2g 1 mark</p>	<p>Tadpoles swim by wiggling their tails. A tadpole breathes through gills in the side of its head.</p>	<p><i>Question focus: explain how meaning is enhanced through choice of words and phrases.</i> <i>Strategies:</i></p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim-read the whole text while considering the question.

The World/The United Kingdom

Kate Ruttle

Key text features

Both of the texts are non-chronological report information texts linked to the geography curriculum.

- The Teaching text is about the world.
- The Practice text is about the United Kingdom.

Reading the Teaching text: *The World*



- Introduce the text by asking the children what they remember about continents and oceans.
- 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 text aloud and ask the children if they think their predictions were accurate.
- 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 84–85).

Reading the Practice text: *The United Kingdom*

- Introduce the text by asking the children what they remember about the UK.
- 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

- Give each group of children a different country to study and ask them to work in pairs to find out interesting things about their country. Focus on countries which are linked, or which can provide a contrasting location, to your current geography focus.
- Ask each pair to explain what they found out to their group.
- Revisit one of the model texts and discuss its layout.
- Ask the children to organise information under headings and to talk through a text.
- Alternatively, let each group create a presentation using features of your IWB, PowerPoint or any software presentation package. Ask each child to contribute to a page and to orally deliver part of the presentation.

Listening Comprehension: Questions and Answers



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

Q1: What does this text say a sea is?

A1: Parts of the oceans which are near to land

Strategy: Listen carefully for the word “sea”. Think about the information you are given immediately after you first hear the word

.....

Q2: Which are the two coldest oceans?

A2: The Arctic Ocean and the Southern Ocean

Strategy: Listen to the part of the text under the heading “*Oceans*”. You might want to jot down the names you hear.

.....

Q3: Why do you think this text has a glossary?

A3: To explain the meaning of some of the words people may not know and understand

Strategy: Listen to the whole text, considering the question. Think about what you already know about glossaries. Does that help you to answer the question?

Extending reading

Great Britain (Looking at Countries) – Jillian Powell

The United Kingdom (Popcorn: Countries) – Alice Harman

The Travel Book – Lonely Planet Kids

National Geographic Kids World Atlas – National Geographic

Cracking the questions



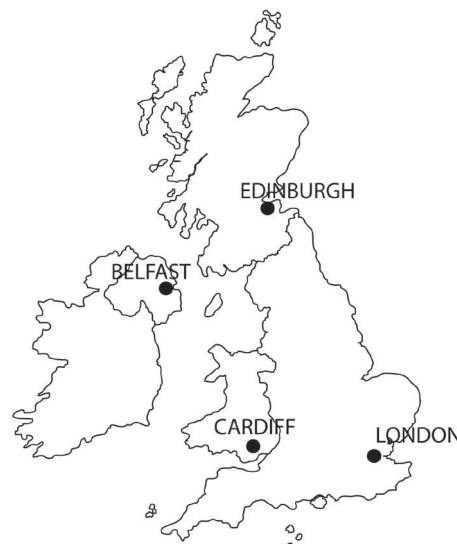
Teaching text: The World

Question	Answer	CD/Mark	Useful strategies
1. Which continent is not separated into lots of different countries?	Antarctica	2b 1 mark	<p>Question focus: <i>identify key details from non-fiction</i></p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Carefully read the paragraph to find your answer.
2. "the Arctic is made <i>entirely</i> of ice." Which word has the same meaning as "entirely" in this sentence? Choose one . <input type="checkbox"/> completely <input type="checkbox"/> partly <input type="checkbox"/> thoroughly <input type="checkbox"/> utterly	completely	2a 1 mark	<p>Question focus: <i>explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the words. Scan the text to find the sentence in the question. Carefully read that part of the text, thinking about what the word might mean in this sentence.
3. (a) Which of the lines drawn on the globe do you think represents the equator? Choose one . <input type="checkbox"/> a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d (b) Find and copy a fact from the text which tells you how to find the equator.	(a) c (b) a line across the middle of the world/a line around the fattest part of the globe	2d 1 mark 2b 1 mark	<p>Question focus: <i>make inferences from the text.</i></p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Do not just use your existing general knowledge. Check in this text. Carefully read the paragraph to find the information you need. <p>Question focus: <i>identify key details from non-fiction</i></p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Find the words in this text (not from general knowledge) that tell you where the equator is.
4. Why do you think it might be hard to find water to drink all year round in some countries near the equator?	In the dry season there may be no rain for several months so it might be hard to find water to drink during those months.	2d 1 mark	<p>Question focus: <i>make inferences from the text</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for information. Carefully read that part of the text, thinking about the question and looking for information that may be relevant.

<p>5. Match the climate with the place on the globe.</p>	<p>equator – wet season, dry season North Pole – winter and summer South Pole – winter and summer between the equator and the poles – spring, summer, autumn, winter</p>	<p>2b 1 mark</p>	<p><i>Question focus: identify key details from non-fiction.</i></p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Do not just use your existing general knowledge. Check in this text. Carefully read the paragraph to find the information you need. 								
<p>6. Choose which of the following facts are true and which are false (see right).</p>	<table border="1"> <tr> <td data-bbox="327 965 470 1256">Antarctica is not separated into countries because it is very small.</td> <td data-bbox="470 965 544 1256">F</td> </tr> <tr> <td data-bbox="327 1256 470 1458">The Arctic is not a continent because there is no land under the ice.</td> <td data-bbox="470 1256 544 1458">T</td> </tr> <tr> <td data-bbox="327 1458 470 1659">You know when you are close to the equator because you can see it.</td> <td data-bbox="470 1458 544 1659">F</td> </tr> <tr> <td data-bbox="327 1659 470 2094">The South Pole is so cold because it is a long way from the equator.</td> <td data-bbox="470 1659 544 2094">T</td> </tr> </table>	Antarctica is not separated into countries because it is very small.	F	The Arctic is not a continent because there is no land under the ice.	T	You know when you are close to the equator because you can see it.	F	The South Pole is so cold because it is a long way from the equator.	T	<p>2b 2 marks</p>	<p><i>Question focus: identify key details from non-fiction.</i></p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the information about each sentence separately. Use the headings. Do not just use your existing general knowledge. Check in this text. Carefully read the paragraph to find the information you need. <p>Award 2 marks for all correct. Award 1 mark for two or three correct.</p>
Antarctica is not separated into countries because it is very small.	F										
The Arctic is not a continent because there is no land under the ice.	T										
You know when you are close to the equator because you can see it.	F										
The South Pole is so cold because it is a long way from the equator.	T										

The United Kingdom

- 1 The United Kingdom is also called the UK and it is made up of four different **countries**: England, Northern Ireland, Scotland and Wales. Southern Ireland is a different country. Each of the countries in the UK has many of its own **laws**, made by its own **parliament**, but they also share some of their laws.



8 Capital cities

Each of the four countries has its own capital **city** which is where its **parliament** is. London is the capital city in England, Edinburgh is the capital of Scotland, Belfast is the capital of Northern Ireland and Cardiff is the Welsh capital city. London is the capital city for the UK because that is where the UK parliament makes the shared laws as well as the English laws.

16 Language

The English language is spoken throughout the UK and all of the laws in each of the countries are written in English. However, even in England, not everyone speaks English. Many people in Cornwall, in the south-west of England, speak an old language called Cornish. Some people in Wales, Scotland and Northern Ireland also speak languages that were spoken in those countries before English became the main language. Many people in Wales speak the Welsh language, and it is taught in Welsh schools for those who only speak English. Away from the big cities, in the north of Scotland and in the mountains and the islands, people often speak the old Scottish language called Gaelic. Scottish Gaelic is different from the Irish Gaelic which is still spoken in parts of Northern Ireland, although more people in Northern Ireland speak Irish.

29 Countryside

Although there are cities in all of the countries in the UK, there is also a lot of countryside. All the countries have areas with hills and mountains, and they all have **forests**, farming land, rivers and **coasts**. They all have areas of countryside which are very beautiful.

34 Weather

All of the countries in the UK have the same four seasons: spring, summer, autumn and winter, but the countries have slightly different weather. Scotland is further north than England, so it is usually a bit colder and the Scottish cities and mountains have more snow in winter than the English, Welsh and Northern Irish cities and mountains. Wales and Northern Ireland are in the west of the UK and those places usually have more rain than places in the east of the UK.

Name:	Class:	Date:
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1 Which countries are part of the United Kingdom?

2b

1 mark

2 What does the word “capital” tell you in the phrase “capital city”? Tick **one**.

the name of a country the city where the parliament is

the biggest city in a country the place where the queen lives

2a

1 mark

3 Why is London the capital city of the UK?

2b

1 mark

4 Do you think most of the people who speak Gaelic in Scotland live in big cities?

Yes No

Explain your answer using ideas from this text.

2d

1 mark

5 Draw lines to match the languages spoken with the country.

Gaelic and English	Wales
Irish and English	Scotland
Cornish and English	Northern Ireland
Welsh and English	England

2b

2 marks

6 How is the weather in Scotland different from the weather in England, Northern Ireland and Wales? Tick **one**.

Scotland has four seasons. Scotland is usually a bit colder.

Scotland is further north. Scotland has more rain.

2h

1 mark

7 Write a fact from the text about the weather of places in the west of the UK.

2b

1 mark

8 Find and copy two things that you can see in the countryside of all the countries in the UK.

2b

1 mark

9 Put **one** tick in each row of the table to show whether the fact is **true** or **false**.

	True	False
All laws are the same in all parts of the UK.	<input type="checkbox"/>	<input type="checkbox"/>
Cardiff is Welsh for ‘Capital City’.	<input type="checkbox"/>	<input type="checkbox"/>
Some people in Scotland speak Gaelic.	<input type="checkbox"/>	<input type="checkbox"/>
Scottish cities usually have more snow than Welsh cities.	<input type="checkbox"/>	<input type="checkbox"/>

2b

1 mark

Practice text: The United Kingdom

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Which countries are part of the United Kingdom?	England, Scotland, Wales, Northern Ireland (Do NOT accept Ireland)	2b 1 mark	<p><i>Question focus: identify key details from non-fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Carefully read the paragraph to find your answer.
2. What does the word "capital" tell you in the phrase "capital city"? Tick one. <input type="checkbox"/> the name of a country <input type="checkbox"/> the city where the parliament is <input type="checkbox"/> the biggest city in a country <input type="checkbox"/> the place where the queen lives	It is the city where parliament is	2a 1 mark	<p><i>Question focus: explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the words. Scan the text to find the phrase in the question. Carefully read that part of the text, thinking about what the word might mean in this phrase.
3. Why is London the capital city of the UK?	<ul style="list-style-type: none"> It is where the UK parliament is. It is where the shared laws are made. 	2b 1 mark	<p><i>Question focus: identify key details from non-fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Use the headings. Carefully read the paragraph to find your answer.
4. Do you think most of the people who speak Gaelic in Scotland live in big cities? Yes <input type="checkbox"/> No <input type="checkbox"/> Explain your answer using ideas from this text.	No <ul style="list-style-type: none"> It says Gaelic is spoken "away from the big cities". It says "in the mountains and the islands" and those are not in big cities. (Do not award the mark for 'No' unless the reason given is based on the text.)	2d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for information. Use the headings. Carefully read that part of the text, thinking about the question and looking for information that may be relevant.

<p>5. Draw lines to match the languages spoken with the country.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Gaelic and English</td> <td style="width: 50%;">Wales</td> </tr> <tr> <td>Irish and English</td> <td>Scotland</td> </tr> <tr> <td>Cornish and English</td> <td>Northern Ireland</td> </tr> <tr> <td>Welsh and English</td> <td>England</td> </tr> </table>	Gaelic and English	Wales	Irish and English	Scotland	Cornish and English	Northern Ireland	Welsh and English	England	<p>2b 2 marks</p>	<p>Question focus: <i>identify information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Use the headings. Carefully read the paragraph to find your answer. <p>Award 2 marks for all correct. Award 1 mark for two correct.</p>							
Gaelic and English	Wales																
Irish and English	Scotland																
Cornish and English	Northern Ireland																
Welsh and English	England																
<p>6. How is the weather in Scotland different from the weather in England, Northern Ireland and Wales? Tick one.</p>	<p>2h 1 mark</p>	<p>Question focus: <i>make comparisons within the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Note this question begins with 'How' not 'Where'. Consider where in the text to look for the answer. Use the headings. Carefully read the paragraph to find your answer. 															
<p>7. Write a fact from the text about the weather of places in the west of the UK.</p>	<p>2b 1 mark</p>	<p>Question focus: <i>retrieve and record information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Use the headings. Carefully read the paragraph to find your answer. 															
<p>8. Find and copy two things that you can see in the countryside of all the countries in the UK.</p>	<p>2b 1 mark</p>	<p>Question focus: <i>retrieve and record information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Use the headings. Carefully read the paragraph to find your answer. 															
<p>9. Put one tick in each row of the table to show whether the fact is true or false.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>All laws are the same in all parts of the UK.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Cardiff is Welsh for 'Capital City'.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Some people in Scotland speak Gaelic.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Scottish cities usually have more snow than Welsh cities.</td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table>		True	False	All laws are the same in all parts of the UK.		✓	Cardiff is Welsh for 'Capital City'.		✓	Some people in Scotland speak Gaelic.	✓		Scottish cities usually have more snow than Welsh cities.	✓		<p>2b 1 mark</p>	<p>Question focus: <i>identify key details from non-fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the information about each sentence separately. Use the headings. Do not just use your existing general knowledge. Check in this text. Carefully read the paragraph to find the information you need. <p>Award 2 marks for all answers correct. Award 1 mark for two correct answers.</p>
	True	False															
All laws are the same in all parts of the UK.		✓															
Cardiff is Welsh for 'Capital City'.		✓															
Some people in Scotland speak Gaelic.	✓																
Scottish cities usually have more snow than Welsh cities.	✓																

Emergency Vehicles – Firefighters/Emergency Vehicles – Police

Chris Oxlade

Key text features

The texts are information report texts about emergency vehicles.

- The Teaching text and the Practice text are both from *Ten Fire Engines and Emergency Vehicles* by Chris Oxlade.

Reading the Teaching text: *Emergency Vehicles – Firefighters*



- Ask the children to think, pair, share what they know about fire engines and machines that are used to fight fires. Record the children's ideas on a mind map.
- Talk about fire safety. What can they do to prevent starting a fire and what should they do if they witness a fire?
- Discuss the difficulties and dangers of the role of firefighters (e.g. inaccessible fires, burns, smoke inhalation). Ask the children if they know any machines or equipment firefighters can use to help to overcome these difficulties and dangers.
- Access the Interactive Modelling Software for this unit. Read the extract to the children and ask them to compare what they already knew with the information in the extract.
- 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 92–93).

Reading the Practice text: *Emergency Vehicles – Police*

- Discuss the types of vehicles and equipment police officers use. Explore the reasons why police officers need different kinds of vehicles and equipment.
- 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 both texts.
- Explain to the children that they are going to write a similar text about other emergency vehicles (e.g. ambulances, coastguard helicopters, airport fire engines, army emergency vehicles).
- Together, discuss what might be important in an emergency vehicle (e.g. speed of response, durability, controllability, safety for the operators).
- In groups, ask the children to design their own emergency vehicle, thinking about different jobs you might want it to perform and the features you identified together.
- In pairs, ask the children to draw and label their vehicle, adding notes of useful features.
- Encourage each child to tell a response partner what they plan to write and receive feedback before writing.
- Give the children the opportunity to write their own emergency vehicle text.

Listening Comprehension: Questions and Answers



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

Q1: Why does the *Rosenbauer Raptor* need stabilisers?

A1: So it doesn't topple over

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 might it be important that the *DOK-ING MVF-5* is very tough?

A2: It can go into dangerous situations./It might run over a mine.

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

Q3: When might the operators of the *DOK-ING MVF-5* use the gripper?

A3: If something needs to be grabbed and dragged away from danger

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

Supercars – Rob Coulson

Cars, Trains, Ships and Planes: A Visual Encyclopedia of Every Vehicle – Dorling Kindersley

The Big Book of Things That Go – Dorling Kindersley

Outdoor Maker Lab – Robert Winston

My Book of Bike Activities – Catherine Bruzzone

On Your Bike – Sir Chris Hoy

Teaching text: Emergency Vehicles – Firefighters



Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. Look at the first paragraph. What does the word “pluck” mean? Choose one.</p> <p><input type="checkbox"/> collect</p> <p><input type="checkbox"/> courage</p> <p><input type="checkbox"/> protect</p> <p><input type="checkbox"/> pull</p>	pull	2a 1 mark	<p>Question focus: explain the meaning of words in context.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the paragraph indicated, looking for the word. Carefully read the sentence containing the word, then identify a word in the question with the same meaning.
<p>2. Find and copy one thing firefighters do in the aerial ladder cage.</p>	<p>Accept either:</p> <ul style="list-style-type: none"> “spray water” (onto a fire) “rescue people” (in danger) 	2b 1 mark	<p>Question focus: identify key details from non-fiction.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the information. Carefully read that part of the text, considering the question.
<p>3. “It takes just 60 seconds ...” What does the word “just” tell you about the time it takes to raise the ladder?</p>	<ul style="list-style-type: none"> It is quick. It is a surprise that it is so quick. 	2g 1 mark	<p>Question focus: identify how meaning is enhanced through choice of words and phrases.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text, looking for the quotation. Carefully read the quotation in its context, thinking about what the implications of the word “just” are.
<p>4. A robot firefighting vehicle is sometimes better than a fire engine. Find and copy one piece of evidence for this statement.</p>	<p>Accept any of:</p> <ul style="list-style-type: none"> It is “tough enough to keep on working even if it runs over a mine!” It “can push objects that weigh up to nine tonnes out of its way”. It “can grab and drag objects away from danger”. “This mini, fireproof machine is operated by remote control.” 	2d 1 mark	<p>Question focus: explain and justify inferences with evidence from the text.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the text for an overall feeling about why a robot firefighting vehicle is sometimes better. Scan the text, looking for reasons given. Remember to give direct quotations from the text.

