

# CRACKING COMPREHENSION



**Year 4**

## **Teaching and Assessment Guide**

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**RIISING★STARS**

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

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

# How to use this resource

## Introduce, Listen and Read

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



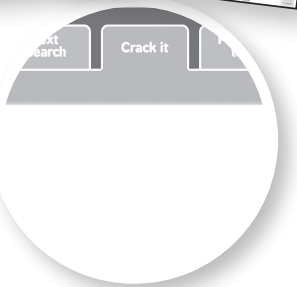
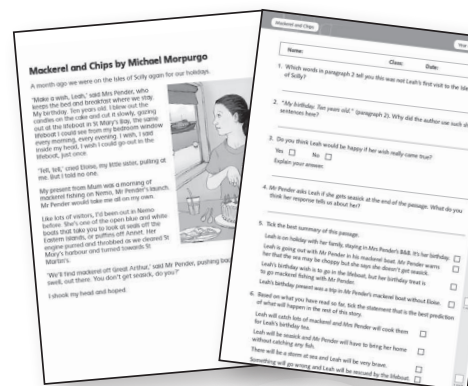
## Model

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



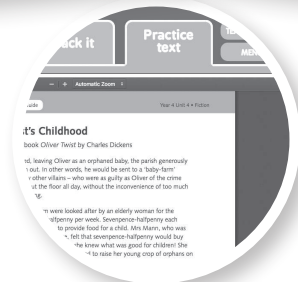
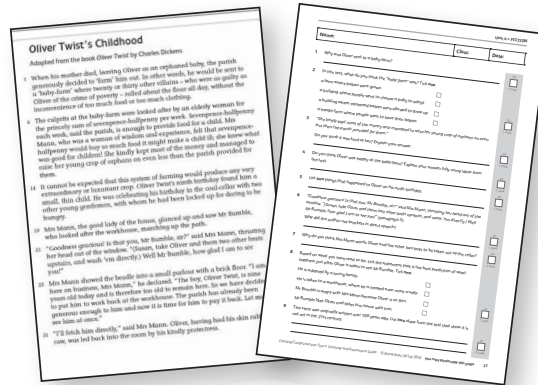
## Apply

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



## Practise

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



## Extend

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

### Moving into writing

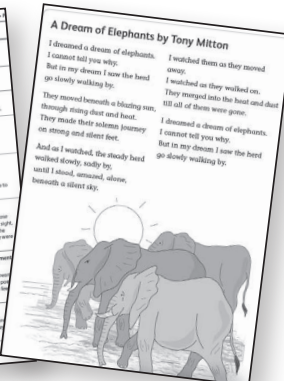
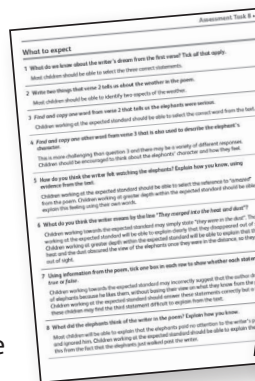
- Reread the beginning of *Mackerel and Chips*.
- Ask the children to identify information in what they have read that will help them to predict how the story moves forward. What do they think will happen next?
- Explore some of their ideas through drama.
- Ask the children to write the rest of the story.

### Extending reading

*The Daydreamer* – Ian McEwan  
*The Lion and Unicorn* – Shirley Hughes  
*The Indian in the Cupboard* – Lynne Reid Banks  
*One Dog and His Boy* – Eva Ibbotson  
*A Hen in the Wardrobe* – Wendy Meddour  
*The Unforgotten Coat* – Frank Cottrell Boyce

## Assess

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




# Introduction to *Cracking Comprehension*

## ■ What is *Cracking Comprehension*?

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

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

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

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

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

## ■ What is in it?

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

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

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

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

The table on pages 170–171 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.

# The Children of Green Knowe/War Boy

Lucy M. Boston/Michael Foreman

## Key text features

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The texts present different views of children and childhood.

- The Teaching text is an extract from the beginning of *The Children of Green Knowe* by Lucy M. Boston.
- The Practice text is an extract from *War Boy* by Michael Foreman.

## Reading the Teaching text: *The Children of Green Knowe*

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- Introduce the text by explaining that the extract is from the beginning of a book that was first published in 1954. Tolly has come to stay with his grandmother at Green Knowe, a house that has been in her family for generations. It is his first time at the house and the land is flooded when he arrives.
- Access the Interactive Modelling Software for this unit. Read the extract aloud.
- After listening to the story, talk about the children's impressions of each of the characters.
- 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: *War Boy*

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- Before they read the story, ask the children what they know about the Second World War. Discuss growing up during the Second World War. How might it be different from today?
- 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

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- Reread the beginning of *War Boy*, talking about the choice of anecdote that the author made.
- Ask the children to think about their own experiences. If they were to choose one anecdote about something that happened (or almost happened, or they wish had happened) in their lives, what would it be?
- Allow them to tell partners about their anecdote and encourage partners to ask questions.
- Reread the extract and discuss key points of first-person storytelling before the children begin to write.



# Listening Comprehension: Questions and Answers



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

**Q1:** What do you think Tolly would see if he looked out of the window when it wasn't flooded?

**A1:** A garden/lawns and flower beds/grass

**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:** What is the Linnet? How old is this one?

**A2:** A boat: this one is no more than 20 years old.

**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.

.....

**Q3:** Who do you think Toby might be?

**A3:** Tolly's grandfather – the one who he looks very like

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

## Extending reading

*Iggy and Me* – Jenny Valentine

*The Fish in Room 11* – Heather Dyer

*Voices in the Park* – Anthony Browne

*Invisible Vinnie* – Jenny Nimmo

*The Marble Crusher* – Michael Morpurgo



Teaching text: The Children of Green Knowe

Cracking the questions

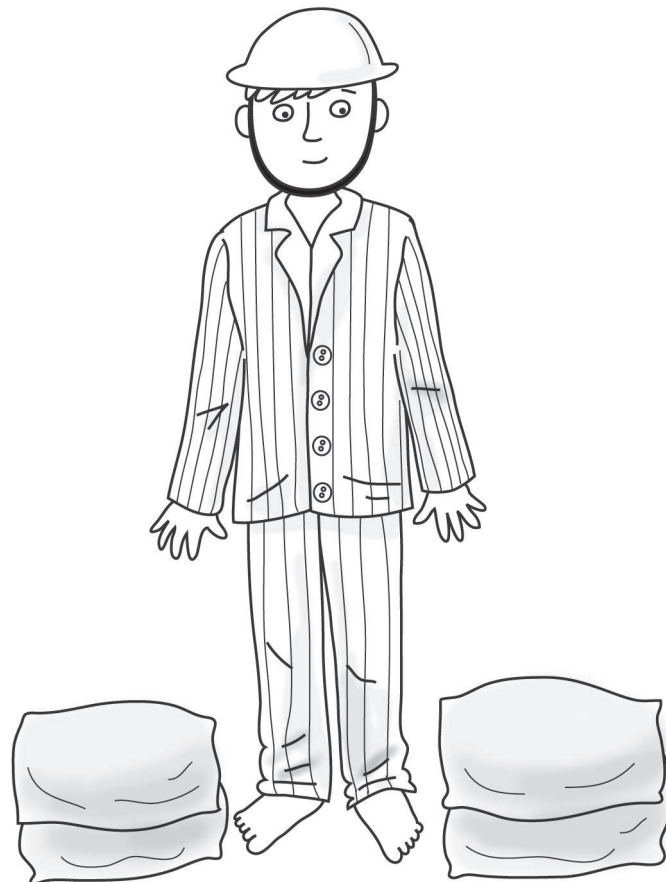
Question	Answer	CD/Mark	Useful strategies
1. Why is Mr Boggis wearing long wading boots (long wellington boots)?	<ul style="list-style-type: none"> <li>The land is flooded.</li> <li>He came through the flood.</li> <li>The flood water is going down.</li> </ul>	2d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text to look for the answer.</li> <li>Scan the text for reference to long wading boots.</li> </ul>
2. Give another name by which Master Toseland is called in the story.	Tolly (also accept Toby or Toseland)	2d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the text for "Master Toseland".</li> <li>Read the surrounding text, considering which other name may also be used for the same person.</li> </ul>
3. "Isn't he the fair spit of his grandfather! Might be the same come back." (paragraph 7) In this sentence, "the fair spit of his grandfather" means the same as: Choose one. <input type="checkbox"/> He can spit as far as his grandfather can. <input type="checkbox"/> He is blond like his grandfather. <input type="checkbox"/> He is as good-looking as his grandfather. <input type="checkbox"/> He looks just like his grandfather.	He looks just like his grandfather.	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"> <li>Carefully read the question, marking key words.</li> <li>Carefully read the options, considering which one would make the best sense.</li> <li>Scan the text for the words and carefully read the paragraphs nearby.</li> </ul>
4. Match each piece of dialogue with the speaker. (See boxes right.)	<p>"Shall I take him out with me into the barn this afternoon while I cut wood, to keep him out of your way?" — Mr Boggis</p> <p>"He's not in my way at all but I expect he would like to go." — (line 26) Great Grandmother</p> <p>"Oh yes, please!" — (line 27) Tolly</p> <p>"Very well, Boggis, you can keep him till tea-time." — (line 28) Great Grandmother</p> <p>Good-bye, Toby"</p>	2b 2 marks	<p><i>Question focus: retrieve and record information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text this dialogue came from.</li> <li>Scan that part of the text looking for the dialogue.</li> <li>Use information such as                             <ul style="list-style-type: none"> <li>– text layout</li> <li>– punctuation</li> <li>– sense</li> </ul>                             to decide who is speaking.</li> </ul> <p>Award 2 marks for all four pieces of dialogue correctly attributed. Award 1 mark for three correct answers.</p>

<p>5. This story was written over 60 years ago. Find <b>one</b> piece of evidence that shows that the setting for the story is not modern times.</p>	<p>Accept any of:</p> <ul style="list-style-type: none"> <li>• The child is called Master Toseland.</li> <li>• Mr Boggis is also called Boggis.</li> <li>• Great-Grandmother is called "ma'am" (paragraph 7).</li> <li>• cutting wood/logs for the fire</li> <li>• language such as "leastways" (paragraph 7)</li> </ul>	<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"> <li>• Carefully read the question, marking key words.</li> <li>• Carefully reread the text looking for ideas, objects, words or ways of thinking that are not commonly used today.</li> </ul>
<p>6. Choose <b>four</b> of these statements to create a summary of the story so far.</p> <p><input type="checkbox"/> The floods were beginning to go down.</p> <p><input type="checkbox"/> Tolly could see the shapes of lawns in the ripples of the flood.</p> <p><input type="checkbox"/> Tolly comes downstairs for lunch.</p> <p><input type="checkbox"/> Boggis brings in logs for the fire.</p> <p><input type="checkbox"/> He stacks them beside the inglenook fireplace.</p> <p><input type="checkbox"/> There's always a Linnet on the river.</p> <p><input type="checkbox"/> Boggis borrows boots from his niece whose boy is in hospital.</p> <p><input type="checkbox"/> Boggis gives Tolly boots to wear.</p> <p><input type="checkbox"/> Mrs Oldknow calls Tolly "Toby".</p> <p><input type="checkbox"/> Tolly goes with Boggis to the barn.</p>	<p>Accept any four of:</p> <ul style="list-style-type: none"> <li>• The floods were beginning to go down.</li> <li>• Boggis brings in logs for the fire.</li> <li>• Boggis gives Tolly boots to wear.</li> <li>• Mrs Oldknow calls Tolly "Toby".</li> <li>• Tolly goes with Boggis to the barn.</li> </ul>	<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"> <li>• Carefully read the question, marking key words.</li> <li>• Skim-read the whole text while considering the question.</li> <li>• Read the statements and decide which are most useful to summarise the story so far. Remember to tick four.</li> </ul>

# War Boy

Michael Foreman

- 1 I woke up when the bomb came through my roof. It came through at an angle, overflowed my bed by inches, bounced up over my mother's bed, hit the mirror, dropped into the grate and exploded up the chimney. It was an incendiary. A fire-bomb.
- 5 My brother Ivan appeared in pyjamas and his Home Guard tin hat. Being in the Home Guard, he had ensured that all the rooms in our house were stuffed with sandbags. Ivan threw sand over the bomb but the dry sand kept sliding off. He threw the hearthrug over the bomb and jumped up and down on it, until brother Pud arrived with a bucket of wet sand from the yard. This did the trick.
- 11 Mother grabbed me from the bed. The night sky was filled with lights. Searchlights, anti-aircraft fire, stars and a bombers' moon. The sky bounced as my mother ran. Just as we reached our dug-out across the street, the sky flared red as the church exploded.



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

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

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

1 Where was the narrator just before this story begins?

\_\_\_\_\_

2d

1 mark

2 “I woke up when the bomb came through my roof.” (paragraph 1)

Why do you think the author began the story with this sentence?

\_\_\_\_\_

\_\_\_\_\_

2f

1 mark

3 “It was an incendiary. A fire-bomb.” (paragraph 1)

Why do you think the author added the information telling you what kind of bomb it was?

\_\_\_\_\_

2g

1 mark

4 The Home Guard were not soldiers but they were trained to keep people in towns and cities safe.

How did being in the Home Guard help Ivan and Pud to keep the family safe?

\_\_\_\_\_

2d

1 mark

5 How do you think Ivan felt when he was throwing sand on the bomb?

Explain your answer using ideas from the text.

\_\_\_\_\_

\_\_\_\_\_

2d

2 marks

6 Do you think it was dark outside?

Yes  No

Explain your answer using ideas from the text.

\_\_\_\_\_

2d

1 mark

7 “the sky flared red as the church exploded.”

Suggest a different word with a similar meaning that the author could have used instead of “flared”.

\_\_\_\_\_

2a

1 mark

8 The setting for this story is in 1940.

Find **two** more pieces of evidence that show that the setting is during a war.

\_\_\_\_\_

\_\_\_\_\_

2f

2 marks

9 Do you think the narrator was an adult or a child when this event happened?

Explain your answer using ideas from the text.

\_\_\_\_\_

\_\_\_\_\_

2d

2 marks

## Practice text: War Boy

## Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Where was the narrator just before this story begins?	in bed/asleep	2d 1 mark	<p><b>Question focus:</b> <i>make inferences from the text.</i></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text to look for the answer.</li> <li>Carefully read that part of the text.</li> </ul>
2. "I woke up when the bomb came through my roof." (paragraph 1) Why do you think the author began the story with this sentence?	<ul style="list-style-type: none"> <li>It is an exciting/surprising beginning.</li> <li>It makes you want to find out what happens next.</li> <li>It is the beginning of the adventure he is writing about.</li> </ul>	2f 1 mark	<p><b>Question focus:</b> <i>explain how narrative content is related and contributes to meaning as a whole.</i></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider why the author might have made that decision.</li> </ul>
3. "It was an incendiary. A fire-bomb." (paragraph 1) Why do you think the author added the information telling you what kind of bomb it was?	in case the reader didn't know what an incendiary was/to emphasise the point	2g 1 mark	<p><b>Question focus:</b> <i>explain how meaning is enhanced through choice of words and phrases.</i></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text to look for the answer.</li> <li>Carefully read that part of the text.</li> <li>Consider reasons why the author might have chosen to use this language.</li> </ul>
4. The Home Guard were not soldiers but they were trained to keep people in towns and cities safe. How did being in the Home Guard help Ivan and Pud to keep the family safe?	<ul style="list-style-type: none"> <li>All the rooms in the house were stuffed with sandbags.</li> <li>They knew how to deal with the bomb.</li> <li>Pud used wet sand to put the bomb out.</li> </ul>	2d 1 mark	<p><b>Question focus:</b> <i>make inferences from the text.</i></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the text for mention of the Home Guard.</li> <li>Carefully read that part of the text.</li> </ul>
5. How do you think Ivan felt when he was throwing sand on the bomb? Explain your answer using ideas from the text.	<ul style="list-style-type: none"> <li>frustrated/angry/cross because the sand kept slipping off</li> <li>worried/anxious because it was in the same room as his mother and brother</li> </ul>	2d 2 marks	<p><b>Question focus:</b> <i>explain and justify inferences with evidence from the text.</i></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text the answer will be.</li> <li>Carefully read that part of the text.</li> <li>Use your own experience and empathy to answer the question.</li> </ul> <p>Award 1 mark for recognition of the feeling and another for an explanation which relates to information given in the text.</p>



<p>6. Do you think it was dark outside?  <input type="checkbox"/> Yes <input type="checkbox"/> No          Explain your answer using ideas from the text.</p>	<p>Yes</p> <ul style="list-style-type: none"> <li>It was night time.</li> <li>They were in bed.</li> <li>Ivan was wearing his pyjamas.</li> </ul> <p>No</p> <ul style="list-style-type: none"> <li>The night sky was filled with light (“<i>flared red</i>” line 15).</li> </ul>	<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"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text the answer will be.</li> <li>Carefully read that part of the text.</li> </ul> <p>There is no mark for the first part of the question.</p>
<p>7. “<i>the sky flared red as the church exploded.</i>”          Suggest a different word with a similar meaning that the author could have used instead of “<i>flared</i>”.</p>	<p>Accept suggestions such as <i>glowed, burned, blazed, flashed, sparked, flamed.</i></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"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text to look for the answer.</li> <li>Scan the text looking for relevant words and information.</li> </ul>
<p>8. The setting for this story is in 1940. Find <b>two</b> more pieces of evidence that show that the setting is during a war.</p> <ul style="list-style-type: none"> <li>There’s an incendiary bomb.</li> <li>The Home Guard.</li> </ul>	<p>Mention of:</p> <ul style="list-style-type: none"> <li>sandbags in the house</li> <li>searchlights/sky filled with lights</li> <li>anti-aircraft fire</li> <li>an incendiary bomb</li> <li>the Home Guard</li> <li>a bombers’ moon</li> <li>a dug-out</li> <li>the church exploded.</li> </ul>	<p>2f 2 marks</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"> <li>Carefully read the question, marking key words.</li> <li>Scan the text for evidence of a war-time setting.</li> </ul> <p>Award 1 mark for each piece of evidence given, up to a total of 2 marks.</p>
<p>9. Do you think the narrator was an adult or a child when this event happened?          Explain your answer using ideas from the text.</p>	<p>a child:</p> <ul style="list-style-type: none"> <li>He is sleeping in the same room as his mother.</li> <li>He is not helping his brothers to put the bomb out.</li> <li>It says “<i>mother grabbed me from the bed</i>”.</li> <li>It says “<i>the sky bounced as my mother ran</i>”, which shows that she was carrying him.</li> </ul>	<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"> <li>Carefully read the question, marking key words.</li> <li>Skim-read the text for an overall impression.</li> <li>Scan it for specific details.</li> </ul> <p>Award 1 mark for recognition that the author was a child. Award 1 mark for evidence from the text for this.</p>

# The Diary of a Killer Cat/Harriet's Hare

Anne Fine/Dick King-Smith

## Key text features

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Both texts are extracts from books which feature talking animals.

- *The Diary of a Killer Cat*, by former children's laureate Anne Fine, is written as a first-person narrative by a killer cat.
- The award-winning *Harriet's Hare*, by Dick King-Smith, is about a young girl's encounter with a talking hare from outer space.

## Reading the Teaching text: *The Diary of a Killer Cat*

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- Access the Interactive Modelling Software for this unit.
- Introduce the text by showing the title and author. Is Anne Fine familiar to any of the children?
- Talk about the title and establish expectations.
- Read the extract aloud to the children and discuss it against their predictions.
- Read the extract again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 18–19).

## Reading the Practice text: *Harriet's Hare*

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- Before you read the text, tell the children the name of the author. Do they recognise it?
- Show the children pictures of crop circles. Discuss how they might have been made.
- Once they have read the text, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

## Moving into writing

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- Reread the extract from *The Diary of a Killer Cat*.
- Give the children the chance to explore more about the character of the cat, based on drama activities such as hot-seating.
- Let the children work in groups to discuss other things that the Killer Cat might get up to – and to work out the cat's responses.
- Ask the children to write another adventure of the Killer Cat.

# Listening Comprehension: Questions and Answers



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

**Q1:** What was on the notice at the top of the cat's case notes?

**A1:** "HANDLE WITH CARE"

**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:** How many other animals are mentioned in the text?

**A2:** Two: the Rottweiler and the baby gerbil

**Strategy:** Listen carefully to the whole text. Jot down references to animals.

.....

**Q3:** What does the cat mean by "And neither can anyone else round here" (paragraph 4)?

**A3:** The people in the room couldn't take a joke either/got cross with him.

**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.

## Extending reading

*Finger Eater* – Dick King-Smith

*The Legend of Captain Crow's Teeth* – Eoin Colfer

*The Dragonsitter* – Josh Lacey

Teaching text: The Diary of a Killer Cat 

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. "I was still quite suspicious when we reached the desk." Suggest another word to replace "suspicious" that keeps the same meaning.</p>	<p>Accept words or phrases such as disbelieving, wary, doubtful, cagey, dubious, unsure what was going on.</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"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text to look for the information.</li> <li>Carefully read that part of the text to read the sentence in context.</li> <li>Consider the meaning of the word to be replaced.</li> </ul>
<p>2. "So I was a little rude in the waiting room. So what? I hate waiting." (paragraph 2) Underline the words that tell you that the narrator isn't sorry for being rude in the waiting room.</p>	<p>"So what"</p>	<p>2g 1 mark</p>	<p><i>Question focus: explain how meaning is enhanced through choice of words and phrases.</i> Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text to look for the information.</li> <li>Carefully read that part of the text.</li> <li>Reread the question and think about the meaning of the words.</li> </ul>
<p>3. What is the main idea of the second paragraph? Choose the best answer.</p> <p><input type="checkbox"/> I was sitting quietly and the baby gerbil wound me up. I didn't mean any harm.</p> <p><input type="checkbox"/> I was bored so I started to look around for something to do.</p> <p><input type="checkbox"/> I was already cross and sitting in the cage made me even crosser.</p> <p><input type="checkbox"/> I was bored and cross and thought I would tease my neighbour.</p>	<p>I was bored and cross and thought I'd tease my neighbour.</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas.</i> Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text to look for the information.</li> <li>Carefully read that part of the text.</li> <li>Compare the information in the text with the question options.</li> </ul>
<p>4. The cat complains that baby gerbils cannot take a joke. What was the cat doing that he might think was a joke?</p>	<p>licking his lips and pretending to eat the gerbil</p>	<p>2d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i> Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text to look for the information.</li> <li>Carefully read that part of the text.</li> </ul>

<p>5. The cat often exaggerates (makes things sound more dramatic than they really are). Give <b>two</b> examples from the text.</p>	<p>Examples:</p> <ul style="list-style-type: none"> <li>• “a little rude” (paragraph 2)</li> <li>• “a few hundred minutes” (paragraph 2)</li> <li>• “half to death” (paragraph 2)</li> <li>• “Honestly” (paragraph 3)</li> </ul> <p>Also accept:</p> <ul style="list-style-type: none"> <li>• “no reason on earth” (paragraph 1)</li> <li>• “the only reason” (paragraph 1)</li> </ul>	<p>2g 2 marks</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"> <li>• Carefully read the question, marking key words.</li> <li>• Scan the text looking for words and phrases which exaggerate.</li> </ul> <p>Award 1 mark for each example given, up to 2 marks.</p>
<p>6. Which of the following is the most likely to happen when the cat gets in to see the vet? Choose <b>one</b>.</p> <p><input type="checkbox"/> The cat will hiss and try to scratch the vet.</p> <p><input type="checkbox"/> The cat will refuse to leave its cage.</p> <p><input type="checkbox"/> The cat will be purring to show it is happy.</p> <p><input type="checkbox"/> The cat will sleep peacefully during the appointment.</p> <p>Explain your answer.</p>	<p>The cat will hiss and try to scratch the vet.</p> <p>Accept explanations that refer to the cat’s behaviour earlier in the extract. E.g.</p> <ul style="list-style-type: none"> <li>• The words “Killer Cat” are in the title, so he is not a gentle cat.</li> <li>• The cat has tried to frighten everyone else it has met so far.</li> <li>• The cat has “Handle with Care” written on its case notes because it is dangerous.</li> </ul>	<p>2e 2 marks</p>	<p>Question focus: predict what might happen from details stated and implied.</p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Skim-read the whole text while considering the question.</li> <li>• Scan the text for words or ideas to use in your answer.</li> </ul> <p>Award 1 mark for the first part of the question (an accurate prediction) and the second mark for an explanation which refers back to other events in the text.</p>

# Harriet's Hare

Dick King-Smith

- 1 Harriet walked into the middle of the circle. It was big, perhaps twenty metres across, and all the corn in it was squashed down to the ground, flat, as though an enormously heavy weight had rested there.
- 4 As she stood there now, in the stillness, with no sound but distant birdsong, a hare suddenly came out into the corn circle and stopped and sat up. It turned its head a little sideways, the better to see her.
- 7 Harriet stood stock-still. Aren't you handsome, she thought, with your tawny coat and your black-tipped ears and your long hind legs. Don't run away. I won't hurt you.
- 10 For a moment the hare stayed where it was, watching her. Then, to her great surprise, it lolloped right up to her.
- 12 Surprise is one thing, but total amazement is quite another, and that was what Harriet next felt when all of a sudden the hare said, loudly and clearly, "Good morning."
- 15 Harriet pinched herself, hard. Wake up, she thought. This whole thing is a dream, hares don't talk, and then she said it aloud: "Hares don't talk."
- 17 "I'm sure they don't as a general rule," said the hare, "but I'm a rather unusual hare."
- 19 "You certainly are," said Harriet. "Are you anything to do with this corn circle?"
- 21 For a moment the hare didn't answer but fell to grooming its face. Then it said, "What's your name?"
- 23 "Harriet."
- 24 "Can you keep a secret, Harriet?"
- 25 "Yes."
- 26 "I," said the hare, "am a visitor from outer space."
- 27 "You mean ... this circle was made by your spacecraft?"
- 28 "Yes."
- 29 "So you come from another planet."
- 30 "Yes, I come from Pars."



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

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

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

1 What was Harriet's first thought about why the corn was squashed flat?

\_\_\_\_\_

2b

1 mark

2 "a hare suddenly came out into the corn circle and stopped and sat up." (paragraph 2)

Why do you think the author used the word "suddenly"?

\_\_\_\_\_

2g

1 mark

3 "Harriet stood stock-still."

What do the underlined words mean in this sentence?

\_\_\_\_\_

2a

1 mark

4 The author uses three adjectives to describe the hare. Draw lines to match the adjective and the part of the hare's body.

long    coat

tawny    ears

black-tipped    legs

2b

1 mark

5 "Then, to her great surprise, it lolloped up to her."

a) Tick the words or word that you think are closest in meaning to the underlined word.

bounded                   moved slowly                   inched towards her

b) Why do you think the writer used the original word and not one of these synonyms?

\_\_\_\_\_

2a/2g

2 marks

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

The hare spoke.     Harriet saw the hare.

Harriet pinched herself.     Harriet stood on the flattened corn.

2c

2 marks

7 Harriet asked if the hare had anything to do with the corn circle. Why did it not answer immediately?

\_\_\_\_\_

2d

1 mark

8 Why do you think Harriet pinched herself?

\_\_\_\_\_

2d

1 mark

9 Do you think Harriet will keep the secret?

Yes                   No

Explain your answer using ideas from the text.

\_\_\_\_\_

\_\_\_\_\_

2e

2 marks

Cracking the questions

Practice text: Harriet’s Hare

Question	Answer	CD/Mark	Useful strategies
1. What was Harriet’s first thought about why the corn was squashed flat?	an “enormously heavy weight had rested there” (paragraph 1)	2b 1 mark	<p><b>Question focus:</b> retrieve and record information.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text you will find the answer.</li> <li>Scan the text for the information.</li> </ul>
2. “a hare suddenly came out into the corn circle and stopped and sat up.” (paragraph 2) Why do you think the author used the word “suddenly”?	<ul style="list-style-type: none"> <li>to show that it was a surprise for Harriet when it appeared</li> <li>to suggest that the hare was hiding from her</li> </ul>	2g 1 mark	<p><b>Question focus:</b> explain how meaning is enhanced through choice of words and phrases.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Carefully reread the text extract considering the impact of the word “suddenly”.</li> </ul>
3. “Harriet stood <u>stock-still</u> .” What do the underlined words mean in this sentence?	“Stock-still” means unmoving, motionless, completely/absolutely still.	2a 1 mark	<p><b>Question focus:</b> give the meaning of words in context.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text you will find the answer.</li> <li>Scan that part of the text, looking for the answer.</li> <li>Carefully reread the sentence.</li> </ul>
4. The author uses three adjectives to describe the hare. Draw lines to match the adjective and the part of the hare’s body. (See right.)	<p>long ————— coat</p> <p>tawny ————— ears</p> <p>black-tipped ————— legs</p>	2b 1 mark	<p><b>Question focus:</b> retrieve and record information.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text you will find the answer.</li> <li>Scan the text for the information.</li> <li>Match the text to the question.</li> </ul> <p>Award 1 mark for all answers correctly joined.</p>
5. “Then, to her great surprise, it lolloped up to her.” (a) Tick the words or word that you think are closest in meaning to the underlined word. <input type="checkbox"/> bounded <input type="checkbox"/> moved slowly <input type="checkbox"/> inched towards her (b) Why do you think the writer used the original word and not one of these synonyms?	<p>(a) bounded</p> <p>(b) Accept an explanation such as the following:</p> <ul style="list-style-type: none"> <li>“lolloped” describes how a hare moves when it isn’t in a hurry.</li> <li>The writer thought that “lolloped” was a more descriptive word.</li> <li>None of the synonyms means exactly the same as the original word.</li> </ul>	2a/2g 2 marks	<p><b>Question focus:</b> give the meaning of words in context/explain how meaning is enhanced through choice of words and phrases.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the text for the sentence in its context to see what additional information there is.</li> <li>Consider why the writer chose to use the word.</li> </ul> <p>Award 1 mark for each part of the question.</p>