<p>5. What does the dozer blade do?</p>	<p>It can push objects out of the way.</p>	<p>2b 1 mark</p>	<p><i>Question focus: identify key details from non-fiction.</i> Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the information. Carefully read that part of the text, considering the question. 																
<p>6. Write 'R' if the statement is true for the <i>Raptor</i> or 'M' if the statement is true for the <i>DOK-ING MVF-5</i>.</p> <table border="1" data-bbox="454 1691 678 2083"> <tr> <td>It has a rescue cage.</td> <td></td> </tr> <tr> <td>It is operated by remote control.</td> <td></td> </tr> <tr> <td>It is 12 metres long.</td> <td></td> </tr> <tr> <td>It has a gripper to drag objects from danger.</td> <td></td> </tr> </table>	It has a rescue cage.		It is operated by remote control.		It is 12 metres long.		It has a gripper to drag objects from danger.		<table border="1" data-bbox="454 1265 678 1668"> <tr> <td>It has a rescue cage.</td> <td>R</td> </tr> <tr> <td>It is operated by remote control.</td> <td>M</td> </tr> <tr> <td>It is 12 metres long.</td> <td>R</td> </tr> <tr> <td>It has a gripper to drag objects from danger.</td> <td>M</td> </tr> </table>	It has a rescue cage.	R	It is operated by remote control.	M	It is 12 metres long.	R	It has a gripper to drag objects from danger.	M	<p>2h 2 mark</p>	<p><i>Question focus: make comparisons within the text.</i> Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Think about each of the statements separately. Consider where in the text you will find relevant information. Carefully read the relevant sections of the text to decide which vehicle each statement applies to. <p>Award 2 marks for all four answers correct. Award 1 mark for three answers correct.</p>
It has a rescue cage.																			
It is operated by remote control.																			
It is 12 metres long.																			
It has a gripper to drag objects from danger.																			
It has a rescue cage.	R																		
It is operated by remote control.	M																		
It is 12 metres long.	R																		
It has a gripper to drag objects from danger.	M																		

Emergency Vehicles – Police

Chris Oxlade

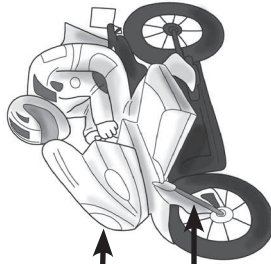
POLICE SUPERBIKE

A POLICE SUPERBIKE is a super-fast road motorcycle. Nobody can escape a police officer riding one of these.

Superbikes are the fastest road motorcycles on the planet. They are lightweight but have hugely powerful engines,

The first RR bikes were ridden by Rubén ‘Spiderman’ Xaus in the 2009 Superbike World Championships for the BMW Motorrad team.

The ABS (Anti-lock Braking System) helps a rider keep control when braking at high speed or in slippery conditions.



FACTFILE: BMW S1000RR

- **Length:** 2 metres
- **Weight:** 183 kilogrammes
- **Top speed:** Over 200 kilometres per hour
- **Engine power:** 193 horsepower
- **Engine size:** 1 litre

and smooth, streamlined bodies that get them up to top speed in a flash! The lightning-fast *BMW S1000RR* (known as the ‘RR’) is BMW’s fastest motorcycle. It is ridden by police traffic officers in the USA and the UK. The *BMW S1000RR* can go from 0–60 kilometres per hour in 2.6 seconds!

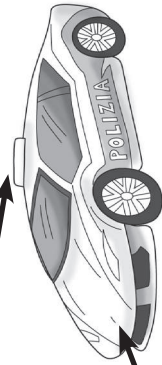
POLICE SQUAD SUPERCARS

Some police officers are very lucky. They get to drive the fastest police cars! The luckiest of all get to drive POLICE SQUAD SUPERCARS.

Police officers sometimes need to drive fast to chase speedy suspects trying to escape. This sleek squad car is

A warning light bar sits on the police car’s roof. The warning lights have super-bright blue and red LEDs.

The car’s streamlined body has a smooth shape. This allows it to cut through the air at top speed.



FACTFILE: LAMBORGHINI HURACÁN LP610-4 POLIZIA

- **Length:** 4.5 metres
- **Top speed:** 323 kilometres per hour
- **Engine power:** 602 horsepower
- **Width:** 1.9 metres
- **Engine size:** 5.2 litres

the incredible *LAMBORGHINI HURACÁN LP610-4 POLIZIA*. Lamborghini – one of Italy’s most famous supercar makers – gave this one-off car to the Italian police force as a gift. The Italian police force once had a Lamborghini Gallardo, but an officer crashed it into a line of parked cars! The *Lamborghini Huracán LP610-4* replaced the Gallardo.

Name:	Class:	Date:
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1 Look at the first paragraph. **Find and copy one** word that means the same as *very*.

2a

1 mark

2 **Find and copy two** things that make the superbike so fast.

2b

1 mark

3 “... *that get them to top speed in a flash!*”
What do the words “*in a flash*” help the reader to understand?

2g

1 mark

4 Why do you think the police need to have ABS fitted on their superbikes?

2d

1 mark

5 “*Police officers sometimes need to drive fast*”
Find and copy one piece of evidence for this statement.

2b

1 mark

6 What happened to the Lamborghini Gallardo?

2b

1 mark

7 The text talks about “*superbikes*” and “*supercars*”.

a) What makes these vehicles “*super*”?

b) Why do the police need them?

2g/2d

2 marks

8 Tick to show whether each statement is true for the police **superbike** or **supercar**.
One statement refers to both vehicles.

	Bike	Car
It has an LED light bar.	<input type="checkbox"/>	<input type="checkbox"/>
It has a streamlined shape.	<input type="checkbox"/>	<input type="checkbox"/>
It has a top speed of over 200 kilometres per hour.	<input type="checkbox"/>	<input type="checkbox"/>
It has a top speed of over 300 kilometres per hour.	<input type="checkbox"/>	<input type="checkbox"/>

2h

2 marks

- 9 Why did the author include pictures? Tick **one**.
- to make the text look more interesting
 - to show the reader what the vehicles look like
 - to show how fast the vehicles are
 - to give new information about the vehicles

2f

1 mark

Practice text: Emergency Vehicles – Police

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Look at the first paragraph. Find and copy one word that means the same as <i>very</i> .	“super”	2a 1 mark	Question focus: explain the meaning of words in context. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the paragraph indicated, looking for a word that means the same as <i>very</i>. Carefully read the sentence containing the word, checking that this word has the same meaning as the word in the question.
2. Find and copy two things that make the superbike so fast.	Accept any two of: <ul style="list-style-type: none"> “lightweight” “hugely powerful engines” “smooth, streamlined bodies” 	2b 1 mark	Question focus: identify key details from non-fiction. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the text, looking for the features that make the bike so fast. Remember to find and copy, not paraphrase.
3. “... that get them to top speed in a flash!” What do the words “in a flash” help the reader to understand?	The bikes are quick.	2g 1 mark	Question focus: identify how meaning is enhanced through choice of words and phrases. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text, looking for the quotation. Carefully read the quotation in its context, thinking about the implications of the phrase “in a flash”.
4. Why do you think the police need to have ABS fitted on their superbikes?	Police officers sometimes have to ride very fast and need to keep control when they brake at high speed or when it is slippery.	2d 1 mark	Question focus: make inferences from the text. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text, looking for information about ABS. Consider the implications of ABS and why police officers might need it.
5. “Police officers sometimes need to drive fast” Find and copy one piece of evidence for this statement.	“to chase speedy suspects” (trying to escape)	2b 1 mark	Question focus: identify key details from non-fiction. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text, looking for the quotation. Carefully read that part of the text, considering the question. Remember to find and copy, not paraphrase.
6. What happened to the Lamborghini Gallardo?	“An officer crashed it into a line of parked cars”	2b 1 mark	Question focus: identify key details from non-fiction. Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text, looking for the name of the car. Carefully read the sentences around it to find out what happened.

<p>7. The text talks about “superbikes” and “supercars”.</p> <p>(a) What makes these vehicles “super”?</p> <p>(b) Why do the police need them?</p>	<p>(a) They are very fast.</p> <p>(b) Accept answers that recognise:</p> <ul style="list-style-type: none"> Police need to get to emergencies quickly. Police need fast vehicles to catch criminals/suspects. 	<p>2g/2d 2 marks</p>	<p><i>Question focus: identify how meaning is enhanced through choice of words and phrases/make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text, looking for the word “super”. Consider the impact of the word. Skim-read the text, thinking about why the police might need super-vehicles. <p>Award 1 mark for each part of the question.</p>														
<p>8. Tick to show whether each statement is true for the police superbike or supercar. One statement refers to both vehicles.</p> <table border="1" data-bbox="534 165 847 555"> <thead> <tr> <th></th> <th>Bike</th> <th>Car</th> </tr> </thead> <tbody> <tr> <td>It has an LED light bar.</td> <td></td> <td>✓</td> </tr> <tr> <td>It has a streamlined shape.</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>It has a top speed of over 200 kilometres per hour.</td> <td>✓</td> <td></td> </tr> <tr> <td>It has a top speed of over 300 kilometres per hour.</td> <td></td> <td>✓</td> </tr> </tbody> </table>		Bike	Car	It has an LED light bar.		✓	It has a streamlined shape.	✓	✓	It has a top speed of over 200 kilometres per hour.	✓		It has a top speed of over 300 kilometres per hour.		✓	<p>2h 2 marks</p>	<p><i>Question focus: make comparisons within the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Think about each of the statements separately. Consider where in the text you will find relevant information. Carefully read the relevant sections of the text to decide which vehicle each statement applies to. One of the statements applies to both vehicles. <p>Award 2 marks for all four answers correct. Award 1 mark for three answers correct.</p>
	Bike	Car															
It has an LED light bar.		✓															
It has a streamlined shape.	✓	✓															
It has a top speed of over 200 kilometres per hour.	✓																
It has a top speed of over 300 kilometres per hour.		✓															
<p>9. Why did the author include pictures?</p> <p>Tick one.</p> <p><input type="checkbox"/> to make the text look more interesting</p> <p><input type="checkbox"/> to show the reader what the vehicles look like</p> <p><input type="checkbox"/> to show how fast the vehicles are</p> <p><input type="checkbox"/> to give new information about the vehicles</p>	<p>to show the reader what the vehicles look like</p>	<p>2f 1 mark</p>	<p><i>Question focus: identify how information is related and contributes to meaning as a whole.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the whole text to get an overall understanding. Consider how the pictures enhance the text. What additional information do they give? 														

Cornish Holiday Blog/ Ken's Summer Holidays on the Isle of Mull – Day 3

Kate Ruttle

Key text features

Both texts are recount texts, written as holiday blogs.

- The Teaching text is *Cornish Holiday Blog* by Kate Ruttle.
- The Practice text is *Ken's Summer Holidays on the Isle of Mull – Day 3* by Kate Ruttle.

Reading the Teaching text: *Cornish Holiday Blog*

- Talk about blogs. Explain or clarify that they are generally set up by individual people or small groups to share their ideas, opinions and experiences. Some people use them as diaries.
- Show the children a map of the UK and identify Cornwall and Newquay on the southern coast of England.
- Ask if any of the children have ever been on holiday in Cornwall. Encourage them to share their experiences. Ask the children to predict what kinds of activities people might do on the Cornish coast in summer.
- Access the Interactive Modelling Software for this unit. Read the extract to the children and ask them to compare the activities they predicted with those mentioned in the blog. Were their predictions correct?
- 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 100–101).



Reading the Practice text: *Ken's Summer Holidays on the Isle of Mull – Day 3*

- Show the children a map of the UK and identify the Isle of Mull off the west coast of Scotland. Ask the children to predict what kind of wildlife they might see there. What other activities might people do?
- 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 both texts, exploring the style of language used and personal opinions given in the blog.
- Explain to the children that they are going to write their own blog entry about an experience they have had.
- Demonstrate planning a blog, listing key events to include and noting down some ideas for vocabulary before asking the children to plan their own blog.
- Ideally, the children should create and edit their blog by word-processing. Encourage them to work with a response partner to improve their work.
- If possible, publish the children's blogs on your class/school website.

Listening Comprehension: Questions and Answers



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

Q1: Give **two** reasons why the family came to Cornwall.

A1: To see dolphins and to go surfing

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 do you think an “ocean safari” is?

A2: A trip out to sea to look at wildlife

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 do you think the writer will remember most from the ocean safari?

A3: Seeing the dolphins jumping, diving and playing

Strategy: Listen to the whole text again, thinking about the most memorable events.

Extending reading

Travel blogs such *National Geographic for Kids* (www.natgeokids.com)

The Travel Book – Lonely Planet

I Spy at the Seaside – Collins

A Whale of a Tale – Bonnie Worth

Ocean: A Children’s Encyclopedia – Dorling Kindersley

Teaching text: Cornish Holiday Blog 

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. Look at the first paragraph. Find and copy a word that means the same as <i>well-known</i>.</p>	<p>“famous”</p>	<p>2a 1 mark</p>	<p>Question focus: explain the meaning of words in context.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the paragraph indicated, looking for a word with the same meaning as that given in the question.
<p>2. Why did the writer keep her fingers crossed?</p>	<p>She wanted to see dolphins.</p>	<p>2b 1 mark</p>	<p>Question focus: identify key details from non-fiction.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the information. Carefully read that part of the text, considering the question.
<p>3. “No sooner had we left the harbour than we could see shapes swimming in the sea.” What did the writer use the words “no sooner than” to show? Choose one.</p> <p><input type="checkbox"/> The dolphins were near the boat when they boarded it.</p> <p><input type="checkbox"/> They did not see anything when they were in the harbour.</p> <p><input type="checkbox"/> They saw the dolphins early in their trip.</p> <p><input type="checkbox"/> It took a long while before they saw the dolphins.</p>	<p>They saw the dolphins early in their trip.</p>	<p>2g 1 mark</p>	<p>Question focus: identify how meaning is enhanced through choice of words and phrases.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text, looking for the sentence in the question. Carefully read the nearby sentences, considering the impact of the words “no sooner than” and thinking about why the writer chose to use them.

<p>4. Why did everyone cheer when the first dolphin jumped up?</p>	<p>They were all pleased/excited to see the dolphin out of the water.</p>	<p>2d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i> Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find this information. Carefully read that part of the text, considering the question.
<p>5. The writer really wanted to see dolphins. Find and copy two pieces of evidence for this statement.</p>	<p>Accept any two of:</p> <ul style="list-style-type: none"> “but for me it was all about the dolphins” “I kept my fingers crossed we’d see dolphins too” “I wanted to see dolphins leaping and playing” “It was a dream come true!” “We had seen my dolphins.” 	<p>2d 2 marks</p>	<p><i>Question focus: explain and justify inferences with evidence from the text.</i> Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text looking for evidence that the writer wanted to see dolphins. Carefully read the sections you identify, looking for evidence you can quote. Remember to give direct quotations from the text. <p>Award 1 mark for each piece of evidence quoted, up to a total of 2 marks.</p>
<p>6. Number these things to show the order the writer saw them.</p> <p><input type="checkbox"/> catamaran</p> <p><input type="checkbox"/> dolphins jumping</p> <p><input type="checkbox"/> ghost-like shapes</p> <p><input type="checkbox"/> seals on rocks</p>	<p>catamaran dolphins jumping ghost-like shapes seals on rocks</p> <p>1 3 2 4</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i> Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the whole text for each of the events described. Number the events, then check your answer against the text.