<p>6. Number these events to show the order in which they happened.</p> <p><input type="checkbox"/> The hare spoke.</p> <p><input type="checkbox"/> Harriet pinched herself.</p> <p><input type="checkbox"/> Harriet saw the hare.</p> <p><input type="checkbox"/> Harriet stood on the flattened corn.</p>	<p>The hare spoke.</p> <p>Harriet pinched herself.</p> <p>Harriet saw the hare.</p> <p>Harriet stood on the flattened corn.</p>	<p>3</p> <p>4</p> <p>2</p> <p>1</p>		<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Skim-read text to remind yourself of the events.</li> <li>Carefully read the options.</li> <li>When you have chosen, skim-read the text again to check the match.</li> </ul> <p>Award 2 marks if all events are correctly sequenced.</p> <p>Award 1 mark if two events are correctly identified as consecutive.</p>
<p>7. Harriet asked if the hare had anything to do with the corn circle. Why did it not answer immediately?</p>	<ul style="list-style-type: none"> <li>It was trying to decide whether to trust her.</li> <li>It didn't yet know anything about her.</li> <li>It wanted to know her name first.</li> </ul>	<p>2d</p> <p>1 mark</p>		<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Decide where in the text you will find the answer.</li> <li>Carefully reread that part of the text, considering the question.</li> </ul>
<p>8. Why do you think Harriet pinched herself?</p>	<ul style="list-style-type: none"> <li>She wanted to check whether she was awake or dreaming.</li> <li>Because the hare spoke to her and in the real world hares do not speak.</li> </ul>	<p>2d</p> <p>1 mark</p>		<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Decide where in the text you will find the answer.</li> <li>Carefully reread that part of the text, considering the question.</li> </ul>
<p>9. Do you think Harriet will keep the secret?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Explain your answer using ideas from the text.</p>	<p>Yes</p> <ul style="list-style-type: none"> <li>She found it hard to believe that the hare was talking and she could hear it.</li> <li>She promised that she would keep a secret.</li> </ul> <p>No</p> <ul style="list-style-type: none"> <li>Anyone would want to boast about having a talking hare for a friend.</li> <li>Other people might ask about the crop circle and then she would have to tell them.</li> </ul>	<p>2e</p> <p>2 marks</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"> <li>Carefully read the question, marking key words.</li> <li>Skim-read the text for an overall impression while you consider the question.</li> <li>Scan for words and phrases to use in the answer.</li> </ul> <p>Award 1 mark for a brief explanation which matches the yes/no choice.</p> <p>Award 1 mark for appropriate quotation from/reference to the text.</p>

# The Scroll of Alexandria: A Lottie Lipton Adventure/The Better Brown Stories

Dan Metcalf/Allan Ahlberg

## Key text features

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The texts are both from near the beginning of books and create different portraits of children at home.

- The Teaching text is from *The Scroll of Alexandria* by Dan Metcalf.
- The Practice text is from *The Better Brown Stories* by Allan Ahlberg.

## Reading the Teaching text: *The Scroll of Alexandria*

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- Introduce the text by asking what the children know about museums and, in particular, the British Museum in London. Discuss:
  - why people go to museums
  - what you expect to find in them.
- Explain that this story is set in the British Museum in 1928.
- Access the Interactive Modelling Software for this unit. Read the extract to the children and ask them to think about what might be different if this story were set today.
- 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: *The Better Brown Stories*

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- Introduce the text by asking whether the children know any other books by Allan Ahlberg. Explain that this is a group of stories about nine-year-old Brian Brown’s family.
- 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

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- Reread the extract from *The Scroll of Alexandria*.
- Tell the children you want them to write about an adventure in a museum.
- In groups, ask them to make lists of all the kinds of things they might expect to find in a museum and identify one or two that might lead to an adventure.
- Invite the children to share their ideas with another group.
- In pairs, ask the children to plan and develop an idea for a story based in a museum. They should try out an idea with a different response partner before writing their story.

# Listening Comprehension: Questions and Answers



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

**Q1:** Where is Lottie at the beginning of the text?

**A1:** In the British Museum (Do NOT accept in the library.)

**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 Lottie hide in the library?

**A2:** Her uncle told her to./She liked being in the library.

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

.....

**Q3:** Why did Lottie come out of her hiding place?

**A3:** She knew the answer to the American's question.

**Strategy:** Think about where in the text you would find the answer to this question.  
Listen to that part of the text again, thinking about why Lottie came out of hiding.

## Extending reading

*The Lottie Lipton Adventure series* – Dan Metcalf

*The Secret Lake* – Karen Ingles

*Swallows and Amazons* – Arthur Ransome

*Secret Seven series* – Enid Blyton

Cracking the questions



Teaching text: The Scroll of Alexandria: A Lottie Lipton Adventure

Question	Answer	CD/Mark	Useful strategies
<p>1. Look at paragraph 2, beginning "The cry echoed ...".</p> <p>(a) How did Lottie feel when she heard the cry "Lottie"?</p> <p>(b) <b>Find and copy one</b> word which gives you this information.</p>	<p>(a) Accept a description which implies scared/worried/anxious.</p> <p>(b) Accept either:</p> <ul style="list-style-type: none"> <li>• "gulped"</li> <li>• "darted"</li> </ul>	<p>2d 2 marks</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Skim-read the paragraph for an overall feeling of how Lottie felt.</li> <li>• Carefully read the paragraph trying to identify words that give you that information.</li> </ul>
<p>2. Who cried "Lottie"?</p>	<p>Sir Trevelyan</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"> <li>• Carefully read the question, marking key words.</li> <li>• Scan the text for the word.</li> <li>• Carefully read the text, looking for a plausible character who may have called.</li> </ul>
<p>3. "Lottie quickly hid herself in a nook between some nearby bookcases." Which word or phrase is closest in meaning to "nook" in this sentence? Choose <b>one</b>.</p> <p><input type="checkbox"/> bookshelf</p> <p><input type="checkbox"/> cupboard</p> <p><input type="checkbox"/> small space</p> <p><input type="checkbox"/> statue</p>	<p>small space</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"> <li>• Carefully read the question, marking key words.</li> <li>• Consider where in the text to look for the sentence.</li> <li>• Scan the text to find the sentence.</li> <li>• Carefully read that part of the text, thinking about what the word might mean.</li> </ul>
<p>4. Why does the author tell us that Uncle Bert's moustache "drooped"?</p>	<p>to emphasise how worried he is</p>	<p>2g 1 mark</p>	<p><i>Question focus: identify how meaning is enhanced through the choice of words and phrases.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Scan the text looking for the word in the question.</li> <li>• Carefully read the sentence containing the word, considering its implications.</li> </ul>



<p>5. Choose <b>three</b> things we know are true about Lottie from this extract.</p> <p><input type="checkbox"/> She was born in Egypt.</p> <p><input type="checkbox"/> She likes living with her great uncle.</p> <p><input type="checkbox"/> She spends all her time in the library.</p> <p><input type="checkbox"/> She lives in the grounds of the museum.</p> <p><input type="checkbox"/> She knows some information about the library.</p>	<p>She likes living with her great uncle.</p> <p>She lives in the grounds of the museum.</p> <p>She knows some information about the library.</p>	<p>2b</p> <p>2 marks</p>	<p><i>Question focus: identify key details from fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Think about each of the statements separately. Where in the text will you find relevant information?</li> <li>Carefully read the relevant sections of the text to decide whether you know from the text that the statement is true.</li> </ul> <p>Award 1 mark for two correct or 2 marks for all three correct.</p>
<p>6. Why did the author begin the book with the word “Lottie!”?</p>	<p>Accept plausible reasons such as:</p> <ul style="list-style-type: none"> <li>so the reader is interested in what has happened and wants to read more</li> <li>to establish the name of the main character</li> <li>to warn us that Lottie is the type of person who gets into trouble.</li> </ul>	<p>2f</p> <p>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"> <li>Carefully read the question, marking key words.</li> <li>Carefully read the beginning of the text, considering the impact of the author’s decision and the information the reader is given.</li> </ul>

# The Better Brown Stories

Allan Ahlberg

- 1 Brian Brown, who had no dog of his own, nevertheless knew more about dogs than any boy in Snuggleton. His room was full of dog books; in school even the teacher had come to rely on his superior knowledge. At home, Brian did his share of the Hoovering and often boiled eggs for the family breakfast. All he asked for in return was a dog or, more particularly, a puppy. His thoughtless parents, however, refused to consider it and his apathetic sister was no help either. Brian endured the situation with dignity. As time went by, he slowly covered the walls of his room with dog pictures, collected cheap sets of dog cards whenever he went to an antique fair ... and waited.
  
- 10 It was half-past ten on a cool May night ... Brian ate a sandwich at the kitchen table and listened to the radio. Suddenly there was a newsflash: "WE INTERRUPT THIS PROGRAMME TO REPORT ANOTHER MISSING DOG IN SNUGGLETON." It was the Plumber's Pekinese, apparently. The police were at the scene of the crime in Roman Road. Owners were again advised to check the whereabouts of their dogs and warned to "STAY INDOORS".
  
- 16 Brian wandered over to the window. His cool yet curiously reckless mind was considering this business of the missing dogs. He drew the curtain aside. Fog, drifting in from the sea, pressed up against the glass and smothered the view. The street lamp was barely visible. Brian listened: faint rumblings from the fridge, gurgling water in the radiator. Outside, a distant throbbing. He switched off the light.



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

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

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

- 1 Why is it a bit surprising that Brian is such an expert on dogs?

\_\_\_\_\_

2b

1 mark

- 2 Write a question that Brian's teacher might ask him when she is relying on his superior knowledge.

\_\_\_\_\_

2d

1 mark

- 3 Draw lines to join each character to words the writer uses to describe them.

Brian                      apathetic  
 his parents              dignified  
 his sister                thoughtless

2b

1 mark

- 4 "*Brian endured the situation*"

Which word or phrase is closest in meaning to "*endured*" in this sentence? Tick **one**.

continued               put up with   
 enjoyed                 endangered

2a

1 mark

- 5 At the end of paragraph 1, it says that Brian waited. What do you think he was waiting for?

\_\_\_\_\_

2e

1 mark

- 6 **Find and copy** a word, phrase or clause from paragraph 1 that gives a reason why the police might ask Brian for help.

\_\_\_\_\_

2f

1 mark

- 7 Brian is described as having a "*cool yet curiously reckless mind*".

What do you think the author meant by this? Tick **one**.

He was calm, clever and brave.   
 He got angry very quickly.   
 He got into trouble because he didn't think things through.   
 He didn't care about anyone else.

2g

1 mark

- 8 Do you think Brian might have taken the Pekinese? Explain your answer.

\_\_\_\_\_

2d

1 mark

- 9 Write the paragraph number that matches each of these statements.

introduces the problem in the story   
 begins to explore how the problem might be solved   
 introduces the characters   
 gives hints about who might solve the problem

2c

2 marks

Practice text: The Better Brown Stories

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Why is it a bit surprising that Brian is such an expert on dogs?	He does not have a dog.	2b 1 mark	<b>Question focus:</b> retrieve and record information. <b>Strategies:</b> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text to look for the answer.</li> <li>Carefully read the paragraph to find your answer.</li> </ul>
2. Write a question that Brian's teacher might ask him when she is relying on his superior knowledge.	Accept any question that is about dogs. E.g. <ul style="list-style-type: none"> <li>How many teeth does a dog have?</li> <li>Which kinds of dog make the best pets?</li> </ul> Do not accept personal questions about why Brian likes dogs or what kind of dog he would like. These questions do not probe his superior knowledge.	2d 1 mark	<b>Question focus:</b> make inferences from the text. <b>Strategies:</b> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text to look for information.</li> <li>Carefully read that part of the text, but remember that the answer will not be in the text; you have to understand the characters and write what you think they might say.</li> </ul>
3. Draw lines to join each character to words the writer uses to describe them. Brian                    apathetic his parents            dignified his sister                thoughtless		2b 1 mark	<b>Question focus:</b> retrieve information. <b>Strategies:</b> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text to look for the answer.</li> <li>Carefully read the paragraph to find your answer.</li> </ul>
4. "Brian endured the situation." Which word or phrase is closest in meaning to "endured" in this sentence? Tick one. <input type="checkbox"/> continued <input type="checkbox"/> enjoyed <input type="checkbox"/> put up with <input type="checkbox"/> endangered	put up with	2a 1 mark	<b>Question focus:</b> explain the meaning of words in context. <b>Strategies:</b> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text to look for the sentence.</li> <li>Scan the text to find the sentence.</li> <li>Carefully read that part of the text, thinking about what the sentence might mean.</li> </ul>
5. At the end of paragraph 1, it says that Brian waited. What do you think he was waiting for?	Accept answers that recognise he was waiting for an opportunity to acquire a dog. E.g. <ul style="list-style-type: none"> <li>He is waiting until his parents give in and get him a puppy.</li> <li>He is waiting for his birthday because he might get a puppy then.</li> </ul>	2e 1 mark	<b>Question focus:</b> predict what might happen from details stated and implied. <b>Strategies:</b> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Skim-read the text for the overall meaning of it.</li> <li>Carefully reread the paragraph mentioned in the question and think about what you already know about Brian.</li> </ul>

<p>6. Find and copy a word, phrase or clause from paragraph 1 that gives a reason why the police might ask Brian for help.</p>	<p>“knew more about dogs than any boy in Snuggleton.” Do not accept “All he asked for in return was a dog or, more particularly, a puppy.”</p>	<p>2f 1 mark</p>	<p>Question focus: identify how narrative content is related. Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Carefully reread paragraph 2 to find out how the police need help.</li> <li>Carefully reread paragraph 1, thinking about the ways Brian could help them.</li> </ul>
<p>7. Brian is described as having a “cool yet curiously reckless mind”. What do you think the author meant by this? Tick one.</p> <p><input type="checkbox"/> He was calm, clever and brave.</p> <p><input type="checkbox"/> He got angry very quickly.</p> <p><input type="checkbox"/> He got into trouble because he didn't think things through.</p> <p><input type="checkbox"/> He didn't care about anyone else.</p>	<p>He was calm, clever and brave.</p>	<p>2g 1 mark</p>	<p>Question focus: identify how meaning is enhanced through choice of words and phrases. Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text to look for the words.</li> <li>Scan that part of the text, looking for the words in the question.</li> <li>Think of everything else you know about the character.</li> <li>Carefully reread the options in the question.</li> </ul>
<p>8. Do you think Brian might have taken the Pekinese? Explain your answer.</p>	<p>No, because he was at home when he heard the news so he could not have been out stealing the dog. Also accept a “Yes” answer if the explanation is logical and clearly relates back to events in the story. E.g. Yes, because he might have stolen the dog earlier but the police have only just found out.</p>	<p>2d 1 mark</p>	<p>Question focus: make inferences from the text. Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text to look for information.</li> <li>Carefully read that part of the text, but remember that the answer will not be in the text: you have to understand the character and think about what he might do.</li> </ul>
<p>9. Write the paragraph number that matches each of these statements.</p> <p><input type="checkbox"/> introduces the problem in the story</p> <p><input type="checkbox"/> begins to explore how the problem might be solved</p> <p><input type="checkbox"/> introduces the characters</p> <p><input type="checkbox"/> gives hints about who might solve the problem</p>	<p>2 introduces the problem in the story</p> <p>3 begins to explore how the problem might be solved</p> <p>1 introduces the characters</p> <p>3 (Also accept 1) gives hints about who might solve the problem</p>	<p>2c 2 marks</p>	<p>Question focus: summarise ideas from more than one paragraph. Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Carefully read each paragraph separately, considering which statement applies to it.</li> <li>Read all the other paragraphs to check you have given the best answer.</li> </ul>

# Mackerel and Chips/Oliver Twist's Childhood

Michael Morpurgo/Charles Dickens

## Key text features

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The texts present contrasting views of children and childhood.

- The Teaching text is an extract from the beginning of *Mackerel and Chips* by Michael Morpurgo.
- The Practice text is an adaptation of an extract from *Oliver Twist* by Charles Dickens.

## Reading the Teaching text: *Mackerel and Chips*

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- Are the children familiar with any other works by Michael Morpurgo? What kind of stories does he write?
- What can the children predict about the genre from the title?
- Access the Interactive Modelling Software for this unit. Read the extract aloud. After listening to this extract, how do the children think the story might progress?
- 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: *Oliver Twist's Childhood*

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- Before they read the story, ask the children what they already know about Oliver Twist and the author Charles Dickens.
- 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

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- Reread the beginning of *Mackerel and Chips*.
- Ask the children to identify information in what they have read that will help them to predict how the story moves forward. What do they think will happen next?
- Explore some of their ideas through drama.
- Ask the children to write the rest of the story.

# Listening Comprehension: Questions and Answers



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

**Q1:** What can you predict about the story from just the opening line?

**A1:** The story is about a family holiday on the Isles of Scilly. They have been before.

The story is written in the first person.

**Strategy:** Listen to the opening sentence. Make notes, including as much information as you can from it.

**Q2:** What did Eloise want Leah to do?

**A2:** Tell her the wish.

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

**Q3:** What was Leah's birthday present from her mum?

**A3:** A morning of mackerel fishing/going out on her own with Mr Pender.

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

## Extending reading

*The Daydreamer* – Ian McEwan

*The Lion and Unicorn* – Shirley Hughes

*The Indian in the Cupboard* – Lynne Reid Banks

*One Dog and His Boy* – Eva Ibbotson

*A Hen in the Wardrobe* – Wendy Meddour

*The Unforgotten Coat* – Frank Cottrell Boyce

Teaching text: Mackerel and Chips 

Question	Answer	CD/Mark	Useful strategies
1. Which words in paragraph 2 tell you this was not Leah's first visit to the Isles of Scilly?	"where we stay" (line 3) means they have been there before.	2g 1 mark	<p><b>Question focus:</b> identify how meaning is enhanced through choice of words and phrases.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text to look for the answer to this question.</li> <li>Scan the text for information about where they are on holiday.</li> <li>Carefully read that part of the text to find out how you know this was not her first visit.</li> </ul>
2. "My birthday. Ten years old" (paragraph 2). Why did the author use such short sentences here?	<ul style="list-style-type: none"> <li>to introduce the narrator</li> <li>to show us that it is a first-person narrative</li> <li>to show that the narrator felt special</li> <li>to echo the narrator's speech</li> </ul>	2f 1 mark	<p><b>Question focus:</b> explain how narrative content is related and contributes to meaning as a whole.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text the quotation comes from.</li> <li>Carefully read that part of the text, considering the impact of the author's choice of language.</li> </ul>
3. Do you think Leah would be happy if her wish really came true? Yes / No Explain your answer.	<p>Yes</p> <ul style="list-style-type: none"> <li>She would know what it felt like.</li> <li>She sees the lifeboats and wants to go in one.</li> <li>She would be able to save someone's life.</li> </ul> <p>No</p> <ul style="list-style-type: none"> <li>She would be in an emergency and that wouldn't be good.</li> <li>She would be in danger.</li> <li>She might be seasick.</li> </ul>	2d 1 mark	<p><b>Question focus:</b> explain and justify inferences with evidence from the text.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text to look for Leah's wish.</li> <li>Read the wish and think about the implications of it coming true.</li> </ul> <p>Award 1 mark for a reasonable explanation that matches the yes/no answer given.</p>
4. Mr Pender asks Leah if she gets seasick at the end of the passage. What do you think her response tells us about her?	<ul style="list-style-type: none"> <li>She doesn't know if she gets seasick.</li> <li>She has been seasick before but hopes that she won't be this time.</li> </ul>	2d 1 mark	<p><b>Question focus:</b> make inferences from the text.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text to look for the answer to this question.</li> <li>Think about the implications of Leah's answer.</li> </ul> <p>Award 1 mark for either answer.</p>



<p>5. Choose the best summary of this passage.</p> <p><input type="checkbox"/> Leah is on holiday with her family, staying in Mrs Pender's B&amp;B. It's her birthday.</p> <p><input type="checkbox"/> Leah is going out with Mr Pender in his mackerel boat. Mr Pender warns her that the sea may be choppy but she says she doesn't get seasick.</p> <p><input type="checkbox"/> Leah's birthday wish is to go in the lifeboat, but her birthday treat is to go mackerel fishing with Mr Pender.</p> <p><input type="checkbox"/> Leah's birthday present was a trip in Mr Pender's mackerel boat without Eloise.</p>	<p>Leah's birthday wish is to go in the lifeboat, but her birthday treat is to go mackerel fishing with Mr Pender.</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"> <li>Carefully read the question, marking key words.</li> <li>Skim-read the text to ensure good understanding. Select the summary statement that is closest to the meaning of the text.</li> </ul>
<p>6. Based on what you have read so far, choose the statement that is the best prediction of what will happen in the rest of this story.</p> <p><input type="checkbox"/> Leah will catch lots of mackerel and Mrs Pender will cook them for Leah's birthday tea.</p> <p><input type="checkbox"/> Leah will be seasick and Mr Pender will have to bring her home without catching any fish.</p> <p><input type="checkbox"/> There will be a storm at sea and Leah will be very brave.</p> <p><input type="checkbox"/> Something will go wrong and Leah will be rescued by the lifeboat.</p>	<p>Something will go wrong and Leah will be rescued by the lifeboat.</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"> <li>Carefully read the question, marking key words.</li> <li>Skim-read the text, keeping the options in mind.</li> <li>Consider each option in turn, scanning all of the text looking for information to support it.</li> </ul>

## Oliver Twist's Childhood

Adapted from the book *Oliver Twist* by Charles Dickens

- 1 When his mother died, leaving Oliver as an orphaned baby, the parish generously decided to 'farm' him out. In other words, he would be sent to a 'baby-farm' where twenty or thirty other villains – who were as guilty as Oliver of the crime of poverty – rolled about the floor all day, without the inconvenience of too much food or too much clothing.
- 6 The culprits at the baby-farm were looked after by an elderly woman for the princely sum of sevenpence-halfpenny per week. Sevenpence-halfpenny each week, said the parish, is enough to provide food for a child. Mrs Mann, who was a woman of wisdom and experience, felt that sevenpence-halfpenny would buy so much food it might make a child ill; she knew what was good for children! She kindly kept most of the money and managed to raise her young crop of orphans on even less than the parish provided for them.
- 14 It cannot be expected that this system of farming would produce any very extraordinary or luxuriant crop. Oliver Twist's ninth birthday found him a small, thin child. He was celebrating his birthday in the coal-cellar with two other young gentlemen, with whom he had been locked up for daring to be hungry.
- 19 Mrs Mann, the good lady of the house, glanced up and saw Mr Bumble, who looked after the workhouse, marching up the path.
- 21 "Goodness gracious! Is that you, Mr Bumble, sir?" said Mrs Mann, thrusting her head out of the window. "(Susan, take Oliver and them two other brats upstairs, and wash 'em directly.) Well Mr Bumble, how glad I am to see you!"
- 25 Mrs Mann showed the beadle into a small parlour with a brick floor. "I am here on business, Mrs Mann," he declared. "The boy, Oliver Twist, is nine years old today and is therefore too old to remain here. So we have decided to put him to work back at the workhouse. The parish has already been generous enough to him and now it is time for him to pay it back. Let me see him at once."
- 31 "I'll fetch him directly," said Mrs Mann. Oliver, having had his skin rubbed raw, was led back into the room by his kindly protectress.

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

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

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

- 1 Why was Oliver sent to a baby-farm?  
\_\_\_\_\_
- 2 In this text, what do you think the “baby-farm” was? Tick **one**.
- a farm where babies were grown
- a building where people went to choose a baby to adopt
- a building where orphaned babies were allowed to grow up
- a health farm where people went to have their babies
- 3 “She kindly kept most of the money and managed to raise her young crop of orphans on even less than the parish provided for them.”  
Do you think it was kind of her? Explain your answer.  
\_\_\_\_\_
- 4 Do you think Oliver was happy at the baby-farm? Explain your answer fully using ideas from the text.  
\_\_\_\_\_
- 5 List **two** things that happened to Oliver on his ninth birthday.  
\_\_\_\_\_
- 6 “Goodness gracious! Is that you, Mr Bumble, sir?” said Mrs Mann, thrusting her head out of the window. “(Susan, take Oliver and them two other brats upstairs, and wash ‘em directly.) Well Mr Bumble, how glad I am to see you!” (paragraph 5)  
Why did the author use brackets in direct speech?  
\_\_\_\_\_
- 7 Why do you think Mrs Mann wants Oliver and the other two boys to be taken out of the cellar?  
\_\_\_\_\_
- 8 Based on what you have read so far, tick the statement that is the best prediction of what happens just after Oliver is taken to see Mr Bumble. Tick **one**.
- He is adopted by a loving family.
- He is taken to a workhouse, where he is treated even more cruelly.
- Mr Bumble is angry with Mrs Mann because Oliver is so thin.
- Mr Bumble likes Oliver and takes him home with him.
- 9 This story was originally written over 100 years ago. List **two** ideas from the text that show it is not set in the 21st century.  
\_\_\_\_\_  
\_\_\_\_\_

2b

1 mark

2a

1 mark

2d

1 mark

2d

1 mark

2b

1 mark

2f

1 mark

2d

1 mark

2e

1 mark

2f

2 marks

Practice text: Oliver Twist’s Childhood

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Why was Oliver sent to a baby-farm?	His mother died when he was a baby.	2b 1 mark	<p><b>Question focus:</b> retrieve information.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text this information is most likely to be found.</li> <li>Scan the text for reference to a baby-farm.</li> <li>Carefully read the paragraph.</li> </ul>
2. In this text, what do you think the “baby-farm” was? Tick one. <input type="checkbox"/> a farm where babies were grown <input type="checkbox"/> a building where people went to choose a baby to adopt <input type="checkbox"/> a building where orphaned babies were allowed to grow up <input type="checkbox"/> a health farm where people went to have their babies	a building where orphaned babies were allowed to grow up	2a 1 mark	<p><b>Question focus:</b> give the meaning of words in context.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider the meaning of each of the options in the question and choose the best fit.</li> <li>Scan the first two paragraphs to identify other words and phrases.</li> </ul>
3. “She kindly kept most of the money and managed to raise her young crop of orphans on even less than the parish provided for them.” Do you think it was kind of her? Explain your answer.	No. She was stealing from the children because she wasn’t feeding the children enough.	2d 1 mark	<p><b>Question focus:</b> explain and justify inferences with evidence from the text.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Carefully read the paragraphs.</li> </ul>
4. Do you think Oliver was happy at the baby-farm? Explain your answer fully using ideas from the text.	<p>Yes</p> <ul style="list-style-type: none"> <li>There were other children for him to play with.</li> <li>He didn’t have to do much; he rolled around on the floor all day.</li> <li>He was looked after by Mrs Mann.</li> </ul> <p>No</p> <ul style="list-style-type: none"> <li>Mrs Mann kept the children hungry.</li> <li>Mrs Mann hurt him.</li> <li>Mrs Mann locked him in a cellar.</li> <li>He was small and thin.</li> </ul>	2d 1 mark	<p><b>Question focus:</b> explain and justify inferences with evidence from the text.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the text for the words “baby-farm”.</li> <li>Reread the nearby text for reference to whether Oliver was happy.</li> </ul>

<p>5. List <b>two</b> things that happened to Oliver on his ninth birthday.</p>	<p>Accept any two of:</p> <ul style="list-style-type: none"> <li>• He was locked in the cellar.</li> <li>• He had his skin rubbed raw.</li> <li>• He was taken to see Mr Bumble.</li> </ul>	<p>2b 1 mark</p>	<p><i>Question focus: retrieve information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Consider where in the text the answer will be.</li> <li>• Scan that part of the text for reference to things that happened to Oliver.</li> </ul> <p>Award 1 mark for two correct answers.</p>
<p>6. Why did the author use brackets in direct speech in paragraph 5?</p>	<ul style="list-style-type: none"> <li>• to show that this is an 'aside' to Susan</li> <li>• Mrs Mann is speaking quietly to Susan so that Mr Bumble cannot hear.</li> <li>• This is part of a different conversation – not the one she is having with Mr Bumble.</li> </ul>	<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"> <li>• Carefully read the question, marking key words.</li> <li>• Reread the passage to yourself. How did you read those words?</li> <li>• Consider why brackets are normally used, and other punctuation the author could have used.</li> </ul>
<p>7. Why do you think Mrs Mann wants Oliver and the other two boys to be taken out of the cellar?</p>	<p>She doesn't want Mr Bumble to know that she has locked them in the cellar.</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"> <li>• Carefully read the question, marking key words.</li> <li>• Consider where in the text you will find useful information.</li> <li>• Carefully read that part of the text.</li> </ul>
<p>8. Based on what you have read so far, tick the statement that is the best prediction of what happens just after Oliver is taken to see Mr Bumble. Tick <b>one</b>.</p> <p><input type="checkbox"/> He is adopted by a loving family.</p> <p><input type="checkbox"/> He is taken to a workhouse, where he is treated even more cruelly.</p> <p><input type="checkbox"/> Mr Bumble is angry with Mrs Mann because Oliver is so thin.</p> <p><input type="checkbox"/> Mr Bumble likes Oliver and takes him home with him.</p>	<p>He is taken to a workhouse, where he is treated even more cruelly.</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"> <li>• Carefully read the question, marking key words.</li> <li>• Skim-read the text, keeping the options in mind.</li> <li>• Consider each option in turn, scanning all of the text looking for information to support it.</li> </ul>
<p>9. This story was originally written over 100 years ago. List <b>two</b> ideas from the text that show it is not set in the 21st century.</p>	<ul style="list-style-type: none"> <li>• We do not have workhouses or baby-farms.</li> <li>• The way the children are treated would be illegal today.</li> <li>• "coal-cellar"/"parlour"/"beadle" are words no longer used.</li> <li>• The money is old fashioned: "sevenpence-halfpenny".</li> <li>• "Sevenpence-halfpenny" would not be enough to feed a child today.</li> </ul>	<p>2f 2 marks</p>	<p><i>Question focus: explain how narrative content is related.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Scan the text to find ideas, words and practices that are not part of life today.</li> </ul>

# Charlotte's Web/Stuart Little

E.B. White

## Key text features

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The texts are both extracts from classic children's fiction from the 1940s and 1950s.