Ken's Summer Holidays on the Isle of Mull – Day 3

- 1 Today we went on a sea trip. It was awesome! We were lucky that it was a calm day so Callum didn't get seasick. Yesterday it was windy and so we probably couldn't have gone on a boat, but today the weather was perfect.
- 5 We left from Tobermory (the main town on the island). The boat was called *Silver Swift*. It wasn't very big but we weren't sleeping on it, so it didn't matter. We even had to bring our own picnic, although you could buy hot drinks and snacks on board. Even though it was sunny and warm, Dad made us take jumpers and kagouls because he said it would be cold out on the open sea. At first, we laughed at him, but unfortunately he was right. After an hour, both Callum and I reluctantly pulled on our jumpers. It wasn't worth being cold just to prove Dad wrong! We saw lots of seals. They did look funny, bobbing up and down in the water. When they bark, they sound like dogs. We had great fun trying to spot a new seal before anyone else in the family.
- 17 But then someone shouted from the other side of the boat. We rushed across to see what the fuss was about and saw a whale's spout. We watched it for a while as it blew water from its blowhole, then it dived back under the water. A real live whale! We thought that was it ... but suddenly it leaped. Someone said it was a minke (say min-key) whale. They say that minke whales are small whales but I'll tell you that when it jumped, it didn't look small!!! It made a huge splash as it belly-flopped back into the water. It was so close that we all got soaked. When we left the cottage this morning, we hoped to see seals and maybe dolphins. But we saw a **WHOLE WHALE!!!!**



Dad took this photo of the whale as it jumped!

BEST DAY EVER.

Name: _____

Class: _____

Date: _____

1 Look at the first paragraph.

Find and copy one word that means the same as *good*.

2a

1 mark

2 Why would the family not have gone on a boat the day before?

2b

1 mark

3 Find and copy two things that you learned about the boat they travelled on.

2b

1 mark

4 Why were the boys reluctant to put their jumpers on?

2d

1 mark

5 “It made a huge splash as it belly-flopped back into the water.”

Ken could have said it landed. Why did he use the word “belly-flopped”?

Tick one.

It helps the reader to understand what he saw.

People splash when they do belly-flops.

Belly-flops are painful, so the whale must have been hurt.

The reader needs to know the whale landed on its belly.

2g

1 mark

6 Ken enjoyed the day.

Find and copy two pieces of evidence for this statement.

2b

2 marks

7 Fill in the gaps in this sentence.

The family hoped to see _____

but instead they saw _____.

2h

1 mark

8 Why does Ken use capital letters at the end of his blog?

2f

2 marks

9 Number these things to show the order in which Ken saw them.

whale jumping

Silver Swift

seals bobbing

whale blowing water

2c

1 mark

Practice text: Ken’s Summer Holidays on the Isle of Mull – Day 3

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Look at the first paragraph. Find and copy one word that means the same as good.	Accept either of: <ul style="list-style-type: none"> • “awesome” • “perfect” 	2a 1 mark	Question focus: explain the meaning of words in context. Strategies: <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Carefully read the paragraph indicated, looking for a word with the same meaning as that given in the question.
2. Why would the family not have gone on a boat the day before?	<ul style="list-style-type: none"> • “it was windy” • Callum would have been seasick. 	2b 1 mark	Question focus: identify key details from non-fiction. Strategies: <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text, looking for information about the day before. • Carefully read the nearby sentences, looking for reasons why they couldn’t have gone on a boat.
3. Find and copy two things that you learned about the boat they travelled on.	Accept any two of: <ul style="list-style-type: none"> • It was called Silver Swift. • It was not very big. • “you could buy hot drinks and snacks on board” 	2b 1 mark	Question focus: identify key details from non-fiction. Strategies: <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text, looking for the information about the boat. • Remember to find and copy, not paraphrase.
4. Why were the boys reluctant to put their jumpers on?	They didn’t want Dad to be right after they had laughed at him. Also accept: They did not think it would be cold.	2d 1 mark	Question focus: explain and justify inferences with evidence from the text. Strategies: <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text, looking for information about the boys wearing their jumpers. • Consider the implications of them putting their jumpers on when they had laughed at Dad earlier.
5. “It made a huge splash as it belly-flopped back into the water.” Ken could have said it landed. Why did he use the word “belly-flopped”? Tick one. <input type="checkbox"/> It helps the reader to understand what he saw. <input type="checkbox"/> People splash when they do belly-flops. <input type="checkbox"/> Belly-flops are painful, so the whale must have been hurt. <input type="checkbox"/> The reader needs to know the whale landed on its belly.	It helps the reader to understand what he saw.	2g 1 mark	Question focus: identify how meaning is enhanced through choice of words and phrases. Strategies: <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text, looking for the sentence in the question. • Carefully read the nearby sentences, considering the impact of the word “belly-flopped” and thinking about why the writer chose to use it.

<p>6. Ken enjoyed the day. Find and copy two pieces of evidence for this statement.</p>	<p>Accept any two of:</p> <ul style="list-style-type: none"> • "It was awesome!" • "We had great fun" • "BEST DAY EVER." 	<p>2b 2 marks</p>	<p><i>Question focus: identify key details from non-fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text for evidence that Ken enjoyed the day. • Carefully read near the parts of the text you identified, considering the question. • Remember to find and copy, not paraphrase.
<p>7. Fill in the gaps in this sentence. The family hoped to see _____ but instead they saw _____.</p>	<p>The family hoped to see seals and dolphins but instead they saw seals and a whale.</p>	<p>2h 1 mark</p>	<p><i>Question focus: make comparisons within the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text for information about what the family hoped to see and what they did see. • Carefully reread the parts of the text with the information and compare them.
<p>8. Why does Ken use capital letters at the end of his blog?</p>	<p>• for emphasis • to show how excited he was</p>	<p>2f 1 mark</p>	<p><i>Question focus: identify how information is related and contributes to meaning as a whole.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the identified section of the text looking for capital letters. • Consider how the capital letters enhance the text: what additional information do they give?
<p>9. Number these things to show the order in which Ken saw them.</p> <p><input type="checkbox"/> whale jumping</p> <p><input type="checkbox"/> seals bobbing</p> <p><input type="checkbox"/> Silver Swift</p> <p><input type="checkbox"/> whale blowing water</p>	<p>whale jumping 4</p> <p>seals bobbing 2</p> <p>Silver Swift 1</p> <p>whale blowing water 3</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the whole text for each of the events described. • Number the events, then check your answer against the text.

Rosa Parks/Mary Seacole

Kate Ruttle

Key text features

Both texts are biographical and feature black women who played an important role in history.

- The Teaching text is *Rosa Parks*, written by Kate Ruttle.
- The Practice text is *Mary Seacole*, written by Kate Ruttle.

Reading the Teaching text: *Rosa Parks*

- Ask the children if they know anything about Rosa Parks, Martin Luther King Jr or the American civil rights movement.
- Introduce key ideas, e.g. until the 1960s, segregation meant that the best schools, houses, restaurants, cinemas, and so on, were not accessible to people who did not have white skin. Encourage the children to reflect and comment on this idea.
- Access the Interactive Modelling Software for this unit. Read the extract to the children and ask them to reflect on Rosa Parks' actions.
- 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 108–109).



Reading the Practice text: *Mary Seacole*

- Ask the children if they have heard of Mary Seacole or Florence Nightingale. Encourage them to share what they already know.
- Show the children a world map. Point to Crimea, Turkey and Jamaica so they have an understanding of the relative location of each country.
- 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 the text about Mary Seacole.
- Explain to the children that they are going to write a similar text about Florence Nightingale (or another person from a period in history you are studying).
- In groups, ask the children to research Florence Nightingale: who she was, when and where she lived, and what she is remembered for. Encourage them to record notes on a mind map to organise the information they find.
- In pairs, ask the children to select the information they want to include and begin to plan their writing.
- Encourage each child to explain to a response partner what they plan to write and receive feedback before writing.
- Give the children the opportunity to write their text.

Listening Comprehension: Questions and Answers



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

Q1: Why do you think Rosa Parks did not move when she was asked to?

A1: Accept answers relating to the text. (E.g. She was tired./She was sitting in the right place./She did not see why she should.)

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 you think some bus companies went out of business during the Montgomery bus protest?

A2: Their customers were walking instead of taking the bus.

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 did Rosa Parks do to be remembered as a woman who wanted to be free and wanted other people to be free?

A3: She did not follow the rules./She did not accept that she should give up her seat to a white man.

Strategy: Listen to the whole text again, considering the question.

Extending reading

Fantastically Great Women Who Changed the World – Kate Pankhurst

Mary Seacole ... and the Crimean War – Sarah Ridley

Rosa Parks – Lisbeth Kaiser

Grandad Mandela – Zindzi Mandela et al

Young, Gifted and Black – Jamia Wilson

Teaching text: Rosa Parks



Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Look at the first paragraph. Find and copy one word that means the same as <i>rules</i> .	"laws"	2a 1 mark	<i>Question focus: explain the meaning of words in context.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the paragraph indicated, looking for a word with the same meaning as that given in the question.
2. Choose one . Segregation meant that people couldn't do some things if: <input type="checkbox"/> they were too tall. <input type="checkbox"/> they were left-handed. <input type="checkbox"/> they had black skin. <input type="checkbox"/> they were female.	they had black skin.	2b 1 mark	<i>Question focus: identify key details from non-fiction.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the information. Use the section headings to help you. Carefully read that part of the text, considering the question.
3. What was the crime for which Rosa Parks was arrested?	Accept either: <ul style="list-style-type: none"> not giving her seat to a white man refusing to move when the driver asked her to 	2b 1 mark	<i>Question focus: identify key details from non-fiction.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the information. Use the section headings to help you. Carefully read that part of the text, considering the question.
4. Find and copy one thing that happened as a result of the Montgomery bus protest.	Accept any of: <ul style="list-style-type: none"> Most African-Americans chose to walk. Some bus companies went out of business. The American courts decided that black people could sit anywhere on a bus. Rosa Parks moved to a new city. 	2b 1 mark	<i>Question focus: identify key details from non-fiction.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the information. Use the section headings. Carefully read that part of the text, considering the question.

<p>5. Why do you think Rosa Parks was blamed for the buses no longer being segregated?</p>	<ul style="list-style-type: none"> • It was her action that started the Montgomery bus protest. • She inspired people to protest at segregation. 	<p>2d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text you will find the information. Use the section headings. • Carefully read relevant sections, considering the question.
<p>6. Number the events in the order that they happened to Rosa Parks.</p> <p><input type="checkbox"/> Rosa was taken to a police station.</p> <p><input type="checkbox"/> Rosa refused to give her seat to a white man.</p> <p><input type="checkbox"/> Rosa moved to a different city.</p> <p><input type="checkbox"/> Rosa had to pay a fine.</p>	<p>Rosa was taken to a police station. 2</p> <p>Rosa refused to give her seat to a white man. 1</p> <p>Rosa moved to a different city. 4</p> <p>Rosa had to pay a fine. 3</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the whole text for each of the events described. • Number the events, then check your answer against the text.

Mary Seacole

1 In Jamaica

Mary Seacole was a Jamaican nurse who lived 200 years ago. When she was a young woman, she set up a hospital in Jamaica to care for sick and wounded British soldiers.



7 In Crimea

In 1854, Mary heard that there was a war in Crimea. Britain, France and Turkey were fighting against Russia. Many of her soldier friends went to fight there. Mary went too, so she could help to care for them.

- 13 Life was hard for the soldiers. It was cold and there was snow on the ground, but they had to live in tents. Everything was dirty – even the drinking water. Conditions were so bad that more soldiers died of cold and illness than in battle. At the beginning of the war, most of the hospitals were dirty and overcrowded, so it was difficult for soldiers to get better.

18 Florence Nightingale

A nurse called Florence Nightingale was sent to Crimea by the British government to look after their soldiers. She made changes to the nearest hospital so that at least it was clean and each soldier had his own bed. However, her hospital was in Turkey, so soldiers had to travel a long way by boat to get there.

24 The British Hotel

Mary Seacole set up the British Hotel, close to the battlefield in Crimea, so that she could care for soldiers who were sick and injured. It was only a small wooden building, but inside it was warm and clean, and soldiers could buy hot meals and supplies. She wasn't paid by the government, so the soldiers had to pay for their own care. Mary prepared medicines for the sick and treated the wounds of the injured. She was kind to the soldiers and they called her 'Mother Seacole'. Since Mary Seacole was able to help soldiers close to the battlefield, they received treatment much faster than those who had to travel by boat and cart to hospital.

34 After the War

After the Crimean War, Mary Seacole moved to live in Britain. She didn't have much money, but some of the soldiers she had cared for during the war tried to help her. They even held a big concert and gave her the money they raised from it.

Name:	Class:	Date:
-------	--------	-------

1 Look at the first paragraph.

Find and copy **one** word that means the same as *injured*.

2a

1 mark

2 Look at the paragraph beginning “*In 1854 ...*”.

List **four** countries that were fighting in the Crimean War.

2b

1 mark

3 “*Conditions were so bad ...*”

Which word is “*conditions*” closest in meaning to?

Tick **one**.

illnesses preparation requirements environment

2a

1 mark

4 Write **one** way in which Florence Nightingale improved the hospital in Crimea.

2b

1 mark

5 Why do you think soldiers did *not* have to pay for the care at Florence Nightingale’s hospital?

2d

1 mark

6 Why do you think Mary Seacole set up the British Hotel close to the battlefield?

2d

1 mark

7 The soldiers called her ‘Mother Seacole’.

Find and copy evidence to explain why they did this.

2d

1 mark

8 Put **one** tick in each row to show whether each statement about Mary Seacole is **true** or **false**.

	True	False
She went to Crimea to help look after British soldiers.	<input type="checkbox"/>	<input type="checkbox"/>
She worked in the same hospital as Florence Nightingale.	<input type="checkbox"/>	<input type="checkbox"/>
She was paid by the British government.	<input type="checkbox"/>	<input type="checkbox"/>
She made medicines for the soldiers.	<input type="checkbox"/>	<input type="checkbox"/>

2b

2 marks

9 Number the events to show the order that Mary Seacole did them.

She set up the British Hotel.

She set up a hospital in Jamaica.

She went to live in England.

She travelled to Crimea.

2c

1 mark

Cracking the questions

Practice text: Mary Seacole

Question	Answer	CD/Mark	Useful strategies
1. Look at the first paragraph. Find and copy one word that means the same as <i>injured</i> .	"wounded"	2a 1 mark	<p><i>Question focus: explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the paragraph indicated, looking for a word with the same meaning as that given in the question.
2. Look at the paragraph beginning "In 1854 ...". List four countries that were fighting in the Crimean War.	Britain, France, Turkey, Russia	2b 1 mark	<p><i>Question focus: identify key details from non-fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the section indicated, looking for the names of four countries that were fighting.
3. "Conditions were so bad ...". Which word is "conditions" closest in meaning to? Tick one. <input type="checkbox"/> illnesses <input type="checkbox"/> preparation <input type="checkbox"/> requirements <input type="checkbox"/> environment	environment	2a 1 mark	<p><i>Question focus: explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text indicated, looking for the word. Carefully read the sentence containing the word, then identify a word in the question with the same meaning.
4. Write one way in which Florence Nightingale improved the hospital in Crimea.	Accept either: • It was clean. • Each soldier had his own bed.	2b 1 mark	<p><i>Question focus: identify key details from non-fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the information. Carefully read that part of the text, considering the question.
5. Why do you think soldiers did not have to pay for the care at Florence Nightingale's hospital?	She had been sent by the British government.	2d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Look for the section about Florence Nightingale. Carefully read the section, considering the question.

<p>6. Why do you think Mary Seacole set up the British Hotel close to the battlefield?</p>	<p>Accept either:</p> <ul style="list-style-type: none"> so the soldiers could receive treatment much faster It was a long way to travel to Florence Nightingale's hospital. 	<p>2d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the section about the British Hotel to get an overall understanding. Carefully read the section, considering the question. 																														
<p>7. The soldiers called her 'Mother Seacole'. Find and copy evidence to explain why they did this.</p>	<ul style="list-style-type: none"> She was kind to the soldiers. She prepared medicines for the sick. She treated their wounds. 	<p>2d 1 mark</p>	<p><i>Question focus: explain and justify inferences with evidence from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text, looking for the words "Mother Seacole". Carefully read the sentences around the words, looking for reasons why she was called this. Remember to give direct quotations from the text. 																														
<p>8. Put one tick in each row to show whether each statement about Mary Seacole is true or false.</p> <table border="1" data-bbox="694 481 1125 817"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>She went to Crimea to help look after British soldiers.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>She worked in the same hospital as Florence Nightingale.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>She was paid by the British government.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>She made medicines for the soldiers.</td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table>		True	False	She went to Crimea to help look after British soldiers.	✓		She worked in the same hospital as Florence Nightingale.		✓	She was paid by the British government.		✓	She made medicines for the soldiers.	✓		<table border="1" data-bbox="694 817 1125 974"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>She went to Crimea to help look after British soldiers.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>She worked in the same hospital as Florence Nightingale.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>She was paid by the British government.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>She made medicines for the soldiers.</td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table>		True	False	She went to Crimea to help look after British soldiers.	✓		She worked in the same hospital as Florence Nightingale.		✓	She was paid by the British government.		✓	She made medicines for the soldiers.	✓		<p>2b 2 marks</p>	<p><i>Question focus: identify key details from non-fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Think about each of the statements separately. Consider where in the text you will find relevant information. Carefully read the relevant sections of the text to decide whether each statement is true or false. <p>Award 2 marks for all four answers correct. Award 1 mark for three answers correct.</p>
	True	False																															
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She was paid by the British government.		✓																															
She made medicines for the soldiers.	✓																																
<p>9. Number the events to show the order that Mary Seacole did them.</p> <p><input type="checkbox"/> She set up the British Hotel.</p> <p><input type="checkbox"/> She set up a hospital in Jamaica.</p> <p><input type="checkbox"/> She went to live in England.</p> <p><input type="checkbox"/> She travelled to Crimea.</p>	<p>She set up the British Hotel. 3</p> <p>She set up a hospital in Jamaica. 1</p> <p>She went to live in England. 4</p> <p>She travelled to Crimea. 2</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the whole text for each of the events described. Number the events, then check your answer against the text. 																														

Walking with My Iguana/A Big Surprise

Brian Moses/Michaela Morgan

Key text features

- The texts are very different poems, but both describe unusual pets.
- The Teaching text is *Walking with My Iguana* by Brian Moses.
- The Practice text is *A Big Surprise* by Michaela Morgan.

Reading the Teaching text: *Walking with My Iguana*



- Introduce the text by asking the children if any of them know what an iguana is. Show them the picture.
- Does the creature look as if he would be a good pet? Where would you keep him? Ask the children what they think he would be fed on.
- Access the Interactive Modelling Software for this unit. Read the introductory paragraphs, explaining how the poem came to be written, before the children listen to the poem.
- 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 116–117).

Reading the Practice text: *A Big Surprise*

- Read the poem to the children, pausing before the final few lines. Can they guess what the present is?
- 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 *Walking with My Iguana*.
- As a class, draw up a list of unlikely pets.
- Let pairs or groups of children select one of the creatures as the basis for their poem. Give them opportunities to research their pet before writing the poem.
- Look together at the structure of the iguana poem as the model for the children's own poems.

Listening Comprehension: Questions and Answers



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

Q1: Where does the poet walk with his iguana?

A1: On the beach/by the sea

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

Q2: What do some people do when they see the iguana out for his walk?

A2: They phone the police.

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

Q3: As well as walking with his iguana, what else does the poet do with him?

A3: He lets him sit on his shoulder, take exercise and tickles him under the chin.

Strategy: Listen carefully to the text. Jot down/draw other ways in which he enjoys the iguana's company.

Extending reading

Tell Me a Dragon – Jackie Morris

Cat-Rap from *Everybody Got a Gift* – Grace Nichols

Please Do Not Feed the Animals from *High Tide* – Robert Hull

Hey Little Bug from *Hey Little Bug* – James Carter

Teaching text: Walking With My Iguana



Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. What makes the iguana look "like he's coming alive" (verse 3)?	<ul style="list-style-type: none"> when the temperature rises above 85 when it gets hot 	2b 1 mark	<p>Question focus: identify key details from fiction.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Carefully read the lines.
2. "I'm walking with my iguana" Why do you think the author repeats these lines so often during the poem?	<p>Accept any answer that matches the structure or the meaning of the poem, e.g.</p> <ul style="list-style-type: none"> to give the rhythm of walking to make it seem like it is something he does all the time to make breathing spaces between verses because he likes saying the words because that is what he is doing 	2g 1 mark	<p>Question focus: explain how meaning is enhanced by choice of words and phrases.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Reread the poem, considering the impact of the repetition.
3. In the verses with four lines (verses 3, 4, 7, 8, 11, 12) there are rhymes and some words that are near-rhymes. Copy one pair of words that rhyme or nearly rhyme.	<ul style="list-style-type: none"> "five"/"alive" "me"/"sea" "surprise"/"exercise" "bed"/"head" 	2f 1 mark	<p>Question focus: identify how narrative content is related and contributes to meaning as a whole.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Look at the four-line verses. Use your knowledge of poetry to consider where to look for rhymes and near-rhymes.
4. Why did someone call the police?	<ul style="list-style-type: none"> because they thought the iguana was an alligator because iguanas are reptiles, like alligators because some people do not recognise iguanas because they were scared of the iguana 	2d 1 mark	<p>Question focus: make inferences from the text.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the poem to look for information. Scan that part of the text for the words in the question. Think about the way that iguanas look.

<p>5. Most of the poem could be true. Which part/detail could not be true?</p>	<p><i>“he puts on his pyjamas/and lays down his sleepy head” (verse 12)</i></p>	<p>2d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i> Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the poem to look for the answer. • Carefully read that verse and identify the ideas that can not be true.
<p>6. Do you think an iguana would make a good pet? <input type="checkbox"/> Yes <input type="checkbox"/> No Explain your answer, using ideas from the text.</p>	<p>Accept either ‘Yes’ or ‘No’ if supported by reasons from the text, e.g.</p> <p>Yes</p> <ul style="list-style-type: none"> • You can take it for walks. • It can sit on your shoulder. • It loves to be tickled under its chin. <p>No</p> <ul style="list-style-type: none"> • It only likes really hot temperatures. • It worries other people. • It has spines on its back that make it look grim. 	<p>2d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i> Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim-read the whole poem while thinking about the question. • Decide on your answer to the question. • Look for at least one reason from the text to support your idea. <p>Do not accept answers from general knowledge (e.g. it eats insects) or opinions (e.g. I would feel silly taking it for a walk).</p>

A Big Surprise

Michaela Morgan

- 1 For my presents, I said I'd like
Computer games,
A mountain bike,
An electric train
Or a model plane
But most of all
I'd like a bike.
- 8 I opened my presents
And what did I find there?
A hand-knitted hat
And a squeaky bear,
More underpants from my aunts
And socks (grey, one pair).
- 14 I said "thank you" nicely,
I tried to smile
But what was I thinking
All the while?
I was thinking
I wanted computer games,
A mountain bike,
An electric train
Or a model plane
But most of all
I'd have liked
A bike.
- 26 "There's just one last thing
to unwrap," they said.
"It's a big surprise
we've kept it in the shed.
It's special, it comes with love
From the lot of us ..."
- 32 Now I'm the only kid in school
With my own hippopotamus.

Name: _____

Class: _____

Date: _____

1 Which present did the narrator want most of all?

2b

1 mark

2 What does the word “*more*” tell us in verse 2? Tick **one**.

He wanted underpants.

His aunts have given him underpants before.

He had already opened underpants in a different present.

He did not like his aunt.

2a

1 mark

3 “*And socks (grey, one pair)*” (verse 2). Why didn’t the poet write “*And one pair of grey socks*”?

2f

1 mark

4 Write **two** pairs of rhyming words from the first two verses.

2f

1 mark

5 Which word in verse 3 tells you the narrator didn’t feel happy?

2g

1 mark

6 Why did the narrator say “*thank you*” even if he didn’t like the present?

2d

1 mark

7 “*It’s a big surprise/we’ve kept it in the shed*” (verse 4).

a) What did the narrator think when he heard that?

b) Explain your answer.

2d

2 marks

8 How do you think the narrator will feel when he sees the present?

2e

1 mark

9 The poem has five verses. Draw lines to match the main idea to each of the five verses.

Verse 1 The child receives his big surprise.

Verse 2 The child is disappointed.

Verse 3 The child opens his presents.

Verse 4 The child is told there is one last big present.

Verse 5 The child says what he would like for his birthday.

2c

1 mark

Cracking the questions

Practice text: A Big Surprise

Question	Answer	CD/Mark	Useful strategies
1. Which present did the narrator want most of all?	a bike	2b 1 mark	<p><i>Question focus: retrieve and record information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Carefully read that part of the text.
2. What does the word “more” tell us in verse 2? Tick one. <input type="checkbox"/> He wanted underpants. <input type="checkbox"/> His aunts have given him underpants before. <input type="checkbox"/> He had already opened underpants in a different present. <input type="checkbox"/> He did not like his aunt.	His aunts have given him underpants before.	2a 1 mark	<p><i>Question focus: explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text looking for the word “more”. Carefully read that part of the text. Look again at the explanations given. Select the answer that best explains the meaning.
3. “And socks (grey, one pair)” (verse 2). Why didn’t the poet write: “And one pair of grey socks”?	<ul style="list-style-type: none"> The last word in the line must rhyme with “bear” (verse 2). “And one pair of grey socks” does not fit with the rhythm and rhyme of the poem. 	2f 1 mark	<p><i>Question focus: explain how content is related and contributes to meaning as a whole.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the poem for the line. In your head, say the line in the question. Why doesn’t it fit?
4. Write two pairs of rhyming words from the first two verses.	Accept any two of: <ul style="list-style-type: none"> “like”/“bike” “train”/“plane” “there”/“bear”/“pair” (accept any two of these words) 	2f 1 mark	<p><i>Question focus: identify how content is related and contributes to meaning as a whole.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Look at the verses. Use your knowledge of poetry to consider where to look for rhymes.
5. Which word in verse 3 tells you the narrator did not feel happy?	“tried”	2g 1 mark	<p><i>Question focus: identify how meaning is enhanced through choice of words and phrases.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for ideas. Carefully read that part of the text to identify the word.

<p>6. Why did the narrator say “thank you” even if he didn’t like the present?</p>	<ul style="list-style-type: none"> • He was being polite. • He had good manners. • His mum would say he had to. 	<p>2d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i> Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Carefully read the poem, considering the question. Think about your own experience of receiving gifts.
<p>7. “It’s a big surprise/we’ve kept it in the shed” (verse 4). (a) What did the narrator think when he heard that? (b) Explain your answer.</p>	<p>(a) It’s a bike. (b) • The narrator really wanted a bike, which is a big present and might be kept in a shed. • The narrator was thinking about a bike when he heard the words.</p>	<p>2d 2 marks</p>	<p><i>Question focus: explain and justify inferences with evidence from the text.</i> Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text to look for ideas. • Carefully read that part of the text. • Remember to include an explanation. <p>Award 1 mark for each part of the question. If the answer to (a) is not ‘a bike’ the marks can still be awarded if the answer to (b) offers a reasonable explanation to the answer given.</p>
<p>8. How do you think the narrator will feel when he sees the present?</p>	<p>Happy</p> <ul style="list-style-type: none"> • A hippo would be a great present because no one else would have one. • The child could take it to show and tell. • A hippo is a big surprise, just as the child was told. <p>Not happy</p> <ul style="list-style-type: none"> • They really wanted a bike. • Hippos are dangerous. • A hippo would not be happy living in a shed. 	<p>2e 1 mark</p>	<p><i>Question focus: predict what might happen from details stated and implied.</i> Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text to look for ideas. • Carefully read that part of the text. • Remember to include an explanation.
<p>9. The poem has five verses. Draw lines to match the main idea to each of the five verses. (See right.)</p>	<p>1 _____ The child receives his big surprise. 2 _____ The child is disappointed. 3 _____ The child opens his presents. 4 _____ The child is told there is one last big present. 5 _____ The child says what he would like for his birthday.</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i> Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Reread the poem, verse by verse, considering which sentence best summarises each verse. • Match the verses to their summary statements. <p>Award 2 marks if all five sentences are correctly sequenced. Award 1 mark for three correctly identified.</p>

Scissors/New School

Allan Ahlberg/Kevin McCann

Key text features

The texts are both rhyming poems with a strong rhythm.

- The Teaching text is *Scissors* from the poetry collection *Please Mrs Butler* by Allan Ahlberg.
- The Practice text is the poem *New School* by Kevin McCann.

Reading the Teaching text: *Scissors*

- Introduce the text by asking the children if any of them are familiar with Allan Ahlberg.
- Explain that Allan Ahlberg used to be a primary school teacher, so he has a good idea about what goes on in classrooms.
- Access the Interactive Modelling Software for this unit. Read the extract aloud. As you read the text, ask the children to think about any occasions when they have heard this type of language.
- 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 124–125).



Reading the Practice text: *New School*

- Invite the children to reflect on the experience of being new. Acknowledge that there are both good times and some scary/unhappy times.
- Read the poem together.
- 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 *Scissors*.
- Talk about your own classroom: What do your children lose?
- Ask the children to prepare and read the poem in different voices, e.g. angry, frustrated, jocular, sarcastic.
- Challenge groups of children to choose different verses from the poem and change words in them to reflect the reality of your classroom. Invite the children to read their edited version of this poem in different voices.

Listening Comprehension: Questions and Answers



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

Q1: Who is talking in this poem?

A1: The teacher is talking. Lines such as “*Everyone listen to me*” (verse 1) are things that teachers say. Only the teacher could threaten to keep children in. The speaker is giving instructions in the classroom – and that is what teachers do.

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

.....

Q2: How many different ways of scissors being lost are mentioned in the poem? What are they?

A2: Five: “*disappear*”; “*lose themselves*” (verse 1), “*Melt away*” (verse 3); “*explode*” (verse 3); “*running off up the road*” (verse 3)

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

.....

Q3: Do you think the teacher really will keep them in all week if they do not find the scissors? Explain your answer.

A3: No: the teacher is making threats to show he is serious.

Strategy: Listen carefully to the text. Make a note of ideas.

Extending reading

Please Mrs Butler – Allan Ahlberg

Behind the Staffroom Door from *Very Best of Brian Moses* – Brian Moses

Teaching text: Scissors



Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. (a) What time of day is it? (b) Explain how you know.	(a) It is the end of the afternoon, after 2.30. (b) They are tidying up and it is already after "half-past two" (verse 1) so it is the end of the school day.	2d 2 marks	Question focus: <i>make inferences from the text.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the poem to look for the answer. Carefully read that verse and identify information to use when deducing the answer. Award 1 mark for each part of the question.
2. Why is the teacher cross?	There were ten pairs of scissors at half-past two and now there are only three.	2b 1 mark	Question focus: <i>identify key details from fiction and non-fiction.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the poem for lines that explain the problem.
3. "Just ransack this room till we find them" (line 23) Suggest another word the poet could have used instead of "ransack".	search/explore	2a 1 mark	Question focus: <i>give the meaning of words in context.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the poem for the line quoted. Read the verse for the context. Think about other words that mean the same thing.
4. Why does the writer mention scissors having "legs" (verse 3)?	<ul style="list-style-type: none"> He says that scissors do not have legs. Scissors have got two/a pair of blades and people have two/a pair of legs. He's saying that scissors can not move without someone moving them. 	2g 1 mark	Question focus: <i>explain how meaning is enhanced through choice of words and phrases.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for the word "pairs" and think each time about what it means.

<p>5. In the poem the teacher is cross because scissors have disappeared. Write two things about the scissors that you know to be true.</p>	<ul style="list-style-type: none"> • Accept facts such as the following. • They were all there at half-past two. • Seven pairs have disappeared. • Only three pairs are still there. • The scissors are needed. • Scissors can not lose themselves. 	<p>2b 2 marks</p>	<p><i>Question focus: identify key details from fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim-read the poem, considering the question. • Carefully reread the poem, looking for key details about the scissors. • Select two which you think are important. <p>Award 1 mark for each acceptable fact, up to a total of 2 marks.</p>
<p>6. What do you think will happen next in the classroom?</p>	<p>Accept an answer that builds on the information in the poem. E.g.</p> <ul style="list-style-type: none"> • The children will ransack the room and find the scissors. • The teacher will still be cross when the bell goes but he will let the children go home anyway. 	<p>2e 1 mark</p>	<p><i>Question focus: predict what might happen next from details stated and implied.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim-read the poem again while thinking about the answer to the question. • Use your own experience. What usually happens after an event like this? • Scan the poem again, looking for words and phrases that support your idea.

New School

Kevin McCann

- 1 In the playground corner
I stand and see:
Girls with skipping ropes,
Boys with footballs
And everyone shouts at once.

- 6 In the playground corner
I stand and see:
A teacher looking at his watch,
Cup of coffee in one hand
And a whistle in the other.

- 11 In the playground corner
I stand and see:
Big kids sharing jokes and sweets,
One skits our headmaster
And everyone knows everyone else.

- 16 In the playground corner
I stand on my own
And wish and wish
I could just go home.



Name: _____

Class: _____

Date: _____

1 Who is “I” in this poem?

2d

1 mark

2 List **three** things you know are in the playground in the poem (apart from the children and the teacher).

2b

3 marks

3 How do you know what time of day it is?

2d

1 mark

4 “One skits our headmaster.”

Suggest another way the poet could have said the same thing.

2a

1 mark

5 “And everyone knows everyone else.”

Why do you think the narrator included this information?

2d

1 mark

6 Read the title of the poem. Is this a good title for the poem?

Yes No

Give **one** reason from the poem to help explain your answer.

2f

1 mark

7 What is the effect of starting most of the verses with the same two lines?

2f

1 mark

8 Do you think the playground seems like a happy place for most of the children?

Yes No

Explain your answer.