- The Teaching text is from *Charlotte's Web* by E.B. White.
- The Practice text is from *Stuart Little* by E.B. White.

## Reading the Teaching text: *Charlotte's Web*

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- Have the children read *Charlotte's Web* or seen the film?
- Explain that the book was written in the 1950s. Can the children list ways in which life has changed since those times?
- Introduce the text by explaining that the book is set on an American farm. Access the Interactive Modelling Software for this unit. Read the extract to the children and ask them to think about why Fern might have wanted a pet pig.
- 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: *Stuart Little*

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- What do the children know about *Stuart Little*? Have they seen the film or read the book?
- Show them images of the inside of a grand piano. Talk about how the action of pressing a key makes a felt hammer strike a string to make a noise. What do they think it would be like to be inside a piano when it is being played?
- Once they have read the extract, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

## Moving into writing

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- Reread the extract from *Stuart Little*. Explain to the children that you want them to write about another adventure Stuart might have.
- Arrange the children in groups. Give each group some sticky notes. Ask each group to record one characteristic of either Stuart or George on each note. Give them time to compare their ideas with those of other groups.
- Discuss how these characteristics might affect the way the characters respond to a range of different situations.
- In pairs, ask the children to develop one of the situations discussed and plan the shape of the new adventure. Children should make notes of any details they might want to incorporate.
- Encourage the children to explain their ideas to a new response partner. Ask the response partner to give feedback, before children start to write.

# Listening Comprehension: Questions and Answers



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

**Q1:** Where do you think Wilbur had been *before* he was two weeks old?

**A1:** Inside/in the kitchen/in a barn

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

**Q2:** How did Wilbur make himself a place to sleep?

**A2:** He dug a tunnel in the straw with his snout and then crawled into the tunnel.

**Strategy:** Think about where in the text you would find the answer to this question. Listen to that part of the text again, thinking about what Wilbur is doing.

**Q3:** Fern treated Wilbur like her baby. Find two pieces of evidence for this statement.

**A3:** Accept any two of:

- She worried that he would be too cold at night./“*It relieved her mind to know that her baby would sleep covered up.*”
- She fed him from a bottle./“*she held the bottle for him while he sucked.*”
- She gave him a ride in her doll’s pram./“*Fern would pick him up and put him in the carriage alongside the doll.*”

**Strategy:** Listen to the whole text again, being alert for information about Fern treating Wilbur like a baby. Jot down the details you notice.

## Extending reading

*Little House on the Prairie* – Laura Ingalls Wilder

*The Sheep-Pig* – Dick King-Smith

*The Borrowers* – Mary Norton

*Pippi Longstocking* – Astrid Lindgren

*Stig of the Dump* – Clive King

Cracking the questions

Teaching text: Charlotte’s Web 

Question	Answer	CD/Mark	Useful strategies
1. Wilbur was born in the spring. Find <b>one</b> piece of evidence for this statement. Use direct quotations from the text.	Accept either: <ul style="list-style-type: none"> <li>• “It was apple-blossom time”</li> <li>• “the days were getting warmer”</li> </ul>	2d 1 mark	<p><b>Question focus:</b> explain and justify inferences with evidence from the text.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Scan the text, looking for evidence of the seasons.</li> <li>• Carefully read the sentences around the evidence.</li> <li>• Remember to give a direct quotation.</li> </ul>
2. Look at the paragraph beginning “Carrying a bottle of milk ...”. Why would Wilbur not be cold at night?	<ul style="list-style-type: none"> <li>• He dug a tunnel in the box of straw.</li> <li>• He was completely covered up by the straw.</li> </ul>	2b 1 mark	<p><b>Question focus:</b> identify key details from fiction.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Carefully read the paragraph indicated, searching for relevant information to answer the question.</li> </ul>
3. Look at the paragraph beginning “Carrying a bottle of milk ...”. Find and copy <b>one</b> word that tells you Fern was delighted that Wilbur would be warm.	<p>“enchanted”</p> <p>Do not accept “relieved”.</p>	2a 1 mark	<p><b>Question focus:</b> explain the meaning of words in context.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Scan the paragraph indicated, looking for a word with this meaning.</li> <li>• Carefully reread the sentence containing the word to check your response.</li> </ul>
4. Find and copy <b>two</b> places Fern went without Wilbur.	Accept any two of: <ul style="list-style-type: none"> <li>• “the bus”</li> <li>• “school”</li> <li>• “upstairs”</li> </ul>	2b 1 mark	<p><b>Question focus:</b> identify key details from fiction.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Scan the text, looking for the answer.</li> <li>• Remember to find and copy, not paraphrase.</li> </ul>

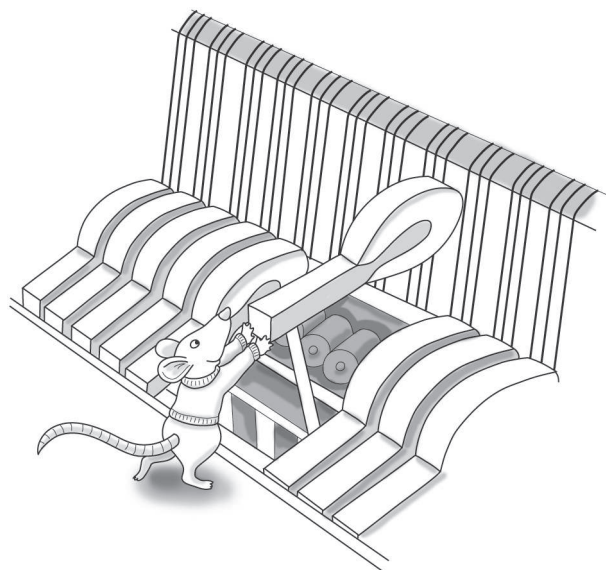


<p>5. Choose which of the following are <b>true</b> and which are <b>false</b> (see right).</p>	<table border="1"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>Wilbur was shut in a wooden box full of straw.</td> <td></td> <td>✓</td> </tr> <tr> <td>Fern's father was not worried about Wilbur being cold at night.</td> <td>✓</td> <td></td> </tr> <tr> <td>Wilbur waited for the school bus with Fern.</td> <td>✓</td> <td></td> </tr> <tr> <td>Wilbur always went to sleep beside Fern's doll.</td> <td></td> <td>✓</td> </tr> </tbody> </table>		True	False	Wilbur was shut in a wooden box full of straw.		✓	Fern's father was not worried about Wilbur being cold at night.	✓		Wilbur waited for the school bus with Fern.	✓		Wilbur always went to sleep beside Fern's doll.		✓	<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"> <li>Carefully read the question, marking key words.</li> <li>Think about each of the statements separately. Consider where in the text you will find relevant information.</li> <li>Carefully read the relevant sections of the text to decide whether each statement is true or false.</li> </ul> <p>Award 2 marks for all four answers correct. Award 1 mark for three answers correct.</p>
	True	False																
Wilbur was shut in a wooden box full of straw.		✓																
Fern's father was not worried about Wilbur being cold at night.	✓																	
Wilbur waited for the school bus with Fern.	✓																	
Wilbur always went to sleep beside Fern's doll.		✓																
<p>6. Which of these would be the best title for this extract from the book?</p> <p>Choose <b>one</b>.</p> <p><input type="checkbox"/> Fern and Friends</p> <p><input type="checkbox"/> Fern and Wilbur</p> <p><input type="checkbox"/> Wilbur's New Home</p> <p><input type="checkbox"/> Wilbur's Day</p>	<p>Fern and Wilbur</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"> <li>Carefully read the question, marking key words.</li> <li>Skim-read the text to gain an overall understanding of its meaning.</li> <li>Carefully read the options in the question, matching them against your overall understanding.</li> </ul>															

# Stuart Little

E.B. White

- 1 *Mr and Mrs Little, and their son George, were very surprised when a second child was born looking like a mouse. They called him Stuart.*
- 3 Stuart was also helpful when it came to Ping-pong. The Littles liked Ping-pong, but the balls had a way of rolling under chairs, sofas, and radiators, and this meant that the players were forever stooping down and reaching under things. Stuart soon learned to chase balls, and it was a great sight to see him come out from under a hot radiator, pushing a Ping-pong ball with all his might, the perspiration rolling down his cheeks. The ball, of course, was almost as high as he was, and he had to throw his whole weight against it in order to keep it rolling.
- 11 The Littles had a grand piano in their living room, which was all right except that one of the keys was a sticky key and didn't work properly. Mrs Little said she thought it must be the damp weather, but I don't see how it could be the damp weather, for the key had been sticking for about four years, during which time there had been many bright clear days. But anyway, the key stuck, and was a great inconvenience to anyone trying to play the piano. It bothered George particularly when he was playing the 'Scarf Dance', which was rather lively. It was George who had the idea of stationing Stuart inside the piano to push the key up the second it was played. This was no easy job for Stuart, as he had to crouch down between the felt hammers so that he wouldn't get hit on the head. But Stuart liked it just the same: it was exciting inside the piano, dodging about, and the noise was quite terrific. Sometimes after a long session he would emerge quite deaf, as though he had just stepped out of an airplane after a long journey; and it would be some little time before he felt really normal again.



<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
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1 Look at the second paragraph, beginning “*Stuart was also helpful ...*”.

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

bending  looking  slouching  stretching

2a

1 mark

2 Why did Stuart find it hard to push a Ping-pong ball?

---

2b

1 mark

3 Look at the paragraph beginning “*The Littles had a grand piano ...*”.

**Find and copy three** words that tell us why a sticky key was a problem.

---

2b

1 mark

4 The sticky key was probably *not* caused by the weather.

Find **one** piece of evidence for this statement. Use direct quotations from the text.

---

2d

1 mark

5 Why do you think George suggested that Stuart should be inside the piano when it was being played?

---



---

2d

1 mark

6 Give **two** reasons why it was uncomfortable for Stuart to be inside the piano.

---



---

2d

2 marks

7 In spite of the discomfort, why is it likely that Stuart will go into the piano the next time George asks?

---



---

2e

1 mark

8 Tick **one** box in each row to show whether each statement is **true** or **false**.

	True	False
Stuart Little’s brother was also a mouse.	<input type="checkbox"/>	<input type="checkbox"/>
Stuart liked to play Ping-pong.	<input type="checkbox"/>	<input type="checkbox"/>
Stuart liked being inside the piano.	<input type="checkbox"/>	<input type="checkbox"/>
Sometimes, being inside the piano made Stuart deaf for a bit.	<input type="checkbox"/>	<input type="checkbox"/>

2b

2 marks

9 Which of these would be the best title for this extract? Tick **one**.

Inside the Piano

Stuart the Ball Boy

Stuart Helps Out

The Sticky Key

2c

1 mark

Cracking the questions

Practice text: Stuart Little

Question	Answer	CD/Mark	Useful strategies
<p>1. Look at the first paragraph, beginning “Stuart was also helpful ...”. What does the word “stooping” mean? Tick <b>one</b>.</p> <p><input type="checkbox"/> bending</p> <p><input type="checkbox"/> looking</p> <p><input type="checkbox"/> slouching</p> <p><input type="checkbox"/> stretching</p>	bending	2a 1 mark	<p><b>Question focus:</b> explain the meaning of words in context.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the paragraph indicated, looking for the word.</li> <li>Carefully read the sentence containing the word, then identify a word in the question with the same meaning.</li> </ul>
<p>2. Why did Stuart find it hard to push a Ping-pong ball?</p>	<ul style="list-style-type: none"> <li>The ball was almost as high as he was.</li> <li>He had to throw all his weight behind it.</li> </ul>	2b 1 mark	<p><b>Question focus:</b> identify key details from fiction.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text you will find the answer to the question.</li> <li>Carefully read that part of the text, considering the question.</li> </ul>
<p>3. Look at the paragraph beginning “The Littles had a grand piano ...”. Find and copy <b>three</b> words that tell us why a sticky key was a problem.</p>	<p>Accept either:</p> <ul style="list-style-type: none"> <li>“didn’t work properly”</li> <li>“a great inconvenience”</li> </ul>	2b 1 mark	<p><b>Question focus:</b> identify key details from fiction.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Carefully read the paragraph indicated, looking for the answer.</li> <li>Remember to find and copy, not paraphrase.</li> </ul>
<p>4. The sticky key was probably <i>not</i> caused by the weather. Find <b>one</b> piece of evidence for this statement. Use direct quotations from the text.</p>	<p>Accept either:</p> <ul style="list-style-type: none"> <li>“the key had been sticking for about four years”</li> <li>“there had been many bright clear days”</li> </ul>	2d 1 mark	<p><b>Question focus:</b> explain and justify inferences with evidence from the text.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the text, looking for evidence of the weather.</li> <li>Carefully read the sentences around the evidence.</li> <li>Remember to give a direct quotation.</li> </ul>
<p>5. Why do you think George suggested that Stuart should be inside the piano when it was being played?</p>	<p>Stuart could push the key up when it was played, so his music sounded better.</p>	2d 1 mark	<p><b>Question focus:</b> explain and justify inferences with evidence from the text.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text you will find the answer to the question.</li> <li>Carefully read that part of the text, considering the question.</li> </ul>

<p>6. Give <b>two</b> reasons why it was uncomfortable for Stuart to be inside the piano.</p>	<p>Accept any two of:</p> <ul style="list-style-type: none"> <li>• He had to crouch down to avoid being hit on the head.</li> <li>• He had to dodge about.</li> <li>• “the noise was quite terrific”</li> </ul>	<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"> <li>• Carefully read the question, marking key words.</li> <li>• Scan the text, looking for evidence of Stuart being uncomfortable.</li> <li>• Carefully read the sentences around the evidence.</li> <li>• Either give direct quotations or paraphrase their meaning for your answer.</li> </ul> <p>Award 1 mark for each piece of evidence given, up to a total of 2 marks.</p>																														
<p>7. In spite of the discomfort, why is it likely that Stuart will go into the piano the next time George asks?</p>	<p>Accept answers that recognise any of:</p> <ul style="list-style-type: none"> <li>• He has been inside the piano more than once, so he is likely to go again.</li> <li>• It says that he liked it.</li> <li>• Stuart likes to be helpful.</li> </ul>	<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"> <li>• Carefully read the question, marking key words.</li> <li>• Scan the text, looking for a reason why Stuart might go into the piano again.</li> <li>• Carefully read the sections of text you find to check your answer.</li> </ul>																														
<p>8. Tick <b>one</b> box in each row to show whether each statement is <b>true</b> or <b>false</b>.</p> <table border="1" data-bbox="687 1682 1102 2078"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>Stuart Little's brother was also a mouse.</td> <td></td> <td>✓</td> </tr> <tr> <td>Stuart liked to play Ping-pong.</td> <td></td> <td>✓</td> </tr> <tr> <td>Stuart liked being inside the piano.</td> <td>✓</td> <td></td> </tr> <tr> <td>Sometimes, being inside the piano made Stuart deaf for a bit.</td> <td>✓</td> <td></td> </tr> </tbody> </table>		True	False	Stuart Little's brother was also a mouse.		✓	Stuart liked to play Ping-pong.		✓	Stuart liked being inside the piano.	✓		Sometimes, being inside the piano made Stuart deaf for a bit.	✓		<table border="1" data-bbox="687 1218 1102 1615"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>Stuart Little's brother was also a mouse.</td> <td></td> <td>✓</td> </tr> <tr> <td>Stuart liked to play Ping-pong.</td> <td></td> <td>✓</td> </tr> <tr> <td>Stuart liked being inside the piano.</td> <td>✓</td> <td></td> </tr> <tr> <td>Sometimes, being inside the piano made Stuart deaf for a bit.</td> <td>✓</td> <td></td> </tr> </tbody> </table>		True	False	Stuart Little's brother was also a mouse.		✓	Stuart liked to play Ping-pong.		✓	Stuart liked being inside the piano.	✓		Sometimes, being inside the piano made Stuart deaf for a bit.	✓		<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"> <li>• Carefully read the question, marking key words.</li> <li>• Think about each of the statements separately. Consider where in the text you will find relevant information.</li> <li>• Carefully read the relevant sections of the text to decide whether each statement is true or false.</li> </ul> <p>Award 2 marks for all four answers correct. Award 1 mark for three answers correct.</p>
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<p>9. Which of these would be the best title for this extract? Tick <b>one</b>.</p> <p><input type="checkbox"/> Inside the Piano</p> <p><input type="checkbox"/> Stuart Helps Out</p> <p><input type="checkbox"/> Stuart the Ball Boy</p> <p><input type="checkbox"/> The Sticky Key</p>	<p>Stuart Helps Out</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"> <li>• Carefully read the question, marking key words.</li> <li>• Skim-read the text to gain an overall understanding of its meaning.</li> <li>• Carefully read the options in the question, matching them against your overall understanding.</li> </ul>																														

# How to Train Your Dragon

Cressida Cowell

## Key text features

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The texts are both extracts from the same fantasy novel.