2d

1 mark

9 How does the poet want you to feel about the narrator? Explain your answer.

2d

2 marks

Practice text: New School

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Who is "I" in this poem?	<ul style="list-style-type: none"> someone starting a new school a child a little, shy or new girl/boy 	2d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the text to gain an overall understanding while considering the question.
2. List three things you know are in the playground in the poem (apart from the children and the teacher).	<p>Accept any three of the following:</p> <ul style="list-style-type: none"> skipping ropes footballs cup of coffee whistle sweets 	2b 3 marks	<p><i>Question focus: retrieve and record information.</i></p> <p>Strategies:</p> <p>Carefully read the question, marking key words.</p> <ul style="list-style-type: none"> Scan the text, looking for nouns that name things that might be in the playground. Check again with the question to make sure that the things you have found are allowed. Remember to write three things. <p>Award 1 mark for each correct answer, up to a total of 3 marks.</p>
3. How do you know what time of day it is?	<p>Accept an explanation based on the child's own school day. E.g. Playtime finishes at 11 o'clock. The teacher is looking at his watch so it must be nearly the end of playtime.</p>	2d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the text to gain an overall understanding while considering the question.
4. "One <u>skits</u> our headmaster." Suggest another way the poet could have said the same thing with the same meaning.	<p>Accept suggestions that reflect the poet's intention, e.g.</p> <ul style="list-style-type: none"> makes fun of sends up mimics copies in a silly way 	2a 1 mark	<p><i>Question focus: give the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the poem for the line in the question and read the line in context. Consider the possible meaning of the word and try to think of other ways of saying the same thing.
5. "And everyone knows everyone else." Why do you think the narrator included this information?	<p>The narrator is feeling lonely. He or she does not know anyone and it emphasises his or her feeling of being alone.</p>	2d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the poem for relevant words. Use ideas in the poem and not your own experience.
6. Read the title of the poem. Is this a good title for the poem? <input type="checkbox"/> Yes <input type="checkbox"/> No Give one reason from the poem to help explain your answer.	<p>Yes</p> <p>The title tells us what the problem is and why the narrator is feeling so lonely and unhappy.</p> <p>No</p> <p>The title is about being at school but the poem is just about being in the playground.</p>	2f 1 mark	<p><i>Question focus: identify how narrative content is related and contributes to meaning as a whole.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Reread the title and consider the question while you reread the poem.

<p>7. What is the effect of starting most of the verses with the same two lines?</p>	<ul style="list-style-type: none"> • It introduces new ideas in each new verse. • The repetition makes it seem as if playtime is going on for a long time. • It says what the child is doing. • It shows when it is a new verse. • It's a bit boring. 	<p>2f 1 mark</p>	<p><i>Question focus: explain how information is related and contributes to meaning as a whole.</i></p> <p><i>Strategies:</i></p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Reread the poem while considering the question.
<p>8. Do you think the playground seems like a happy place for most of the children? <input type="checkbox"/> Yes <input type="checkbox"/> No Explain your answer.</p>	<p>Yes</p> <ul style="list-style-type: none"> • They have got footballs and skipping ropes. • They are all playing games and shouting. • They are sharing sweets and jokes. <p>No</p> <ul style="list-style-type: none"> • They are all arguing and shouting. • Some of the girls might want to play football but they all have skipping ropes. 	<p>2d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i></p> <p><i>Strategies:</i></p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the poem looking for evidence of happy or unhappy children. • Identify ideas to use in your explanation.
<p>9. How does the poet want you to feel about the narrator? Explain your answer.</p>	<p>Accept answers such as:</p> <ul style="list-style-type: none"> • sorry for him/her because we understand why s/he is just standing in the corner of the playground and not trying to join in • fed up with him/her because there is lots going on but s/he is so busy feeling sorry for him/herself and wishing s/he could go home 	<p>2d 2 marks</p>	<p><i>Question focus: make inferences from the text.</i></p> <p><i>Strategies:</i></p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim-read the poem considering your answer. • Scan the poem for ideas to use in the answer. <p>Award 1 mark for a plausible response and a second mark for a brief explanation which includes ideas from the poem.</p>

It's Not My Fault

Bel Mooney

Teacher notes: *It's Not My Fault*

Curriculum references: Years 3–4

Programme of study: Reading comprehension

Children should be taught to:

- develop positive attitudes to reading and understanding of what they read, by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these.

Running the task

As this task is designed to help you understand the children's reading strategies as well as their understanding of the text, you will need to read with children individually in some cases.

- Explain that they are going to read a text about three children looking after a baby.
- Support children working towards the expected standard in writing skills or reading skills, as suggested in the introduction to this book.
- Children working independently should read the text and complete their answers. Circulate as they do so, and ask children to read aloud to you from the point in the text they have reached, so you can assess their reading fluency 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:

- retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information **2b**
- accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts **2c**
- explain and justify inferences, providing evidence from the text to support reasoning **2d**
- make developed predictions that are securely rooted in the text. **2e**

What to expect

1 Why did Mum want to go next door? Tick the correct answer. (2b)

Most children should answer this correctly. Some children working towards the expected standard may select the wrong part of the text and tick the first option (*“Because Dad was in bed with a cold.”*).

2 Why did Mum want the children to keep quiet? (2d)

Children working towards the expected standard may say that it is because Dad is in bed with a cold and that noise will disturb him. Most children will understand that the children’s father is probably asleep and may be woken by noise downstairs, and that if he doesn’t sleep he may not recover as well. Some children working at greater depth within the expected standard may show awareness beyond this, e.g. *“Mum doesn’t want the neighbours to be disturbed.”*

3 What makes Kitty think that William is her happiest friend? (2d)

Most children will state that he always has a smile on his face. Children working at greater depth within the expected standard will also see that *“Nothing seemed to put him in a bad mood”* and that he doesn’t seem to mind looking after the baby – he is willing to help.

4 Do you think Daniel is older or younger than Kitty? Explain your answer. (2d)

Children working towards the expected standard may refer to him being able to carry the baby, so assume that he is bigger and therefore probably older. Most children will see that he is carrying the baby because he has more responsibility. They may point out that he enjoys playing games that are too young for him – as Kitty and William’s games are – so this shows he is older. Some children working at greater depth within the expected standard may also point out that Daniel says he supposes he will have to help them, implying that he is an older brother.

5 Whose fault is it that the baby started to cry? (2d)

Children working towards the expected standard are more likely to say that Kitty threw the cushion that started him off; children working at greater depth within the expected standard will explain that Daniel goaded her into it.

6 Number these events from 1 to 5 in the order that they happened in the story. (2c)

Most children working at the expected standard should be able to correctly number these events. Children working towards the expected standard may not read the text correctly and may suggest that Mum went out first.

7 Why would the children be worried when the baby started to cry? (2d)

Most children will say that they might be worried because it would wake their father. Children working at greater depth within the expected standard might also suggest that their mother might hear from next door, or that they may not be able to calm him down before their mother returns, and so they will get into trouble.

8 What do you think Mum would say if she walked back in at the end of the text? (2e)

Children working at greater depth within the expected standard should give a full response, explaining that Mum would be cross and worried and explain why. Children working at the expected standard may give only one explanation and fail to elaborate further. Children working towards the expected standard may only give a simple response, which may consist of dialogue without demonstrating a clear prediction.

From *It's Not My Fault* by Bel Mooney

Mum said that Kitty and Daniel had to look after Baby Tom while she popped next door. "William's mum is so good at knitting, and I've really messed up this little jumper I was making for Tom," she said. "I need her to put me right."

"Oh, Mum, William was coming to play with me," moaned Kitty.

"All the better," said Mum. "That makes three of you to watch Tom. I want you all to stay in the sitting-room and play together. Dad's in bed with his cold, so I don't want you to make too much noise, either."

"That's boring," muttered Dan.

"The most boring thing in the world is children saying things are boring!" retorted Mum.

William arrived, his usual smile on his face. Kitty realised he was her happiest friend. Nothing seemed to put him in a bad mood. When she said they all had to look after the baby he said, "That's OK."

"No, it's not. I wanted to make a den at the bottom of the garden," said Kitty.

"But it's raining!" said William.

"I suppose we could make one in the sitting-room – while we're looking after Tom," said Kitty slowly.

Mum called that she wouldn't be long, and Daniel came into the sitting-room carrying the baby. When Kitty told her brother that they had decided to make a den, he grinned. Daniel always liked playing games he pretended were much too young for him, just like Kitty liked to re-read her first storybooks, with the very big print.

"Oh, all right," sighed Dan. "I supposed I'll have to help you." He put Tom's little bouncy chair on the rug and fastened the baby in it. Tom waved his arms about and shouted excitedly, as if he knew something good was about to happen.

"I know what we could do," said William. "Make a little house for Tom by pulling out the sofa, and putting a tablecloth – or something over, and ..."

"No – chairs would be better," said Daniel. "You know, like we used to do, Kit?"

They looked around, and talked some more, and started to pull the sofa out ... and Baby Tom started to feel bored. As far as he was concerned, nothing was happening. So he started to wave his arms about like windmills and kick his legs – all of which made him hotter and hotter, and more and more uncomfortable ... And that made him start to whimper.

"Oh no," said Kitty.

"What's the matter with him?" asked William.

"Maybe he's got a poeey nappy, in which case you'll have to change it, Kit!" grinned Daniel.

"Why me?"

"Cos you're a girl – and it's a girl's job!" shouted Dan.

"What a lot of old-fashioned rubbish!" shouted Kitty. "In any case, Dad changes nappies – so there!" She threw a cushion at her brother, but he ducked and it went rolling over the rug and just touched Tom's legs. It was gentle – but the baby didn't like it one bit.

"Waaaaaaa!"

Name:	Class:	Date:
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Read the text, then answer the questions.

1 Why did Mum want to go next door? Tick the correct answer.

Because Dad was in bed with a cold.

Because William was coming to play.

So the children could look after the baby.

Because she wanted to ask for her neighbour's help.

2 Why did Mum want the children to keep quiet?

3 What makes Kitty think that William is her happiest friend?

4 Do you think Daniel is older or younger than Kitty? Explain your answer.

5 Whose fault is it that the baby started to cry?

6 Number these events from 1 to 5 in the order that they happened in the story.

Mum went out

The children started to make a den.

Baby Tom became hot and started to whimper.

William came to play.

Baby Tom cried.

7 Why would the children be worried when the baby started to cry?

8 What do you think Mum would say if she walked back in at the end of the text?

A Cat Called Penguin

Holly Webb

Teacher notes: *A Cat Called Penguin*

Curriculum references: Years 3–4

Programme of study: Reading comprehension

Children should be taught to:

- develop positive attitudes to reading and understanding of what they read, by:
 - discussing words and phrases that capture the reader’s interest and imagination
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - identifying how language, structure, and presentation contribute to meaning
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Running the task

- Explain to the children that this extract is the start of a book entitled *A Cat Called Penguin*.
- Ask them to listen to the first line being read and then tell a partner what they know just from this line. Take feedback from the class.
- Discuss how this first line is a good introduction to the setting and book. Ask the children if this line captures their interest. Ask them who they think Alfie might be, and who or what might be “purring”. Remind the children to use the title of the book as a clue.
- Now read the rest of the first paragraph to the children and ask them to reflect on their answers to the questions – and how accurate they were.
- Ask them to finish reading the text in pairs.
- For question 3, explain that they should write “T” if the statement is true or “F” if the statement is false.
- Explain that they should write only one word for question 6.
- Now ask the class to complete the questions for the task.
- Circulate while the children complete the questions, providing support if necessary.
- When the children have finished, discuss whether they like the writing in this extract and whether they would want to read the rest of the book. Ask them to give reasons for their choice.

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:

- | | |
|--|----|
| ● show an understanding of the meaning of vocabulary in context | 2a |
| ● retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information | 2b |
| ● provide developed explanations for key information and events and for characters’ actions and motivations | 2b |
| ● make developed inferences drawing on evidence from the text | 2d |
| ● explain and justify inferences, providing evidence from the text to support reasoning | 2d |
| ● identify/explain how the choice of language enhances the meaning of texts. | 2g |

What to expect

- 1 What impression do we get from the first paragraph about how Penguin and Alfie are feeling? Tick two. (2g)**

Children working at the expected standard should be able to select the two correct options to answer this question. Children working towards the expected standard may only select one answer and may need reminding to choose two.

- 2 In the extract, where are Alfie and Penguin sitting? Give evidence from the text to support your answer. (2d)**

Most children working at the expected standard should be able to answer this question correctly, giving a suitable piece of evidence from the text. Children working towards the expected standard may fail to interpret that the characters are actually sitting in the tree and may suggest that they are leaning against the tree. These children may also offer evidence that does not support the character's location. Children working at greater depth within the expected standard should be able to provide a well-selected piece of evidence from the text.

- 3 Write T (true) or F (false) for each of the following statements. (2b)**

This question is quite straightforward and most children should be able to find the answers in the text to be able to answer it correctly. Children working towards the expected standard may need extra support to find the answer to the third and fourth statements.

- 4 What did Penguin do in the extract that tells us he loved Alfie? (2d)**

Most children working at the expected standard should be able to answer this correctly. Some children may incorrectly suggest answers that do not accurately answer the question, e.g. "he purred", "he slept in the tree", or do not specifically tell us what Penguin did, e.g. "he didn't run away".

- 5 "Don't fall off," Alfie murmured woozily. (2b)**
Why was this "a silly thing to say"?

Many children will answer with the line in the text immediately following the quote, "Penguin never fell." Children working at greater depth may put this in their own words or elaborate using details from later in the text. Children working towards the expected standard may need reminding not to simply restate the question, e.g. "that was a silly thing to say".

- 6 Find and copy one word from the third paragraph that tells us Alfie had tried to encourage Penguin to walk along the washing line. (2a)**

Children need to be reminded to only copy one word; giving any more words will result in the answer being marked incorrect.

- 7 Why did Alfie think about getting "a cat-shaped leotard"? Tick one. (2d)**

Children could be encouraged to use a process of elimination to help them answer this question.

- 8 Do you think Penguin is pleased about Alfie's plans to dress him up? Explain your answer. (2d)**

This should be a straightforward question for most children to answer. Children working towards the expected standard may struggle to explain their answer. Children working at greater depth within the expected standard should be able to clearly explain their thoughts.

From A Cat Called Penguin by Holly Webb

Purring rumbled through the sleepy sunshine, and Alfie yawned again. It was a warm September Sunday afternoon, and he was full of lunch, and apples, and a squashed bar of chocolate that he'd forgotten was in the back pocket of his jeans. He settled himself more comfortably against the trunk of the apple tree and leaned his arm against the thick branch that jutted out in just the right place. Penguin, who was draped across the same branch like a fat furry rug, leaned forward a little and licked Alfie's elbow lovingly.

"Don't fall off," Alfie murmured woozily.

But it was a silly thing to say. Penguin never fell. He didn't look as though he was in the best shape for climbing trees – one would think his stomach would get in the way, particularly for jumping. But Penguin had

perfect balance, good even for a cat. Alfie smiled to himself as he remembered trying to persuade Penguin to walk along the washing line during the summer holidays. Penguin had refused, even for smoky bacon crisps, his favourite. (Although he had stolen the crisps off the table later.) Alfie had been convinced that Penguin would be a fabulous tightrope artist. They should try again. Perhaps it was the lack of circus music and Big Top atmosphere that had put him off. Maybe a costume ... Alfie looked at Penguin thoughtfully. He wondered how easy it would be to get hold of a cat-shaped leotard.

Penguin opened one yellowish-golden eye a slit and stared sternly at Alfie, as though warning him that attempts to dress him in a sequinned cloak would result in severe scratches. But he didn't stop purring.

Name:	Class:	Date:
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Read the text, then answer the questions.

1 What impression do we get from the first paragraph about how Penguin and Alfie are feeling? Tick **two**.

- | | | | | | |
|---------|--------------------------|-----------|--------------------------|---------|--------------------------|
| excited | <input type="checkbox"/> | irritated | <input type="checkbox"/> | worried | <input type="checkbox"/> |
| lonely | <input type="checkbox"/> | relaxed | <input type="checkbox"/> | sleepy | <input type="checkbox"/> |

2 In the extract, where are Alfie and Penguin sitting? Give evidence from the text to support your answer.

3 Write T (true) or F (false) for each of the following statements.

- | | |
|---|--------------------------|
| Penguin is purring as he sleeps. | <input type="checkbox"/> |
| The story is set on a Sunday in August. | <input type="checkbox"/> |
| Alfie had just eaten his lunch. | <input type="checkbox"/> |
| Penguin was overweight. | <input type="checkbox"/> |
| Alfie used the branch as a swing. | <input type="checkbox"/> |

4 What did Penguin do in the extract that tells us he loved Alfie?

5 “Don’t fall off,” Alfie murmured woozily. Why was this “a silly thing to say”?

6 Find and copy one word from the third paragraph that tells us Alfie had tried to encourage Penguin to walk along the washing line.