- The Teaching text is an extract from *How to Train Your Dragon*, entitled *First Catch Your Dragon*, by Cressida Cowell.
- The Practice text is an extract from *How to Train Your Dragon*, entitled *Into the Dragons' Cave*, by Cressida Cowell.

## Reading the Teaching text: *First Catch Your Dragon*

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- What do the children know about *How to Train Your Dragon*? Have any of them seen the films or read the books? Invite the children to share their experiences and impressions.
- What do the children know about Vikings? Invite them to share their knowledge.
- Introduce the text by explaining that the book is set in Viking times, on an imaginary island called Berk. Access the Interactive Modelling Software for this unit. Read the extract to the children and ask them to think about why the Vikings might want to tame the dragons.
- 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: *Into the Dragons' Cave*

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- Encourage the children to think, pair, share what they remember about Hiccup and the other boys from the Teaching text.
- Discuss why the boys might be going into the dragons' cave.
- Once they have read the extract, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

## Moving into writing

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- Reread the extracts from *How to Train Your Dragon*.
- Explain to the children that you want them to write about what might happen next in this story.
- Use a drama session to explore the children's ideas and develop characterisation of Hiccup, Gobber and the other boys.
- In pairs, ask the children to make a story map showing how their story could develop. They should include any details they want to feature in their writing, such as information relating to Vikings.
- Encourage the children to explain their ideas to a new response partner for feedback, before they start to write.

# Listening Comprehension: Questions and Answers



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

**Q1:** What are the boys aiming to achieve on this adventure?

**A1:** Accept either:

- to prove themselves as Viking heroes
- to catch dragons

**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 the words “*Ohhhhhh suffering scallops*” tell us about how Hiccup is feeling?

**A2:** He is scared/worried.

**Strategy:** Think about where in the text you would find the answer to this question. Listen to that part of the text again, thinking about what Hiccup might be feeling.

**Q3:** The words “*scenic spot*” are usually used to describe somewhere beautiful. Why does Gobber use it to describe Wild Dragon Cliff?

**A3:** Accept either:

- He thinks it is beautiful.
- He is being sarcastic.

**Strategy:** Listen to the whole text again, being alert for information about Wild Dragon Cliff, why the boys are at Wild Dragon Cliff, and why someone would describe it as a “*scenic spot*”.

## Extending reading

*The How to Train Your Dragon* series – Cressida Cowell

*The Wizards of Once* – Cressida Cowell

*The Kingdom of Gems* trilogy – Jasper Cooper

*The Wee Free Men* – Terry Pratchett

*The Secret Lake* – Karen Inglis

*Kestrel Island* – A.B. Martin

Teaching text: First Catch Your Dragon 

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. Look at the paragraph beginning "Hiccup will be leading you ...".</p> <p>(a) <b>Find</b> and <b>copy two</b> words that explain why Hiccup should <i>not</i> be leading the adventure.</p> <p>(b) <b>Find</b> and <b>copy four</b> words that explain why Hiccup is going to lead the adventure.</p>	<p>(a) "completely useless"</p> <p>(b) "son of the CHIEF"</p>	<p>2b 2 marks</p>	<p><b>Question focus:</b> identify key details from fiction.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Carefully read the paragraph indicated, looking first for the answer to (a) and then for the answer to (b).</li> <li>Remember to find and copy, not paraphrase.</li> </ul> <p>Capitalisation of "CHIEF" is not necessary.</p> <p>Award 1 mark for each correct answer.</p>
<p>2. In the paragraph beginning "Our dragons are what set us apart", Gobber says "It is only the VIKING HEROES who dare to tame the wildest, most dangerous creatures on earth."</p> <p>What are the creatures that Gobber is talking about?</p>	<p>dragons</p>	<p>2d 1 mark</p>	<p><b>Question focus:</b> make inferences from the text.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the paragraph indicated, looking for the words in the question.</li> <li>Carefully read the sentences around the words, looking for clues about the creatures.</li> </ul>
<p>3. Why do the Viking boys want to pass the Dragon Initiation Test?</p>	<p>so they can enter the Hairy Hooligan Tribe</p>	<p>2d 1 mark</p>	<p><b>Question focus:</b> make inferences from the text.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the text, looking for the words in the question.</li> <li>Carefully read the sentences around the words, looking for reasons why the boys would want to do this.</li> </ul>
<p>4. In the paragraph beginning "The cliff loomed dizzyingly high above them", what does the word "loomed" tell us about the cliff?</p> <p>Choose <b>one</b>.</p> <p><input type="checkbox"/> It is dark coloured.</p> <p><input type="checkbox"/> It is tricky to climb.</p> <p><input type="checkbox"/> It is threatening.</p> <p><input type="checkbox"/> It is covered in mist.</p>	<p>It is threatening.</p>	<p>2g 1 mark</p>	<p><b>Question focus:</b> identify how meaning is enhanced through choice of words and phrases.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the paragraph indicated, looking for the words in the question.</li> <li>Carefully read the sentence containing the word, considering the implications of the word.</li> </ul>



<p>5. Choose which of the following are <b>true</b> and which are <b>false</b> (see right).</p> <table border="1" data-bbox="245 1263 694 1659"> <thead> <tr> <th></th> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>All Vikings enjoy riding horses.</td> <td></td> <td>✓</td> </tr> <tr> <td>The first job the boys must do is steal something.</td> <td>✓</td> <td></td> </tr> <tr> <td>The boys have come to Wild Dragon Cliff to see how many dragons they can spot.</td> <td></td> <td>✓</td> </tr> <tr> <td>Wild Dragon Cliff is very high.</td> <td>✓</td> <td></td> </tr> </tbody> </table>		T	F	All Vikings enjoy riding horses.		✓	The first job the boys must do is steal something.	✓		The boys have come to Wild Dragon Cliff to see how many dragons they can spot.		✓	Wild Dragon Cliff is very high.	✓		<p>Question focus: <i>identify key details from fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Think about each of the statements separately. Consider where in the text you will find relevant information.</li> <li>Carefully read the relevant sections of the text to decide whether each statement is true or false.</li> </ul> <p>Award 2 marks for all four answers correct. Award 1 mark for three answers correct.</p>	<p>2b 2 marks</p>
	T	F															
All Vikings enjoy riding horses.		✓															
The first job the boys must do is steal something.	✓																
The boys have come to Wild Dragon Cliff to see how many dragons they can spot.		✓															
Wild Dragon Cliff is very high.	✓																
<p>6. <i>This adventure takes place in winter.</i> Find <b>two</b> pieces of evidence for this statement. You do not have to use direct quotations from the text.</p>	<p>Question focus: <i>explain and justify inferences with evidence from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the text, looking for evidence of the seasons.</li> <li>Carefully read the sentences around the evidence.</li> <li>Give either direct quotations or paraphrase their meaning.</li> </ul> <p>Award 1 mark for each piece of evidence given, up to a total of 2 marks.</p>	<p>2d 2 marks</p> <p>Accept any two of:</p> <ul style="list-style-type: none"> <li>They are standing in snow./“Gobber spat solemnly into the snow.”</li> <li>They can see the cliff./“In summer you could barely even see the cliff ...”</li> <li>The dragons are hibernating./It is silent except for the sound of the dragons snoring./“the ominous, low rumble of their snores.”</li> </ul>															

# Into the Dragons' Cave

Cressida Cowell

- 1 Although he wasn't your usual mindless thug of a Hooligan, Hiccup wasn't a wimp, either. Being frightened is not the same as being a coward. Maybe he *was* as brave as anyone else there, because he went to catch a dragon *despite* knowing what dragons are like. And, when he had climbed perilously to the mouth of the cave and had found that inside there was a long, twisty tunnel, he *still* went down it, despite not being too keen on long, twisty tunnels with dragons at the end of them.
- 8 The tunnel was dripping and clammy. At times it was high enough for the boys to walk upright. Then it would close down into narrow, claustrophobic holes that the boys could only just squeeze through, squirming on their stomachs, with the flares held in their mouths.
- 12 After ten long minutes of walking and crawling into the heart of the cliff, the stench of dragon – a salty stink of seaweed and old mackerel heads – got stronger and stronger, until finally it became unbearable and the tunnel opened out into a ginormous cavern.
- 16 The cavern was full of more dragons than Hiccup could ever have imagined existed.
- 18 They were every possible colour and size, and they included all the species that Hiccup had heard of, and quite a few more that he hadn't.
- 20 Hiccup started sweating as he looked around him at pile after pile of the animals, draped over every available surface; even hanging upside-down from the roof like giant bats. They were all fast asleep, and most of them were snoring in unison. This was a sound so loud and so deep that it seemed to penetrate right into Hiccup's body and vibrate around his soft insides, churning his stomach and bowels, and forcing his heart to beat at the same slow dragon pulse.
- 33 If one, just *one*, of these countless creatures were to wake up, it would raise the alarm to the others and the boys would meet a horrible death.



<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
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1 Find and copy **two** words from the first paragraph that tell us what most of the Hooligan Tribe are like.

---

2b  
  
1 mark

2 In the first paragraph, what does the word “*despite*” mean? Tick **one**.

although       because       thoughtless       unkind

2a  
  
1 mark

3 What did Hiccup expect to find at the end of the tunnel?

---

2b  
  
1 mark

4 The tunnel was not a comfortable place to be.

Find **two** pieces of evidence from paragraph 2 for this statement. You do not have to use direct quotations from the text.

---



---

2d  
  
2 marks

5 Look at the paragraph beginning “*After ten long minutes ...*”.

Find and copy the first word that warns us that dragons do not smell good.

---

2g  
  
1 mark

6 Why do you think the smell got stronger as the boys got closer to the end of the tunnel?

---

2d  
  
1 mark

7 Give **two** reasons why Hiccup might have been surprised when he reached the end of the tunnel.

---



---

2d  
  
1 mark

8 Tick to show which statement is true for each place. One statement is true for both places.

	Tunnel	Cave
long and twisty		
full of dragons		
stench of dragon		
dragons hanging upside down		

2h  
  
2 marks

9 Number the events to show the order in which Hiccup did them.

He started sweating.                       He smelled the dragons.   
He climbed the cliff.                       He went down the tunnel.

2c  
  
2 marks

Practice text: Into the Dragon’s Cave

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Find and copy <b>two</b> words from the first paragraph that tell us what most of the Hooligan Tribe are like.	“mindless thug”	2b 1 mark	<p><b>Question focus:</b> identify key details from fiction.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Carefully read the paragraph indicated, looking for the answer.</li> <li>Remember to find and copy, not paraphrase.</li> </ul>
2. In the first paragraph, what does the word “despite” mean? Tick <b>one</b> . <input type="checkbox"/> although <input type="checkbox"/> because <input type="checkbox"/> thoughtless <input type="checkbox"/> unkind	although	2a 1 mark	<p><b>Question focus:</b> explain the meaning of words in context.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the paragraph indicated, looking for the word. (There are two instances in this paragraph, both with the same meaning.)</li> <li>Carefully read the sentences containing the word, then identify a word in the question with the same meaning.</li> </ul>
3. What did Hiccup expect to find at the end of the tunnel?	dragons	2b 1 mark	<p><b>Question focus:</b> identify key details from fiction.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text you will find the answer to the question.</li> <li>Carefully read that part of the text, considering the question.</li> </ul>
4. The tunnel was not a comfortable place to be. Find <b>two</b> pieces of evidence from paragraph 2 for this statement. You do not have to use direct quotations from the text.	Accept any two of: <ul style="list-style-type: none"> <li>It was wet./“dripping and clammy”</li> <li>It was low./“narrow, claustrophobic holes”</li> <li>It was a tight fit./“the boys could only just squeeze through, squirming on their stomachs”</li> <li>It was dark./“the flares held in their mouths”</li> </ul>	2d 2 marks	<p><b>Question focus:</b> explain and justify inferences with evidence from the text.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the text, looking for evidence of conditions in the tunnel.</li> <li>Carefully read the sentences around the evidence.</li> <li>Give either direct quotations or paraphrase their meaning.</li> </ul> <p>Award 1 mark for each piece of evidence given, up to a total of 2 marks.</p>
5. Look at the paragraph beginning “After ten long minutes . . .”. <b>Find and copy</b> the first word that warns us that dragons do not smell good.	“stench”	2g 1 mark	<p><b>Question focus:</b> identify how meaning is enhanced through choice of words and phrases.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Carefully read the paragraph indicated, looking for words that refer to smell.</li> <li>Scan the paragraph, looking for the first reference to a smell and recognising that the author chose a particular word to warn the reader that the smell was bad.</li> </ul>

<p>6. Why do you think the smell got stronger as the boys got closer to the end of the tunnel?</p>	<p>They were getting closer to the dragons (and the smell was coming from the dragons).</p>	<p>2d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i> Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text you will find the answer to the question.</li> <li>Carefully read that part of the text, considering the question.</li> </ul>																														
<p>7. Give <b>two</b> reasons why Hiccup might have been surprised when he reached the end of the tunnel.</p>	<p>Accept any two of:</p> <ul style="list-style-type: none"> <li>The cavern was ginormous.</li> <li>There were more dragons than Hiccup imagined existed.</li> <li>There were species of dragon that Hiccup had never heard of.</li> <li>There were dragons everywhere.</li> </ul>	<p>2d 1 mark</p>	<p><i>Question focus: explain and justify inferences with evidence from the text.</i> Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text you will find the answer to the question.</li> <li>Carefully read that part of the text, considering the question.</li> </ul>																														
<p>8. Tick to show which statement is true for each place. One statement is true for both places.</p> <table border="1" data-bbox="655 1682 887 2078"> <thead> <tr> <th></th> <th>Tunnel</th> <th>Cave</th> </tr> </thead> <tbody> <tr> <td>long and twisty</td> <td></td> <td></td> </tr> <tr> <td>full of dragons</td> <td></td> <td></td> </tr> <tr> <td>stench of dragon</td> <td></td> <td></td> </tr> <tr> <td>dragons hanging upside down</td> <td></td> <td></td> </tr> </tbody> </table>		Tunnel	Cave	long and twisty			full of dragons			stench of dragon			dragons hanging upside down			<table border="1" data-bbox="655 1218 887 1615"> <thead> <tr> <th></th> <th>Tunnel</th> <th>Cave</th> </tr> </thead> <tbody> <tr> <td>long and twisty</td> <td>✓</td> <td></td> </tr> <tr> <td>full of dragons</td> <td></td> <td>✓</td> </tr> <tr> <td>stench of dragon</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>dragons hanging upside down</td> <td></td> <td>✓</td> </tr> </tbody> </table>		Tunnel	Cave	long and twisty	✓		full of dragons		✓	stench of dragon	✓	✓	dragons hanging upside down		✓	<p>2h 2 marks</p>	<p><i>Question focus: make comparisons within the text.</i></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Think about each of the statements separately. Consider where in the text you will find the relevant information.</li> <li>Carefully read the relevant sections of the text to decide which of the places each statement describes.</li> </ul> <p>Award 2 marks for all five answers correct. Award 1 mark for four answers correct.</p>
	Tunnel	Cave																															
long and twisty																																	
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stench of dragon	✓	✓																															
dragons hanging upside down		✓																															
<p>9. Number the events to show the order in which Hiccup did them.</p> <p><input type="checkbox"/> He started sweating.</p> <p><input type="checkbox"/> He smelled the dragons.</p> <p><input type="checkbox"/> He climbed the cliff.</p> <p><input type="checkbox"/> He went down the tunnel.</p>	<p>He started sweating.      4</p> <p>He smelled the dragons.      3</p> <p>He climbed the cliff.      1</p> <p>He went down the tunnel.      2</p>	<p>2c 2 marks</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i> Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the whole text for each of the events described.</li> <li>Number the events, then check your answer against the text.</li> </ul> <p>Award 2 marks for all events correctly sequenced. Award 1 mark for two events correctly sequenced.</p>																														

# An Egyptian Myth/A Korean Myth

Kate Ruttle

## Key text features

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The texts are both short creation myths from different cultures.

- The Teaching text is an Egyptian myth retold by Kate Ruttle.
- The Practice text is a Korean myth retold by Kate Ruttle.

## Reading the Teaching text: *An Egyptian Myth*

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- What do the children know about myths? Confirm that they are often stories that explain how things came to be in the natural world and usually have some element of magic or reference to gods. Myths are often specific to individual cultures.
- What do the children know about Ancient Egypt, its pharaohs and gods? Show them pictures of some Ancient Egyptian gods, including Ra, Set, Isis, Osiris and Horus.
- Access the Interactive Modelling Software for this unit. Read the extract to the children and ask them to think about whether this is really likely to be the reason that the Nile floods each year.
- Read the extract again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 58–59).



## Reading the Practice text: *A Korean Myth*

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- Encourage the children to think, pair, share what they remember about myths.
- Introduce the text by exploring the children's knowledge of different types of tree. Show pictures of birch, oak, maple, fir, pine and holly (you may wish to show the deciduous trees with and without leaves). Ask the children to identify similarities and differences between the trees.
- Once they have read the extract, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

## Moving into writing

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- Reread these myths, confirming key features of myths with the children.
- Read the children a myth linked to a country you have studied in geography. The internet is a rich source of myths for children.
- Explain to the children that they are going to create a multimedia presentation of their own version of the new myth.
- Encourage the children to work in groups to retell and improve the myth.
- In pairs, ask the children to illustrate key events in the myth, draw relevant illustrations and scan these (if done on paper). They can then use word-processing software to write and edit their version of the myth, inserting their images to illustrate it.

# Listening Comprehension: Questions and Answers



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

**Q1:** Why was Osiris made the first pharaoh?

**A1:** He was Ra's favourite grandchild and a good man.

**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 Set was made god of deserts and storms?

**A2:** Accept answers such as:

- People don't usually live in the desert, so Set could not hurt them.
- Set was angry and storms are angry.
- The desert is not an important place of which to be god.

**Strategy:** Listen to the whole text again, thinking about what Set did and how Ra felt about him.

**Q3:** List all the Egyptian gods and goddesses mentioned in the story.

**A3:** Ra, Osiris, Isis, Set, Horus

**Strategy:** Listen to the whole text again, being alert for information about gods and goddesses

## Extending reading

*Stories from Ancient Egypt* – Joyce Tyldesley

*A Year Full of Stories* – Angela McAllister

*The Orchard Book of Greek Myths* – Geraldine McCaughrean

*Beowulf* – Michael Morporgo

*Illustrated Norse Myths* – Alex Frith

Teaching text: An Egyptian Myth 

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Look at the first paragraph. Find and copy five words that explain when these events happened.	"Before the beginning of time"	2b 1 mark	<p><b>Question focus:</b> identify key details from fiction.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Carefully read the paragraph indicated, looking for the answer.</li> <li>Remember to find and copy, not paraphrase.</li> </ul>
2. In the first paragraph, what does the word "solitary" mean? Choose one. <input type="checkbox"/> private <input type="checkbox"/> quiet <input type="checkbox"/> single <input type="checkbox"/> unsociable	single	2a 1 mark	<p><b>Question focus:</b> explain the meaning of words in context.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the paragraph indicated, looking for the word.</li> <li>Carefully read the sentence containing the word, then identify a word in the question with the same meaning.</li> </ul>
3. Why did Set kill Osiris?	<ul style="list-style-type: none"> <li>He was jealous.</li> <li>He wanted to be the pharaoh.</li> </ul>	2b 1 mark	<p><b>Question focus:</b> identify key details from fiction.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text you will find the answer to the question.</li> <li>Carefully read that part of the text, considering the question.</li> </ul>
4. Why does the writer mention the god Ra in the first paragraph?	It is important to know who Ra is for the whole story.	2f 1 mark	<p><b>Question focus:</b> explain how narrative content is related and contributes to meaning as a whole.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the paragraph indicated, looking for the information in the question.</li> <li>Skim-read the whole text, considering the role of Ra in the text.</li> <li>Reflect on the impact of mentioning Ra at this early point.</li> </ul>



<p>5. Ra was the most powerful of the gods. Find <b>two</b> pieces of evidence for this statement. You do not have to use direct quotations from the text.</p>	<p>Accept any two of:</p> <ul style="list-style-type: none"> <li>• He was the first god.</li> <li>• All of the other gods were either his wife or his children and grandchildren/ <i>“they had many children and grandchildren”</i></li> <li>• It was his job to run the world, but his family helped./<i>“His family were all gods like him, and they helped him to run the world.”</i></li> <li>• He was able to make Osiris a pharaoh./<i>“Ra made him the first ruler – the first pharaoh of all of Egypt.”</i></li> <li>• He decides what each god is responsible for./<i>Set was banished to become responsible for deserts and storms./“Ra gave Horus the responsibility of protecting all future pharaohs, as well as making him god of the sky.”</i></li> </ul>	<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"> <li>• Carefully read the question, marking key words.</li> <li>• Scan the text, looking for evidence of Ra's position.</li> <li>• Carefully read the sentences around the evidence.</li> <li>• Give either direct quotations or paraphrase their meaning.</li> </ul> <p>Award 1 mark for each piece of evidence given, up to a total of 2 marks.</p>
<p>6. Which of these would be the best title for this myth? Choose <b>one</b>.</p> <p><input type="checkbox"/> Why Osiris Was the First Pharaoh</p> <p><input type="checkbox"/> Why the Nile Rises Each Year</p> <p><input type="checkbox"/> Why Set Killed Osiris</p> <p><input type="checkbox"/> Who Are the Egyptian Gods?</p>	<p>Why the Nile Rises Each Year</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"> <li>• Carefully read the question, marking key words.</li> <li>• Skim-read the text to gain an overall understanding of its meaning.</li> <li>• Carefully read the options in the question, matching them against your overall understanding.</li> </ul>

## A Korean Myth

- 1 One day, years and years ago, the birds of this world knew that cold winter was approaching and began to fly south to warmer countries. All except one little bird who had a broken wing and could not fly.
- 4 “I will ask the trees in the forest if they can keep me warm in the cold winter,” he said.
- 6 So, he jumped and he flapped towards the trees at the fringe of the forest. He first met a majestic birch. “Magnificent Birch,” he sang, “will you allow me to stay warm in your branches during the cold winter?”
- 9 “Certainly not!” the birch tree said. “I have to take care of my branches.”
- 10 The little bird staggered on until he came to a great oak tree. “Oh, mighty Oak, when winter comes, I may freeze. Will you keep me warm in your branches?”
- 13 “No, for you might eat my acorns!” replied the oak. “Go away.”
- 14 The little bird jumped and he flapped until he came to a maple tree. “Oh, glorious Maple, will you let me spend winter in your warm branches?”
- 16 “I shall not!” replied the maple. “I never help strangers.”
- 17 The poor little bird did not know where to go, but he kept staggering and flapping along with his broken wing. Presently the fir tree saw him and said, “Come here, little bird. You may spend the winter in my branches.”
- 20 The pine tree nearby said, “I will spread my branches to keep the wind away.”
- 21 The holly tree added, “You may eat my berries. They are good food for birds.”
- 22 The little bird was very comfortable in his warm nest, protected from the cold wind and with holly berries to eat.
- 26 That night, the Frost King said, “North Wind, it’s time to start winter. Blow the leaves from the trees, my friend, except for those who helped the bird with the broken wing. For their kindness, they may keep their leaves, even in winter.”



<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
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1 From the first paragraph, **find** and **copy four** words that explain when these events happened.

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2b  
  
1 mark

2 Why does the bird call the trees “*magnificent*”, “*mighty*” and “*glorious*”?

---

2d  
  
1 mark

3 Look at the paragraph beginning “*So, he jumped and he flapped...*”.

What does the word “*fringe*” mean?

Tick **one**.

centre

edge

heart

nearby

2a  
  
1 mark

4 Write the name of the tree beside the excuse it gave not to help the bird.

“*No, for you might eat my acorns!*” \_\_\_\_\_

“*I never help strangers.*” \_\_\_\_\_

“*I have to take care of my branches.*” \_\_\_\_\_

2b  
  
1 mark

5 Why does the writer tell you in the first paragraph that the bird had a broken wing?

---

2f  
  
1 mark

6 Tick **one** box in each row to show whether the statement is **true** or **false**.

	True	False
The bird wanted the trees to give him food.	<input type="checkbox"/>	<input type="checkbox"/>
The bird tried to fly south.	<input type="checkbox"/>	<input type="checkbox"/>
The bird asked politely for help.	<input type="checkbox"/>	<input type="checkbox"/>
The bird was comfortable in its nest in the fir tree.	<input type="checkbox"/>	<input type="checkbox"/>

2b  
  
2 marks

<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
--------------	---------------	--------------

7 List **three** trees from the story that were allowed to keep their leaves, even in winter.

\_\_\_\_\_

2d  
  
1 mark

8 The story is set just before the beginning of winter.

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

\_\_\_\_\_

\_\_\_\_\_

2d  
  
2 marks

9 Which of these would be the best title for this myth?

Tick **one**.

The Bird with the Broken Wing

Why Some Trees Are Evergreen

Why the Bird Didn't Fly South

King Frost and the North Wind

2c  
  
1 mark

## Practice text: A Korean Myth

## Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. From the first paragraph, <b>find</b> and <b>copy four</b> words that explain when these events happened.	"years and years ago"	2b 1 mark	<b>Question focus:</b> <i>identify key details from fiction.</i> <b>Strategies:</b> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Carefully read the paragraph indicated, looking for the answer.</li> <li>Remember to find and copy, not paraphrase.</li> </ul>
2. Why does the bird call the trees "magnificent", "mighty" and "glorious"?	He is trying to flatter them so that they help him.	2d 1 mark	<b>Question focus:</b> <i>make inferences from the text.</i> <b>Strategies:</b> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the text, looking for the words the bird calls the trees.</li> <li>Consider why the bird would have used these adjectives.</li> </ul>
3. Look at the paragraph beginning "So, he jumped and he flapped ...". What does the word "fringe" mean? Tick one. <input type="checkbox"/> centre <input type="checkbox"/> edge <input type="checkbox"/> heart <input type="checkbox"/> nearby	edge	2a 1 mark	<b>Question focus:</b> <i>explain the meaning of words in context.</i> <b>Strategies:</b> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the paragraph indicated, looking for the word.</li> <li>Carefully read the sentence containing the word, then identify a word in the question with the same meaning.</li> </ul>
4. Write the name of the tree beside the excuse it gave not to help the bird. "No, for you might eat my acorns!" _____ "I never help strangers." _____ "I have to take care of my branches." _____	"No, for you might eat my acorns!" – oak "I never help strangers." – maple "I have to take care of my branches." – birch	2b 1 mark	<b>Question focus:</b> <i>identify key details from fiction.</i> <b>Strategies:</b> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the passage, looking for the excuses the trees gave the bird.</li> <li>Write the name of the tree beside each of the excuses.</li> </ul>