7 Why did Alfie think about getting “a cat-shaped leotard”? Tick **one**.

- | | |
|---|--------------------------|
| He wanted to take Penguin to a fancy dress party. | <input type="checkbox"/> |
| He thought Penguin would look good in a leotard. | <input type="checkbox"/> |
| He thought it might help Penguin act like a circus performer. | <input type="checkbox"/> |
| He thought Penguin would be cold in the winter. | <input type="checkbox"/> |

8 Do you think Penguin is pleased about Alfie’s plans to dress him up? Explain your answer.

Go Ahead, Secret Seven

Enid Blyton

Teacher notes: *Go Ahead, Secret Seven*

Curriculum references: Years 3–4

Programme of study: Reading comprehension

Children should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
 - discussing words and phrases that capture the reader’s interest and imagination
- understand what they read, in books they can read independently, by:
 - asking questions to improve their understanding of a text
- drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying how language, structure and presentation contribute to meaning
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Running the task

- Explain to the children that they are going to read a story written by a famous author, Enid Blyton. George and his friends call themselves ‘The Secret Seven’ and they try to solve crimes. They decide that they must practise the skills they need. Here, George is practising “shadowing” people. Explain that this means following someone without being seen.
- You may choose to remind the children that verbs are ‘doing words’ and revise this before the task starts so that they are better able to tackle the questions that refer to verbs.
- Give the children time to read the story independently, then discuss any vocabulary they find difficult.
- The children then carry out the task in groups or individually. Support children working towards the expected standard, as suggested in the introduction to this book.
- At the end of the task, talk with the children about why George was not keeping himself safe. Nobody knew where he was, and even he didn’t know where he was going.

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 key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information **2b**
- make developed inferences drawing on evidence from the text **2d**
- explain and justify inferences, providing evidence from the text to support reasoning **2d**
- make developed predictions that are securely rooted in the text **2e**
- identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole **2f**
- identify/explain how the choice of language enhances the meaning of texts. **2g**

What to expect

1 How do you think George is feeling at the beginning of this story? How do you know that? (2d)

Most children will explain that George is doing something scary, so he is scared. Children working at greater depth within the expected standard will refer to the text, e.g. *“the fact that his heart is beating rapidly tells us that he is scared”*.

2 Why is this story set at night? (2f)

Some children will point out that it makes it easier for George to hide and follow the man. Children working at greater depth within the expected standard may see that it adds to the atmosphere – it makes it more scary.

3 What story did George make up about the tall man? Why did he do this? (2d)

All children should realise that George was pretending to himself that the man was a jewel thief. Children working at greater depth within the expected standard may be able to explain that this was to make it more exciting/real for himself.

4 George had a toy truncheon with him. Why do you think he brought it? (2d)

Children working towards the expected standard may suggest that he can use it to protect himself. Some children might also explain that it helps him play the role, referring to the point in the text *“pretending to himself that there might be great danger from a fierce thief!”*

5 Write *T* (true) or *F* (false) next to each statement about the story. (2b)

Children working at the expected standard should be able to answer this question correctly. Children working towards the expected standard may incorrectly identify some of the statements.

6 *“Be careful now, creep round the corner ...”* Why do you think the author chooses the word *“creep”* instead of *“walk”*? (2g)

Some children may say that it sounds like the way George is moving but without being able to explain why. Most children will add that it sounds as if he is moving quietly or keeping his head down. They may also see that it adds to the atmosphere by adding suspense and a sense that what George is doing is unusual.

7 Choose two more verbs in the story that you think describe the action well. (2g)

Children working towards the expected standard may choose words that are not verbs, or may need to be reminded that verbs are *“doing words”*. Most children should be able to choose two colourful verbs. Some children working at greater depth within the expected standard may also be able to say why they have chosen them.

8 What do you think will happen next? Why? (2e)

Most children will be able to suggest something. Children working at greater depth within the expected standard will have noticed the author has hinted in the text that there is someone following George himself, and will build this into what they write.

From Go Ahead, Secret Seven by Enid Blyton

The man came along. He was a tall, stooping fellow, wearing a hat, and carrying a bag. Good! Suppose there were stolen jewels in that bag! George would trail him right to his home, and he would then know where this supposed robber lived!

It seemed very real somehow, not pretence. The night was dark, the man came along without guessing that a boy was pressing himself into the shadows of a bush, and George suddenly found his heart beginning to thump. The man passed.

Now to follow him without being seen. If he spotted George, then George had failed. But George was certain he could shadow the man right back to his house without once being seen. He came out from the bush and began to follow the man, keeping well into the darkness of the trees that lined the road. Down the road to the corner. Round the corner. Be careful now, creep round the corner, in case the man knows he is being followed!

George crept cautiously, his rubber truncheon in his hand, pretending to himself that there might be great danger from a fierce thief!

He heaved a sigh of relief. There was the man, half-way down the road. George trotted on after him. Look behind you, George, as well as in front. Quick, George, look behind you!

But George didn't look behind him. He only looked in front, and followed the man steadily. Once, when he stopped to tie his shoelace, George darted into a nearby gate, afraid that the man might turn and see him.

He crept out after half a minute, and saw the man walking on again, swinging his bag. After him went George, deciding to get a little nearer, so that he could see exactly where the man lived when he went into his house.



Name:	Class:	Date:
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Read the text, then answer the questions.

1 How do you think George is feeling at the beginning of this story? How do you know that?

2 Why is this story set at night?

3 What story did George make up about the tall man? Why did he do this?

4 George had a toy truncheon with him. Why do you think he brought it?

5 Write T (true) or F (false) next to each statement about the story.

- The man was wearing a hat.
- George was carrying a bag.
- George looked behind him.
- The man stopped to tie his shoelace.
- George wanted to know where the man lived.

6 “Be careful now, creep round the corner ...” Why do you think the author chooses the word “creep” instead of “walk”?

7 Choose **two** more verbs in the story that you think describe the action well.

8 What do you think will happen next? Why?

The Goose Girl

Gillian Cross

Teacher notes: *The Goose Girl*

Curriculum references: Years 3–4

Programme of study: Reading comprehension

Children should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- understand what they read, in books they can read independently, by:
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying how language, structure and presentation contribute to meaning.

Running the task

- Tell the children they are going to be working on a story called *The Goose Girl* by Gillian Cross. This is a challenging text for Year 3. The task focuses on the children's understanding of the form rather than the language and structure, so read the text aloud to the children before they start on the task.
- Talk to the children about any unfamiliar vocabulary, e.g. "*filigree*" (ornamental work made of gold or silver wire), "*broken-winded gelding*" (a male horse that cannot gallop for long).
- The children should underline any words they don't know so that you can help with these. This will also help in your assessment of reading, and could inform future teaching.
- Support children working towards the expected standard as suggested in the introduction to this book.

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 key details and quotations from fiction to demonstrate understanding of character, events and information **2b**
- provide developed explanations for key information and events and for characters' actions and motivations **2b**
- make developed inferences drawing on evidence from the text **2d**
- explain and justify inferences, providing evidence from the text to support reasoning **2d**
- make developed predictions that are securely rooted in the text **2e**
- identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole **2f**
- make accurate and appropriate comparisons within texts. **2h**

What to expect

1 What type of story is this? Tick the correct answer. (2b)

Most children should be able to identify this as a traditional tale.

2 How do you know? (2f)

Some children may find this difficult to explain. Children working at greater depth within the expected standard will be able to identify one or two features, e.g. a magic creature (the talking horse), the setting long ago and far away, a princess as the main character, a dangerous journey.

3 Why was the princess going on a journey? Tick the most accurate answer. (2b)

Most children will be able to select the most accurate answer from the choices. Some children working towards the expected standard may answer “*She was going away because her father had died*” since this is at the beginning of the text but without continuing to read to find the correct reason.

4 How do you know that the queen is worried about what might happen to the princess on her journey? (2d)

Some children may answer based on their own feelings, e.g. the fact that she is a young girl travelling a long way. Children working at greater depth within the expected standard will note the reference to the queen giving the princess something to protect her on her travels or giving her the cloth with blood to protect her from evil.

5 How do you think the princess felt about setting off on her journey? (2d)

The story tells us little about the characters’ feelings. Children working at all levels may say that she is sad to leave her mother. Some children may elaborate on this and say she could be excited or worried about her new life and the journey, or proud of all her treasure. Their responses are likely to be based on how they themselves would feel.

6 Read the following statements and tick whether they apply to the princess or the maid. (2h)

Most children working at the expected standard should be able to make comparisons within the text and select the correct part of the text to be able to answer this question correctly. Some children working towards the expected standard may confuse which character carried the gold cup.

7 Why do you think Falada was the “*greatest treasure*”? (2b)

Children working towards the expected standard will state that he was a talking horse. Children working at greater depth within the expected standard should be able to explain that this is a very rare creature. Also, he is able to do more than just carry the princess – he can keep her company too.

8 Do you think they will have an easy journey? Explain your answer. (2e)

Most children will know that, as this is the start of the story, things have to happen! Children working at greater depth within the expected standard may also refer to the themes of the genre – that there are certain possibilities for the way that the story develops, possibly involving magic.

From *The Goose Girl* retold by Gillian Cross

Once there was a princess whose father was dead. She was promised in marriage to a king's son in a distant country but she stayed in her mother's house until she was old enough to be a wife.

While she was growing up, her mother, the queen, collected a great store of treasure to go with her. There were rubies and diamonds and sapphires; necklaces of river pearls and goblets of golden filigree; rolls of Chinese silk and carpets from the desert.

But the greatest treasure of all was a horse called Falada. He was a handsome and noble horse, and when the time was right, he could speak.

At last, the princess was old enough to leave and travel to her husband's country. Before she went, her mother called her in.

"I've given you many treasures to take with you," the old queen said. "But before you leave I'm going to give you one more thing, to protect you on your travels." She called to her maid in waiting.

"Bring me a white linen cloth."

The maid brought the cloth and the queen took a needle and pricked her own finger until it bled. Holding her hand over the linen cloth, she let the blood drip, so that the white cloth was stained with three red drops.

"Keep this safe," she said to her daughter, "and nothing evil will be able to touch you."

The princess took the cloth and hid it inside the front of her dress. Then she put on a rich travelling cloak and covered her face with a silk veil.

"Put on *your* cloak too," the queen said to her maid.

"You're going with my daughter, to be her companion and carry her gold cup."

The maid put on her rough woollen cloak and her shabby white veil and followed the princess down to the courtyard. There was a train of packhorses waiting there, loaded with treasure. And beside them was Falada, saddled up for the princess to ride.

"Fetch another horse for my maid," the queen called to the stable boys. "She's going to travel with the princess."

The stable boys thought it was a pity to send away another good horse, so they fetched a bony, broken-winded gelding from the stables and gave him to the maid.

Name:	Class:	Date:
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Read the text, then answer the questions.

1 What type of story is this? Tick the correct answer.

an adventure story science fiction a traditional tale

2 How do you know?

3 Why was the princess going on a journey? Tick the most accurate answer.

She was going away so that she was safe.

She was going away because her father had died.

She was going away to get married.

4 How do you know that the queen is worried about what might happen to the princess on her journey?

5 How do you think the princess felt about setting off on her journey?

6 Read the following statements and tick whether they apply to the princess or the maid.

	Princess	Maid
She hid the cloth in her dress.		
She was dressed in a woollen cloak with a white veil.		
She carried the gold cup.		
She was going to look after her companion.		
She rode a good horse.		

7 Why do you think Falada was “*the greatest treasure*”?

8 Do you think they will have an easy journey? Explain your answer. Yes No

All About Owls

Teacher notes: *All About Owls*

Curriculum references: Years 3–4

Programme of study: Reading comprehension

Children should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - predicting what might happen from details stated and implied
 - identifying how language, structure and presentation contribute to meaning
- retrieve and record information from non-fiction.

Running the task

- This task assesses understanding of the structure and navigation of websites and the ability to select and retrieve information from text.
- Check that the children are familiar with the technical vocabulary, e.g. “prey”, “species”, “rainforest”, “tundra”. Do not discuss the meaning of the word “nocturnal” since this is the subject of one of the questions. They may have encountered some of these words before in other areas. This will support all of the children and will enable you to make links with other curriculum areas.
- Encourage the children to read the text. Ask them to underline any further words they do not know and explain these after they have read it. Support children who are working towards the expected standard in writing skills or reading, as suggested in the introduction to this book.
- Ensure before beginning the questions that the children understand that they should only use one word to answer question 5.

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:

- show an understanding of the meaning of vocabulary in context **2a**
- retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information **2b**
- provide developed explanations for key information and events and for characters’ actions and motivations **2b**
- make developed predictions that are securely rooted in the text. **2e**

What to expect

-
- 1 How do you know this is a website?** (2b)
- Most children will recognise this as a web page from a website. Children working at greater depth within the expected standard may be able to indicate several features that support this, e.g. site membership, hyperlinks, navigation bars, etc.
-
- 2 How many different sorts of owls are there?** (2b)
- Most children should be able to select this reliably – about 162 species.
-
- 3 What do owls eat?** (2b)
- Children working towards the expected standard may say “*mice and other small animals*”, as listed earlier in the text. Children working at the expected standard may read further down the page and find other prey such as frogs and insects.
-
- 4 Why do owls fly so silently?** (2b)
- Children working towards the expected standard may identify the “*fluffy feathers*” that give owls silent flight. Children working at the expected standard may add that owls need to be silent to hunt successfully.
-
- 5 Find and copy one word that tells the reader that owls hunt at night.** (2a)
- Children working at the expected standard should be able to select the correct word to answer this question. Those children working towards the expected standard may be unable to answer this question or may incorrectly offer more than one word.
-
- 6 What link would you click on to find out about how to make an owl?** (2a)
- Most children should answer that you would click on the “*Owl craft*” link.
-
- 7 What do you think might happen if you clicked on the “Owl cam” link? Tick the best choice.** (2e)
- Most children should have a reasonable understanding of a webcam to answer this question correctly.
-
- 8 Can you think of any other pages this website might have?** (2e)
- Most children are likely to say that it might have other pages about owls. Children working at greater depth within the expected standard might also point out that there is a “*BIRDWORLD HOME*” button at the top of the screen, which suggests that this is part of a site on birds in general, not just owls.
-

Owl factsheets



Owls are nocturnal hunters with eyes that face forwards.



A white owl that lives in the North American tundra.



A nocturnal hunter from the Pacific coast of North America.

All About Owls

There are about 162 different species of owls alive today. They live in lots of different places from rainforests to the snowy tundra.

Head

Owls have a large head and large eyes that face forwards (unlike most other birds, whose eyes are on the sides of their head). This gives them very good eyesight. Owls cannot move their eyes like we can. They have to move their entire head to look around.

Prey and hunting

Owls sleep during the day and come out at night to hunt mice and other small animals (their prey).

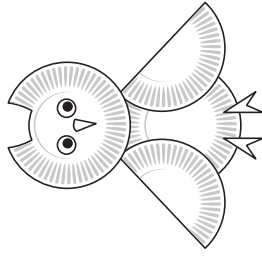
They use their excellent sense of sight to find prey in the dark. They have very good hearing which also helps them to hunt. Owls can easily sneak up on their prey because their fluffy feathers give them almost silent flight. Some owls have tufts of feathers above their ears. These make it harder for the animals they hunt to see them.

Owls hunt in two ways:

- **Perch and pounce** – the owl waits on a low tree branch until it sees prey. Then the owl swoops down onto it. This is how owls that live in forests hunt.
- **Quartering** – the owl flies low over the ground looking for prey. This is how owls hunt if they live in places without many trees.

Owls hunt and eat mice and rats, insects, frogs and birds. No other bird or animal hunts owls. Owls eat smaller prey in one piece and larger prey in chunks. Their stomachs cannot digest some parts like hair and bone and they cough these up.

Owl craft



A cute owl made from three paper plates.

OWL CAM

See Northern Barred Owls on the web

Keep up to date with the latest Birdworld news!

Name:

Email:

SUBSCRIBE

[MEMBERS CLICK HERE](#)

Name:	Class:	Date:
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Read the text, then answer the questions.

1 How do you know this is a website?

2 How many different sorts of owls are there?

3 What do owls eat?

4 Why do owls fly so silently?

5 Find and copy one word that tells the reader that owls hunt at night.

6 What link would you click on to find out about how to make an owl?

7 What do you think might happen if you clicked on the “Owl cam” link? Tick the best choice.

You would return to the Birdworld home page.

You would see other facts about owls.

You would see some Northern Barred Owls live.

You could find out about the way they hunt.

8 Can you think of any other pages this website might have?

The Skeleton

Teacher notes: *The Skeleton*

Curriculum references: Years 3–4

Programme of study: Reading comprehension

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 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - identifying main ideas drawn from more than one paragraph and summarising these
- retrieve and record information from non-fiction.

Running the task

- Ask the children to look at the text and discuss in pairs what they think it is about.
- Ask them to say what type of text this is, and how they know.
- Look at the information and the pictures. Explain that each bone has a common name and a scientific name, and both are shown. Read the section of text with the children following it themselves.
- Point out to the children how "*the skeletal system*" is another way of saying "*the skeleton*". Discuss any other unfamiliar words, such as "*rigid*".
- Ask the children to complete the questions.
- Circulate and help where necessary.
- As a plenary, ask the class to try to read the scientific names. Once they have done this, they could play a short quiz with a partner, with one child saying the scientific name and the other child finding the common name.

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:

- | | |
|--|----|
| ● show an understanding of the meaning of vocabulary in context | 2a |
| ● retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information | 2b |
| ● accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts | 2c |
| ● make developed inferences drawing on evidence from the text | 2d |
| ● make accurate and appropriate comparisons within texts. | 2h |

What to expect

1 What are all the bones inside a body called? (2b)

All children should be able to answer this question easily using the first few lines of text.

2 Match the bones with what they guard. (2b)

Children working at the expected standard should find this question straightforward to answer. Those working at greater depth within the expected standard may use their own general knowledge to answer this question. Those working towards the expected standard should be able to answer this question correctly using the text as support.

3 Why do you think it is important to have bones protecting our organs? (2d)

Children working at the expected standard should answer this question correctly, understanding from the text that the bones are there to protect important organs. Those working towards the expected standard may simply restate the question – that they guard our organs – without demonstrating an understanding of the bones’ function.

4 How does the text say bones are different in children? (2d)

Children working towards the expected standard may not be able to answer this question clearly and may state that “*bones are not completely stiff*” without showing an understanding that in children bones are less stiff or more flexible. Children working at the expected standard may also struggle to answer this question clearly without simply rewriting words from the text. They may need to be reminded to answer in their own words. Children working at greater depth within the expected standard should be able to answer this question correctly.

5 Name two ways that bones are different to metals and plastics. (2h)

This question requires the children to understand the comparison of bones and metals/plastics from the text. Most children should be able to attempt this question but those working towards the expected standard may select the incorrect part of the text to answer this question.

6 Find and copy one word that tells us that bones are strong. (2a)

Most children should be able to answer this question. Some children working towards the expected standard may choose the word “rigid” demonstrating a lack of understanding of this word.

7 Draw lines to match the following new information to the section in which you would expect it to be found. (2c)

Most children working at the expected standard should be able to answer this question. They may need to use a process of elimination to match the answers. Those working towards the expected standard may find this question too challenging to answer correctly.

The Skeleton

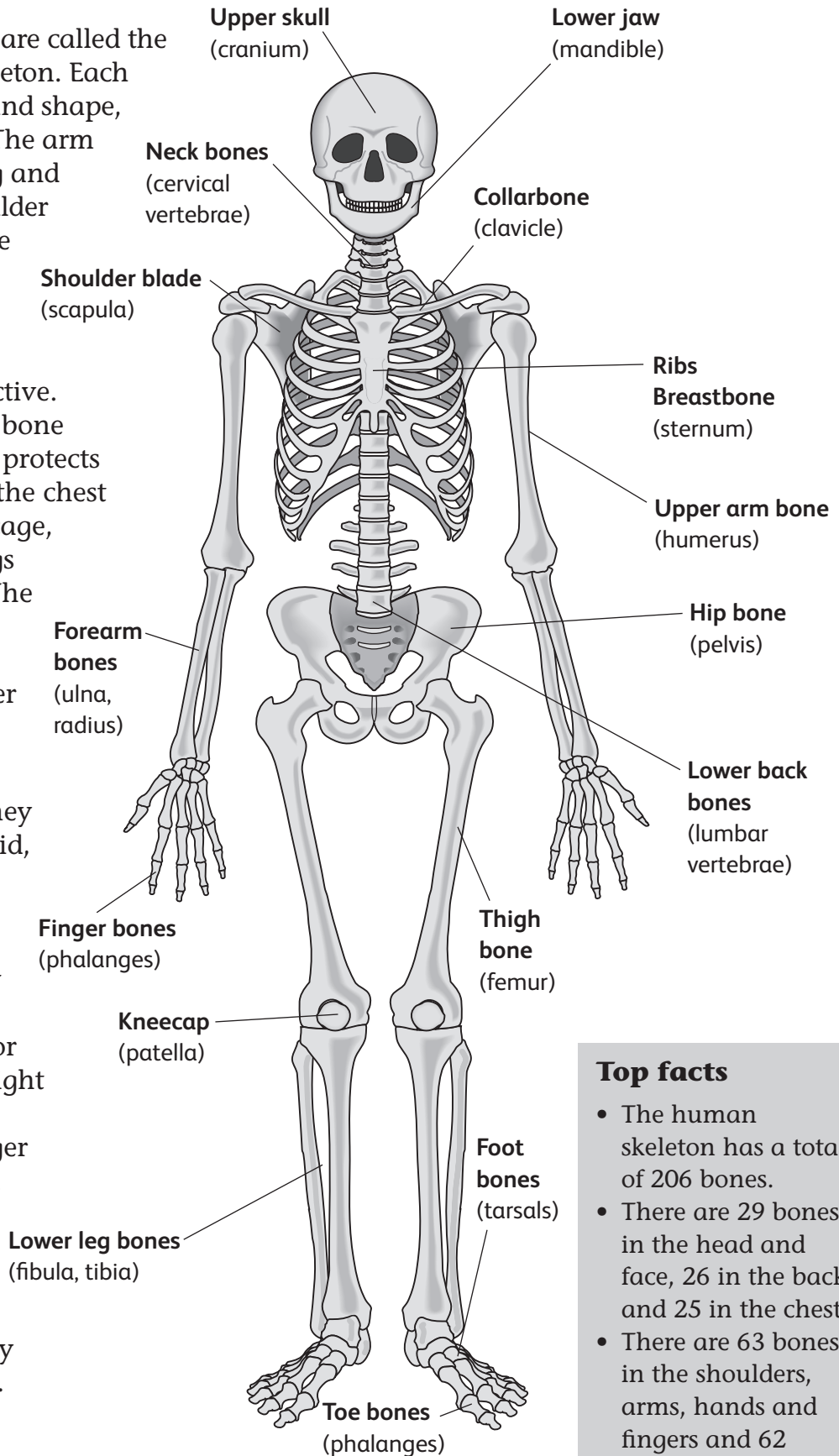
All the bones together are called the skeletal system, or skeleton. Each bone is a certain size and shape, depending on its job. The arm and leg bones are long and tube shaped. The shoulder and hip bones are wide and flat to hold and anchor muscles.

Guarding the body

Some bones are protective. The dome of the skull bone at the top of the head protects the brain. The ribs in the chest are like the bars of a cage, guarding the soft lungs and pumping heart. The bowl-like shape of the hip bone protects the soft organs of the lower body.

Not too stiff

Bones are hard, but they are not completely rigid, or stiff, especially in children and young people. This means they can bend slightly to take great strain rather than cracking or snapping. Bones are light yet tough – weight for weight they are stronger than most metals and hightech plastics. And bones can do what metals and plastics cannot – if they are damaged they can repair themselves.



Top facts

- The human skeleton has a total of 206 bones.
- There are 29 bones in the head and face, 26 in the back and 25 in the chest.
- There are 63 bones in the shoulders, arms, hands and fingers and 62 bones in the hips, legs, feet and toes.

The main bones of the human skeleton with their scientific names

Name:	Class:	Date:
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Read the text, then answer the questions.

1 What are all the bones together called?

These questions are about the section “Guarding the body”.

2 Draw lines to match the bones with what they guard.

- | | |
|------------|-------------------|
| ribs | lower body organs |
| skull bone | lungs and heart |
| hip bone | brain |

3 Why do you think it is important to have bones guarding our organs?

These questions are about the section “Not too stiff”.

4 How does the text say bones are different in children?

5 Name **two** ways that bones are different to metals and plastics.

6 Find and copy **one** word that tells us that bones are strong.

This question is about the whole text.

7 Draw lines to match the following new information to the section in which you would expect it to be found.

- | | |
|--|-------------------|
| Bones are less dense than most metals. | Top Facts |
| There are three tiny bones in each human ear. | Not too stiff |
| Bones in the spine protect the spinal cord. | The Skeleton |
| Our teeth form part of our skeleton system but are not actually bones. | Guarding the body |

Vikings in Britain

Teacher notes: *Vikings in Britain*

Curriculum references: Years 3–4

Programme of study: Reading comprehension

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- understand what they read, in books they can read independently, by:
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 - identifying how language, structure and presentation contribute to meaning
- retrieve and record information from non-fiction.

Running the task

- The children do not need to know anything about the Vikings in order to complete this task. Explain that they are going to read about the Vikings and that they should only use the information in the text to answer the questions.
- There is some vocabulary in the text that the children may not be familiar with and should be discussed before the task begins, e.g. “*wattle*”, “*daub*” and “*freeman*”.
- Support children working towards the expected standard in writing skills or reading, as suggested in the introduction to this book.

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 key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information **2b**
- provide developed explanations for key information and events and for characters’ actions and motivations **2b**
- accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts **2c**
- identify/explain how information in non-fiction is related and contributes to meaning as a whole **2f**
- make accurate and appropriate comparisons within texts. **2h**

What to expect

-
- 1 Answer True, False or Don't know. Use information from this text only.** (2b)
- Some children may make some assumptions, particularly ticking *False* instead of *Don't know*. Most children should be accurate with all these answers.
-
- 2 When did people have feasts?** (2b)
- Most children should be able to answer this question.
-
- 3 What two things does the text say that Vikings did when they came to Britain? Tick two.** (2b)
- Most children working at the expected standard should be able to answer this question correctly. Those children working towards the expected standard may tick other options; however, with guidance to use the first paragraph, they should then answer this question correctly.
-
- 4 What were children's lives like in Viking times?** (2b)
- Most children should recognise that children had to help their parents and that there were no schools. Children working at greater depth within the expected standard should also recognise that helping their parents meant real work, e.g. on the farm, or that any learning they did was from the people they worked with.
-
- 5 Draw lines to match the person to their role in a Viking community.** (2b)
- Most children should be able to select the correct parts of the text to answer this correctly.
-
- 6 What heading would you give to the first paragraph?** (2c)
- Most children are likely to reflect the content of the paragraph, e.g. "*Where the Vikings came from*". Children working at greater depth within the expected standard may also recognise that the first paragraph is an introduction giving background about the Vikings and head it, e.g. "*Who were the Vikings?*" or even just "*Introduction*".
-
- 7 How does the picture help you understand life in Viking times?** (2f)
- Most children may say that it is easier to understand what a house was like from the picture than the text. Children working at the expected standard and those working at greater depth within the expected standard should recognise that it works with the text, e.g. "*it helps you understand some of the words*" or "*it's easier to follow the description of life in Viking times with the picture as well*".
-
- 8 How were the homes on farms different to those in Viking towns?** (2h)
- All children should see in the text that houses in towns were made only of wood whereas on farms they were made of wood, stone and turf. Children working at greater depth within the expected standard may infer from the text that the houses in town were closer together, whereas on farms they had room for animals. They may also suggest that the houses were smaller in towns.
-

Vikings in Britain

Vikings came to Britain from northern Europe over a thousand years ago. Some came to fight and take things home. Some stayed and made their homes in Britain. They mostly settled in the north of Scotland and the east of England.

Viking homes

Most people lived on farms. Their homes were built from wood, stone and turf. The roofs were made of thatch or turf. The houses were rectangular and had just one room where people ate, cooked, worked, told stories and slept. They kept animals in different buildings.

Some people lived in towns. One important town was Jorvik, which is now known as York. Houses in Jorvik were built close together in narrow streets. The houses were made from wood. They were smaller than the houses on farms.

Men, women and children

Men worked on farms, or as craftsmen or traders. They used boats for fishing or travelling. Sometimes men had to fight to protect their family or village.

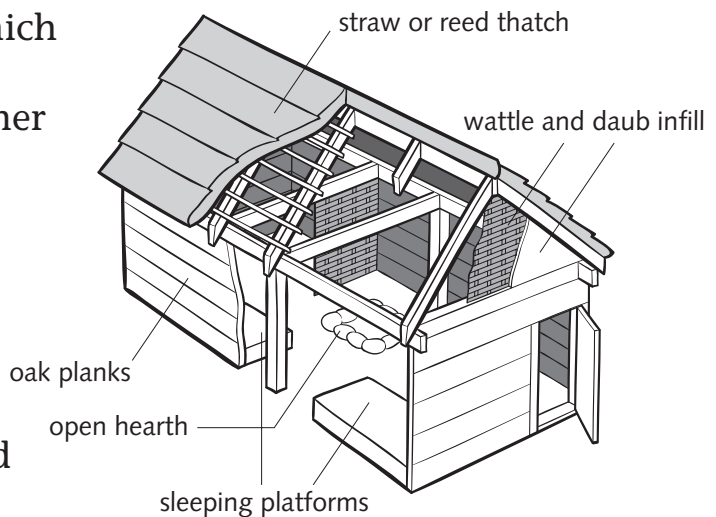
Women looked after the children, cooked and cleaned. They also helped on the farm, milked the cows and made cheese. They made cloth and used it to make clothes for their family.

Children had to help their parents. There were no schools. Children learnt from the people they worked with.

Community

The local freemen met together regularly to talk about laws and to decide punishments for criminals.

People had feasts to celebrate events like weddings, funerals and religious festivals. They invited lots of people, and the feast could last for days!



Name:	Class:	Date:
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Read the text, then answer the questions.

1 Answer **True**, **False** or **Don't know**. Use information from this text only.

	True	False	Don't know
The Vikings called York 'Jorvik'.			
Children learnt to read and write.			
All the Vikings settled in east England or the north of Scotland.			
Viking houses were square in shape.			

2 When did people have feasts?

3 What two things does the text say that Vikings did when they came to Britain? Tick **two**.

- | | |
|---|--|
| They made homes and stayed in Britain. <input type="checkbox"/> | They helped teach the children. <input type="checkbox"/> |
| Men cooked and cleaned. <input type="checkbox"/> | They fought and took things home. <input type="checkbox"/> |

4 What were children's lives like in Viking times?

5 Draw lines to match the person to their role in a Viking community.

- | | |
|---------------|----------------------|
| men | made cloth |
| women | helped their parents |
| children | fished |
| local freemen | decided punishments |

6 What heading would you give to the first paragraph?

7 How does the picture help you understand life in Viking times?

8 How were the homes on farms different to those in Viking towns?

Greedy Dog

James Hurley

Teacher notes: *Greedy Dog*

Curriculum references: Years 3–4

Programme of study: Reading comprehension

Children should be taught to:

- develop positive attitudes to reading and an understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - identifying themes and conventions in a wide range of books
 - preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - identifying main ideas drawn from more than one paragraph and summarising these
 - identifying how language, structure and presentation contribute to meaning
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Running the task

- Display the poem on the whiteboard and ask the children to follow the words as you read it. Ask the children to reread the poem in pairs.
- Ask the children to discuss what type of poem this is (rhyming) and take feedback. Discuss which words rhyme (the last word of each line) and why (to add interest). Discuss how the final lines are different (they don't rhyme) and why this might be (to demonstrate how strange these foods are to dislike).
- Give pairs of children two rhyming lines. Ask them to learn the lines and decide how to perform these to the class. Ask several pairs to perform their lines, encouraging expression and clear intonation.
- Direct the children to questions 4 and 6 and remind them to answer each of these with a single word.
- Ask the children to complete the questions and circulate while they complete the task.
- As a plenary, ask the children to devise their own ending to the poem instead of the final three lines. Discuss their ideas and how they might change the effect of the poem.

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:

- show an understanding of the meaning of vocabulary in context **2a**
- retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information **2b**
- provide developed explanations for key information and events and for characters' actions and motivations **2b**
- accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts **2c**
- make developed inferences drawing on evidence from the text **2d**
- explain and justify inferences, providing evidence from the text to support reasoning. **2d**

What to expect

- 1 Tick all the things from the list below that are named in the poem as something Greedy Dog likes to eat. (2b)**

Most children should be able to answer this question correctly. Some children working at the expected standard may point out that Greedy Dog eats anything and, therefore, may tick 'newspapers' as an acceptable answer. However, those working at greater depth within the expected standard should be able to explain that "newspapers" should not be ticked because the question clearly states that the things Greedy Dog likes to eat should be named in the poem.

- 2 "And relishes hot buttered toast" (2a)**

What word could the author have used instead of "relishes"?

This is a challenging question for children to answer clearly. Many children will be able to suggest that the dog 'likes' toast, using their understanding of the poem, without demonstrating a clear understanding of the word 'relishes' itself. Children working at greater depth within the expected standard should be able to provide a suitable synonym.

- 3 Why does the poem say that you should hide your chocolates? (2b)**

Children working at the expected standard will demonstrate an understanding of the text by clearly stating that Greedy Dog will steal the chocolates. Children working towards the expected standard may simply state that Greedy Dog will 'eat them'. This demonstrates an understanding of the poem but does not demonstrate an explanation of the specific line.

- 4 Find and copy one word that tells the reader they should hide their socks. (2a)**

Most children working at the expected standard and those working at greater depth within the expected standard should be able to select the correct word from the poem, using the rest of the question to find the correct word within the line. Those children working towards the expected standard may offer more than a single word or may offer the word 'carefully'.

- 5 "Leave some soup without a lid (2d)**

And you'll wish you never did."

Explain why you think you might wish this.

Most children should be able to use their understanding of the poem to explain that, without a lid, Greedy Dog may eat the soup.

- 6 Find and copy one word that tells us Greedy Dog is eating noisily and quickly. (2a)**

Children working at greater depth within the expected standard will be easily able to answer this question. Those working at the expected standard should be able to find the word within the poem to answer correctly. Those working towards the expected standard may struggle to select the correct word.

- 7 Suggest a different title that the author could have used for the poem. (2c)**

Most children should be able to suggest a suitable alternative title that encompasses the theme of the poem.

Greedy Dog by James Hurley

This dog will eat anything
Apple cores and bacon fat,
Milk you poured out for the cat,
He likes the string that ties the roast
And relishes hot buttered toast.
Hide your chocolates! He's a thief,
He'll even eat your handkerchief.
And if you don't like sudden shocks,
Carefully conceal your socks.
Leave some soup without a lid
And you'll wish you never did.
When you think he must be full,
You'll find him gobbling bits of wool,
Orange peel or paper bags,
Dusters and old cleaning rags.

This dog will eat anything,
Except for mushrooms and
cucumber.
Now what is wrong with
those, I wonder.



Name:	Class:	Date:
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Read the text, then answer the questions.

1 Tick all the things from the list below that are named in the poem as something Greedy Dog likes to eat.

- | | | | |
|-------------|--------------------------|---------------|--------------------------|
| orange peel | <input type="checkbox"/> | cleaning rags | <input type="checkbox"/> |
| cucumber | <input type="checkbox"/> | toast | <input type="checkbox"/> |
| cat milk | <input type="checkbox"/> | newspapers | <input type="checkbox"/> |

2 “*And relishes hot buttered toast*”

What word could the author have used instead of “*relishes*”?

3 Why does the poem say that you should hide your chocolates?

4 Find and copy one word that tells the reader they should hide their socks.

5 “*Leave some soup without a lid
And you’ll wish you never did.*”

Explain why you think you might wish this.

6 Find and copy one word that tells us Greedy Dog is eating noisily and quickly.

7 Suggest a different title that the author could have used for the poem.

A Visit to Yalding

John Coldwell

Teacher notes: *A Visit to Yalding*

Curriculum references: Years 3–4

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 - discussing words and phrases that capture the reader’s interest and imagination
 - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than one paragraph and summarising these
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Running the task

- Explain that this is the first part of a longer poem. The poem has six verses, but this extract only uses four. Explain that it is a poem by John Coldwell about a family outing. You may want to check the children’s understanding of some of the vocabulary, e.g. “locks”, “upholstery”, “saturated” and “ebb”. Spend some time talking about these words, e.g. asking the children to compose sentences verbally that contain these words.
- Read out the poem first, and then give the children the opportunity to read it to themselves before embarking on the task.
- Circulate while the children complete the task, deploying any additional adults to support those who need it or offer additional challenge to those capable of moving beyond the levels described.
- As a plenary, you may wish to encourage the children to speculate what could have happened next to make things worse for the boy.

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:

- | | |
|--|----|
| ● show an understanding of the meaning of vocabulary in context | 2a |
| ● retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information | 2b |
| ● provide developed explanations for key information and events and for characters’ actions and motivations | 2b |
| ● identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole | 2f |
| ● identify/explain how the choice of language enhances the meaning of texts. | 2g |

What to expect

1 Draw lines to match the character with their actions from the poem. (2b)

Children working at all levels should be able to correctly match the characters with their actions.

2 At the end of the second verse, was the brother really being helpful? What was he doing? (2b)

Most children should understand that the brother is teasing the boy, and not trying to help. Children working at greater depth within the expected standard are more likely to express the impact of his actions on the boy.

3 In verse 3, why is the phrase “*What’s it like to*” repeated three times? (2g)

Most children should understand this is because the brother is laughing at the boy so hard he can’t finish the sentence. Children working towards the expected standard might not understand this, even after the poem has been read to them, and so may give less sophisticated answers.

4 “*Could my life ever reach a lower ebb?*” What is another way of saying the underlined phrase? (2a)

Most children should be able to select an appropriate phrase such as “*get worse*”, while children working at greater depth within the expected standard may attempt a more literary phrase, e.g. “*sink lower*”.

5 In verse 4, how does the poet make you feel sorry for the boy? (2f)

Children working towards the expected standard may choose one simple explanation, e.g. “*the boy is wet*” or “*they are all laughing at him*”. Children working at greater depth within the expected standard should be able to explain that the sequence of events builds up – also that something worse is about to happen!

6 The poet uses many words to remind the reader of water. Write the words that remind you of water, and explain why the writer has used them. (2a)

Most children should be able to identify most of the words, including “*ebb*” and the reference to the brother almost “*wetting himself*” and the boy being a “*drip*”. These children may also explain that the boy is wet so there is a lot of water, and that it is all the boy is thinking about. Children working towards the expected standard may have difficulty explaining the imagery, other than to explain that the family has been to the river.

7 Embarrassing, funny, sad: which of these words do you think describes the overall effect of the poem? Explain your choice. (2f)

Most children will find the poem embarrassing or funny, depending on whether they sympathise with the boy or his family. Children working towards the expected standard will give more general reasons for their answer, while those working at greater depth within the expected standard may pick specific explanations, e.g. “*He must have felt everyone was against him and that would make the situation worse.*”

From A Visit to Yalding by John Coldwell

1. We went to Yalding to look at the locks
To watch the water go up and down.
My brother found a dead sparrow to take home,
My mum found a ten pence piece,
My dad picked up a tin can that an animal might hurt itself on
And I –
I fell in the river.
2. I dripped back to the car.
“You’re not getting into the car like that,”
said Dad. “You’ll ruin the upholstery.”
“You’re not getting into the car like that,”
said Mum. “You’ll catch your death of cold.
Get those wet things off.”
I took off my squelchy shoes.
I took off my soggy socks.
And stopped.
“And the rest”, said Mum.
“No, Mum, please.”
“No one will see.”
“I can see,” said my brother.
“No looking,”
Off came the saturated shorts.
“I can see his pants.
I can see his pants.
And they’re wet,” said my brother helpfully.
3. “They’re not.”
“Get them off”, said Mum.
“No, Mum, please.”
“Don’t be such a big drip.
Are you going to take them off
Or shall I?”
Down came the pants.
I sat on a towel in the car next to my brother who was near wetting himself with laughter.
“What’s it like to
“What’s it like to
“What’s it like to
have no pants?”
4. “Mum. Tell him.
Mum?
Dad?
Stop laughing.
It’s not funny.”
“You’re right,” said Dad.
There was a moment’s silence
Then they all started laughing again.
Could my life ever reach a lower ebb?
It did at the end of our road.



Name:	Class:	Date:
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Read the text, then answer the questions.

1 Draw lines to match the character with their action from the poem.

- | | |
|---------|---------------------|
| the boy | picked up a tin can |
| Mum | found some money |
| Dad | fell in the river |
| brother | found a dead bird |

2 At the end of the second verse, was the brother really being helpful? What was he doing?

3 In verse 3, why is the phrase “*What’s it like to*” repeated three times?

4 “*Could my life ever reach a lower ebb?*” What is another way of saying the underlined phrase?

5 In verse 4, how does the poet make you feel sorry for the boy?

6 The poet uses many words to remind the reader of water. Write the words that remind you of water, and explain why the writer has used them.

7 Embarrassing, funny, sad. Which of these words do you think describes the overall effect of the poem? Explain your choice.

Fiction

Assessment Task 1

- 1 Because she wanted to ask for her neighbour's help.
- 2 Dad is in bed with a cold and noise will disturb him. He will not recover as quickly if he is woken.
- 3 He is always smiling and never seems to be in a bad mood.
- 4 Daniel is older than Kitty.
- 5 Either Daniel or Kitty.
- 6 Mum went out: 2
The children started to make a den: 3
Baby Tom became hot and started to whimper: 4
William came to play: 1
Baby Tom cried: 5
- 7 Crying would wake Dad, and they might get into trouble with Mum.
- 8 Mum would be cross and ask what happened. She would be worried for the baby and comfort him.

Assessment Task 2

- 1 relaxed; sleepy
- 2 In an apple tree/on a branch. Evidence: "against the trunk of the apple tree"; "leaned his arm against the thick branch"; "Penguin, who was draped across the same branch".
- 3 Penguin is purring as he sleeps: T
The story is set on a Sunday in August: F
Alfie had just eaten his lunch: T
Penguin was overweight: T
Alfie used the branch as a swing: F
- 4 (He) licked Alfie's elbow (lovingly).
- 5 "Penguin never fell."/He had never fallen./He had perfect balance.
- 6 persuade
- 7 He thought it might help Penguin act like a circus performer.
- 8 No, he is not pleased. Evidence: "stared sternly"; "would result in severe scratches".

Assessment Task 3

- 1 Scared/afraid/frightened/excited. "George suddenly found his heart beginning to thump."
- 2 It makes it more scary.

- 3 George pretended that the man was a jewel thief. It made it more exciting/scary.
- 4 To protect himself, and to help him pretend.
- 5 The man was wearing a hat: T.
George was carrying a bag: F
George looked behind him: F
The man stopped to tie his shoelace: T.
George wanted to know where the man lived: T
- 6 The word "creep" tells us he is moving very quietly. It adds to the suspense.
- 7 Examples: "stooping" (used as an adjective); "pressing"; "thump".
- 8 There is someone following George himself.

Assessment Task 4

- 1 a traditional tale
- 2 A magical creature (the talking horse); the setting long ago and far away; royalty as the main characters; a dangerous journey.
- 3 She was going away to get married.
- 4 She gives her something to protect her from evil.
- 5 She may be sad to leave her mother; excited or worried about her new life; frightened of the journey; proud of all her treasure.
- 6 She hid the cloth in her dress: Princess
She was dressed in a woollen cloak with a white veil: Maid
She carried the gold cup: Maid
She was going to look after her companion: Maid
She rode a good horse: Princess
- 7 He could talk and keep her company. He was very rare.
- 8 They will have a difficult journey. It's the start of the story and therefore things will happen.

Non-fiction

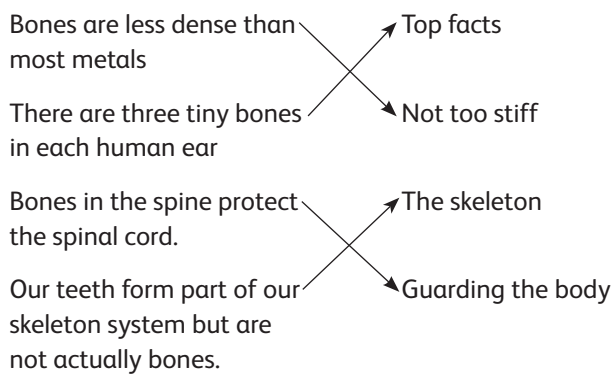
Assessment Task 5

- 1 This is a web page from a website. Features include site membership; hyperlinks; navigation bars, etc.
- 2 About 162 species.
- 3 Mice/rats/insects/frogs/birds.
- 4 They have fluffy feathers. They need to fly silently to hunt.

- 5 Nocturnal.
- 6 Owl craft.
- 7 You would see Northern Barred Owls live.
- 8 Accept reasonable answers, e.g. Pages on other birds, etc.

Assessment Task 6

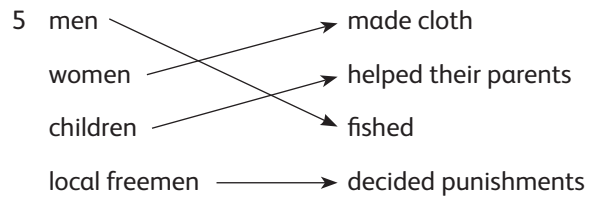
- 1 The skeleton or the skeletal system.
- 2 ribs → lower body organs
skull bone → lungs and heart
hip bone → brain
- 3 They protect our soft organs, e.g. heart, from harm.
- 4 Children’s bones are less stiff.
- 5 Bones are stronger; they can mend themselves.
- 6 tough
- 7 Bones are less dense than most metals



Assessment Task 7

	True	False	Don't know
The Vikings called York "Jorvik".	✓		
Children learnt to read and write.			✓
All the Vikings settled in east England or the north of Scotland.		✓	
Viking houses were square in shape.		✓	

- 2 To celebrate weddings, funerals and religious festivals.
- 3 They made homes and stayed in Britain. They fought and took things home.
- 4 Children had to work as soon as they could, and they didn't go to school.



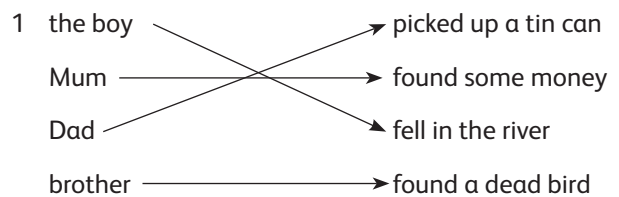
- 5 men → made cloth
women → helped their parents
children → fished
local freemen → decided punishments
- 6 "Introduction" or other appropriate answer.
- 7 It helps you imagine; it gives more detail.
- 8 Answers may include the following: the houses in Viking towns were made of wood, stone and turf; the houses in towns were closer together and smaller compared to those on farms. The houses on farms had animals.

Poetry

Assessment Task 8

- 1 orange peel; cat milk; cleaning rags; toast
- 2 "enjoys greatly"/"loves"/"really likes"/"adores" or an appropriate alternative synonym.
- 3 Otherwise Greedy Dog will steal them.
- 4 conceal
- 5 Greedy Dog may eat the soup if there is no lid on it.
- 6 gobbling
- 7 Accept suitable suggestions, e.g. "Hungry Dog", "The Thief", "Don't leave anything about!".

Assessment Task 9



- 2 He wasn't being helpful; he was making the situation worse.
- 3 To show he couldn't finish the sentence because he was laughing so much.
- 4 Could my life ever get worse.
- 5 The poet shows that all of the boy's family are laughing at him. Even his parents can't stop, although they are trying to be sympathetic.
- 6 Answers may include "wet", "squelchy", "soggy", "saturated", "drip", "wetting himself". The word "ebb" also refers to water but children are unlikely to recognise this. It helps the reader feel how damp the writer feels.
- 7 Children may say "embarrassing" or "funny". They might empathise with the child and find the teasing a bit sad.

CONTENT DOMAIN COVERAGE

Teach and Practice																		
Content domain	Fiction																	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9									
	Fantastic Mr Fox (Teaching text)	Who's a Clever Girl, Then? (Practice text)	Mr Majeika (Teaching text)	The Worst Witch (Practice text)	The Lost Happy Endings (Teaching text)	Clarice Bean – Utterly Me (Practice text)	Grandpa's Indian Summer (Teaching text)	The Man Whose Mother Was a Pirate (Practice text)	Kitten Rescue (Teaching text)	Fox Cub Danger (Practice text)	Theseus and the Minotaur (Teaching text)	Odysseus and the Trojan Horse (Practice text)	The Enchanted Wood (Teaching text)	The Minpins (Practice text)	Mountains (Teaching text)	Coasts (Practice text)	From Spawn to Frog (Teaching text)	From Spawn to Frog (Practice text)
2a give/explain the meaning of words in context	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2b retrieve and record information/identify key details from fiction and non-fiction	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2c summarise main ideas from more than one paragraph	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2d make inferences from the text/explain and justify inferences with evidence from the text	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					
2e predict what might happen from details stated and implied		✓		✓				✓		✓	✓	✓						
2f identify/explain how information/narrative content is related and contributes to meaning as a whole	✓	✓					✓						✓	✓	✓		✓	
2g identify/explain how meaning is enhanced through choice of words and phrases		✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
2h make comparisons within the text				✓					✓						✓			

												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							
The World (Teaching text)	The United Kingdom (Practice text)	Emergency Vehicles – Firefighters (Teaching text)	Emergency Vehicles – Police (Practice text)	Cornish Holiday Blog (Teaching text)	Ken’s Summer Holidays on the Isle of Mull – Day 3 (Practice text)	Rosa Parks (Teaching text)	Mary Seacole (Practice text)	Walking with My Iguana (Teaching text)	A Big Surprise (Practice text)	Scissors (Teaching text)	New School (Practice text)	It’s Not my Fault	A Cat Called Penguin	Go Ahead, Secret Seven	The Goose Girl	All About Owls	The Skeleton	Vikings in Britain	Greedy Dog	A Visit to Yalding	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2a
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2b
			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2c
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2d
								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2e
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2f
		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2g
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2h

CONTENT DOMAINS

Key Stage 1 content domains	
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
Key Stage 2 content domains	
2a	give/explain the meaning of words in context
2b	retrieve and record information/identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text/explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify/explain how information/narrative content is related and contributes to meaning as a whole
2g	identify/explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Notes

Notes

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