<p>5. Why does the writer tell you in the first paragraph that the bird had a broken wing?</p>	<p>The fact that the bird can't fly is important to the story.</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"> <li>Carefully read the question, marking key words.</li> <li>Scan the paragraph indicated, looking for the information in the question.</li> <li>Skim-read the whole text, considering the situation of the bird in the text.</li> <li>Reflect on the impact of mentioning the bird's inability to fly at this early point.</li> </ul>																														
<p>6. Tick <b>one</b> box in each row to show whether the statement is <b>true</b> or <b>false</b>.</p> <table border="1" data-bbox="504 1682 1015 2078"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>The bird wanted the trees to give him food.</td> <td></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>The bird tried to fly south.</td> <td></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>The bird asked politely for help.</td> <td><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td>The bird was comfortable in its nest in the fir tree.</td> <td><input checked="" type="checkbox"/></td> <td></td> </tr> </tbody> </table>		True	False	The bird wanted the trees to give him food.		<input checked="" type="checkbox"/>	The bird tried to fly south.		<input checked="" type="checkbox"/>	The bird asked politely for help.	<input checked="" type="checkbox"/>		The bird was comfortable in its nest in the fir tree.	<input checked="" type="checkbox"/>		<table border="1" data-bbox="504 1263 1015 1659"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>The bird wanted the trees to give him food.</td> <td></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>The bird tried to fly south.</td> <td></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>The bird asked politely for help.</td> <td><input checked="" type="checkbox"/></td> <td></td> </tr> <tr> <td>The bird was comfortable in its nest in the fir tree.</td> <td><input checked="" type="checkbox"/></td> <td></td> </tr> </tbody> </table>		True	False	The bird wanted the trees to give him food.		<input checked="" type="checkbox"/>	The bird tried to fly south.		<input checked="" type="checkbox"/>	The bird asked politely for help.	<input checked="" type="checkbox"/>		The bird was comfortable in its nest in the fir tree.	<input checked="" type="checkbox"/>		<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"> <li>Carefully read the question, marking key words.</li> <li>Think about each of the statements separately. Consider where in the text you will find relevant information.</li> <li>Carefully read the relevant sections of the text to decide whether each statement is true or false.</li> </ul> <p>Award 2 marks for all four answers correct. Award 1 mark for three answers correct.</p>
	True	False																															
The bird wanted the trees to give him food.		<input checked="" type="checkbox"/>																															
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<p>7. List <b>three</b> trees from the story that were allowed to keep their leaves, even in winter.</p>	<p>fir, pine, holly</p>	<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"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text you will find the answer to the question.</li> <li>Carefully read that part of the text, considering the question.</li> </ul> <p>Award 1 mark for three answers correct.</p>																														

<p>8. The story is set just before the beginning of winter. Find <b>two</b> pieces of evidence for this statement. You do not have to use direct quotations from the text.</p>	<p>Accept any two of:</p> <ul style="list-style-type: none"> <li>We are told that winter is coming./“the birds knew that cold winter was approaching”</li> <li>The bird tells the oak that winter is coming./“when winter comes, I may freeze.”</li> <li>The Frost King told the North Wind to start winter./“North Wind, it’s time to start winter.”</li> </ul> <p>Why Some Trees are Evergreen</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"> <li>Carefully read the question, marking key words.</li> <li>Scan the text, looking for evidence of the seasons.</li> <li>Carefully read the sentences around the evidence.</li> <li>Give either direct quotations or paraphrase their meaning.</li> </ul> <p>Award 1 mark for each piece of evidence given, up to a total of 2 marks.</p>
<p>9. Which of these would be the best title for this myth? Tick <b>one</b>.</p> <p><input type="checkbox"/> The Bird with the Broken Wing</p> <p><input type="checkbox"/> Why Some Trees Are Evergreen</p> <p><input type="checkbox"/> Why the Bird Didn’t Fly South</p> <p><input type="checkbox"/> King Frost and the North Wind</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"> <li>Carefully read the question, marking key words.</li> <li>Skim-read the text to gain an overall understanding of its meaning.</li> <li>Carefully read the options in the question, matching them against your overall understanding.</li> </ul>

# Knight Survival Guide: Are You Tough Enough?

**Anna Claybourne**

## Key text features

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Both texts are extracts from the same book: *Knight Survival Guide: Are You Tough Enough?* by Anna Claybourne.

## Reading the Teaching and Practice texts: *Knight Survival Guide*

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- Access the Interactive Modelling Software for this unit. Discuss the title and sub-title before reading the text: *Knight Survival Guide: Are You Tough Enough?*
- Encourage predictions of the text. Ask questions such as:
  - What do you already know about knights?
  - What does the sub-title tell you about being a knight?
  - What do you expect to find out in the text?
- Invite the children to complete the first two columns in a KWL grid (I know, I want to find out, I learned).
- Tell them that they will be able to complete the final column once they have explored the text further.
- Read the extract aloud. Allow children time to complete the final column of their grid. What did they find out?
- 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).

## Moving into writing

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- Talk about the style of writing, giving instructions and information.
- Ask the children to think of another job that they know something about (e.g. a job that someone in the family does; a teacher; a soldier; a doctor; a builder; a shop assistant; a hotel receptionist). If possible, give the children time to research their chosen job.
- Let the children plan a text using paragraph headings. As part of their planning, suggest that they consider images, labels and text boxes.
- Challenge the children to create, edit and improve their text on a computer.



# Listening Comprehension: Questions and Answers



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

**Q1:** Which words at the beginning of the text encourage the reader to want to be a knight?

**A1:** “*Being a knight is GREAT!*” (paragraph 1) (Also “*Being a knight is fun*” paragraph 2)

**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:** Why do you have to be strong?

**A2:** To wear the heavy armour/because it is hard work/because you have to lift a heavy sword

**Strategy:** Remember to use information in the text, not your general knowledge! Listen carefully and find ideas in the text.

.....

**Q3:** Would you be a page, a squire or a knight? How do you know?

**A3:** A page – because I’m not yet 14.

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

## Extending reading

*I Am a Doctor* – Deborah Chancellor

*Helping Out: At the Dog Rescue Centre* – Judith Anderson

*Helping in the Community* – Victoria Parker

Cracking the questions



Teaching text: Knight Survival Guide: Are You Tough Enough?

Question	Answer	CD/Mark	Useful strategies
<p>1. Why do you think the author writes "Are you tough enough?" (paragraph 2) as a question?</p>	<ul style="list-style-type: none"> <li>to make you feel involved in the text</li> <li>to make you think about the answer</li> <li>to make you want to read the text</li> <li>to warn you that a knight's job is hard</li> </ul>	2f 1 mark	<p><b>Question focus:</b> identify how information is related and contributes to meaning as a whole.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text to look for the answer.</li> <li>Skim-read the text that follows the question, considering your answer.</li> </ul>
<p>2. "Being a knight is fun, but it's not an easy ride." In this sentence, "it's not an easy ride" is closest in meaning to which option? Choose <b>one</b>.</p> <p><input type="checkbox"/> You have to be a good horse-rider.</p> <p><input type="checkbox"/> The horses are difficult to handle.</p> <p><input type="checkbox"/> You hurt yourself if you fall off.</p> <p><input type="checkbox"/> It is a hard job to do.</p>	<p>It is a hard job to do.</p>	2a 1 mark	<p><b>Question focus:</b> explain the meaning of words in context.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the text for the words in the question.</li> <li>Carefully read the words in their context, considering all the meanings given in the question.</li> <li>Decide which meaning makes the most sense in this text.</li> </ul>
<p>3. You need to be strong to be a knight! Which <b>two</b> things are particularly heavy?</p>	<ul style="list-style-type: none"> <li>armour</li> <li>sword</li> </ul>	2b 1 mark	<p><b>Question focus:</b> retrieve information from non-fiction.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the text for the word "heavy".</li> <li>Carefully read the following paragraph.</li> </ul>
<p>4. It takes a long time to learn to be a knight. Number the training stages to show the order in which you do them.</p> <p><input type="checkbox"/> knight</p> <p><input type="checkbox"/> page</p> <p><input type="checkbox"/> squire</p>	<p>3 knight</p> <p>1 page</p> <p>2 squire</p>	2c 1 mark	<p><b>Question focus:</b> summarise main ideas from more than one paragraph.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the text for the words and consider their purpose.</li> </ul>

<p>5. Would you be good at being a page?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Why do you think this? Use ideas from the text in your answer.</p>	<p>Yes</p> <ul style="list-style-type: none"> <li>• I am good at tidying up/taking messages.</li> <li>• I do not mind hard work if it means I could be a knight.</li> <li>• I like fighting.</li> <li>• I am strong.</li> <li>• I am good at riding.</li> </ul> <p>No</p> <ul style="list-style-type: none"> <li>• I do not want to fight.</li> <li>• I do not like keeping things clean and tidy/taking messages.</li> </ul>	<p>2d</p> <p>1 mark</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Find the information on being a page.</li> <li>• Read it carefully.</li> <li>• Remember to use ideas from the text in your answer.</li> </ul> <p>There is no mark for the first part of the question (yes/no). Award 1 mark only if reference is made to ideas in the text in the answer.</p>
<p>6. Why do you think this book is called <i>Knight Survival Guide</i>? Refer to <b>two</b> ideas in the text in your answer.</p>	<p>It helps you to understand what you have to do if you want to be a knight, such as wearing heavy armour and learning how to fight with a heavy sword.</p>	<p>2c</p> <p>2 marks</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Skim-read the whole text whilst considering the question.</li> <li>• Find two things that a knight would have to know or do if he wanted to survive.</li> </ul> <p>Award 1 mark for each idea which is referenced in the text, up to a total of 2 marks.</p>

# Knight Survival Guide: Are You Tough Enough?

Anna Claybourne

## 1 **Showing off**

When there are no real battles, take part in a tournament. This is a fighting competition in which you can show off your skills.

## 4 **Charge!**

To joust, you must:

1. Ride towards your enemy at top speed.
2. Try to hit him with your lance.
3. Wear your smartest armour!

## 9 **The winners**

Knights who won a joust were given a prize. They were usually given money.

## 11 **For the ladies**

Knights sometimes fought to impress a lady.

## 13 **Knight rules**

A good knight must be very polite to ladies. Always bow and kneel to a lady and never, ever swear at her!

## 16 **Your special lady**

You can even fight for a lady. In any fight, make sure you wear her family colours or coat of arms.

## 19 **Take care**

Knights were expected to **defend** and **protect** women.

## 21 **On a mission**

Your king or lord might test you by sending you on a quest, or mission. You might have to catch an enemy or save a prisoner in a castle.

## 24 **Top quests**

If you are really lucky you might get to find treasure or rescue a princess from a tower. And all knights want to fight a dragon, of course!

## 27 **Cup of magic**

Some knights went on a great adventure to find a magical cup called the Holy Grail.

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

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

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

- 1 Why would a knight take part in a tournament? Give **two** reasons from the text.

\_\_\_\_\_

\_\_\_\_\_

2b

1 mark

- 2 What does the heading "**Showing off**" tell us about the author's feelings about tournaments?

\_\_\_\_\_

2g

1 mark

- 3 "*make sure you wear her ... coat of arms.*"

In this sentence, the underlined words are closest in meaning to the following. Tick **one**.

warm winter coat

something you wear in secret

family's shield

another layer of protection

2a

1 mark

- 4 At this time, were ladies seen as strong and independent, or weak and fragile?

Explain your answer using ideas from the text.

\_\_\_\_\_

2d

1 mark

- 5 Use information from the text to write a definition of a joust for the glossary.

\_\_\_\_\_

2b

2 marks

- 6 Give **two** reasons from the text why knights would fight in a tournament.

\_\_\_\_\_

\_\_\_\_\_

2b

2 marks

- 7 "*Your king or lord might test you by sending you on a quest, or mission*" (paragraph 8). Why did the writer add the words "*or mission*"?

\_\_\_\_\_

2f

1 mark

- 8 "*And all knights want to fight a dragon, of course!*" (paragraph 9). Why did the writer use the words "*of course!*" to finish the sentence?

\_\_\_\_\_

\_\_\_\_\_

2g

1 mark

- 9 Do you think the text would be helpful if you wanted to be a knight?

Yes  No

Explain your answer using ideas from the text.

\_\_\_\_\_

\_\_\_\_\_

2c

2 marks

Cracking the questions

Practice text: Knight Survival Guide: Are You Tough Enough?

Question	Answer	CD/Mark	Useful strategies
1. Why would a knight take part in a tournament? Give <b>two</b> reasons from the text.	<p>Accept any two from:</p> <ul style="list-style-type: none"> <li>• He could win money.</li> <li>• He can show off his skills.</li> <li>• He can impress a lady.</li> <li>• It can keep him ready for battle.</li> </ul>	2b 1 mark	<p><i>Question focus: retrieve and record information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Scan the text for the word “<i>tournament</i>” and read the information around it.</li> <li>• Underline the reasons as you find them.</li> <li>• Select the two most interesting reasons for your answer.</li> </ul>
2. What does the heading “ <b>Showing off</b> ” tell us about the author’s feelings about tournaments?	<ul style="list-style-type: none"> <li>• It suggests that the author thinks they are silly and not necessary.</li> <li>• If the knights are showing off, they are not behaving properly.</li> <li>• She doesn’t think they are a good idea.</li> <li>• She thinks they are special/a chance to show your skills.</li> </ul>	2g 1 mark	<p><i>Question focus: explain how meaning is enhanced through choice of words and phrases.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Consider what you know about showing off. Is it a good thing or a bad thing?</li> </ul> <p>Award 1 mark for recognition that “<i>showing off</i>” has connotations beyond practising and demonstrating skills.</p>
3. “ <i>make sure you wear her ... coat of arms.</i> ” In this sentence, the underlined words are closest in meaning to which option? Tick <b>one</b> . <input type="checkbox"/> warm winter coat <input type="checkbox"/> family’s shield <input type="checkbox"/> something you wear in secret <input type="checkbox"/> another layer of protection	family’s shield	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"> <li>• Carefully read the question, marking key words.</li> <li>• Scan the text for the words in the question.</li> <li>• Carefully read the words in their context, considering all the meanings given in the question.</li> <li>• Decide which meaning makes the most sense in this text.</li> </ul>
4. At this time, were ladies seen as strong and independent, or weak and fragile? Explain your answer using ideas from the text.	Ladies were seen as being weak and fragile. They needed to be protected and defended – although they liked to watch knights fighting for them and wearing their colours.	2d 1 mark	<p><i>Question focus: explain and justify inferences with evidence from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Reread the text, considering the question.</li> <li>• Identify the main idea first, then justify with evidence from the text.</li> </ul>

<p>5. Use information from the text to write a definition of a joust for the glossary.</p>	<ul style="list-style-type: none"> <li>• fighting competition</li> <li>• knights fighting</li> <li>• riding and fighting</li> <li>• fight with lances</li> <li>• compete with lances</li> </ul>	<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"> <li>• Carefully read the question, marking key words.</li> <li>• Scan the text for information about jousts.</li> <li>• Carefully read the information.</li> <li>• Summarise the information for your definition.</li> </ul> <p>Award 1 mark for a reasonable definition of a joust. Award 1 mark for the use of information in the text.</p>
<p>6. Give two reasons from the text why knights would fight in a tournament.</p>	<p>Accept any two from:</p> <ul style="list-style-type: none"> <li>• to show off their skills.</li> <li>• to wear the smartest armour</li> <li>• to win money</li> <li>• to impress a lady</li> <li>• They like fighting/riding fast/using a sword or lance.</li> <li>• to win a prize</li> </ul>	<p>2b 2 marks</p>	<p><i>Question focus: retrieve and record information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Scan the text for information about tournaments.</li> <li>• Carefully read the information.</li> </ul> <p>Award 1 mark for each reason given, up to a total of 2 marks. Do not accept 'for fun'.</p>
<p>7. "Your king or lord might test you by sending you on a quest, or mission" (paragraph 8). Why did the writer add the words "or mission"?</p>	<p>to explain what a quest is</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"> <li>• Carefully read the question, marking key words.</li> <li>• Consider why the author might have made that decision.</li> </ul>
<p>8. "And all knights want to fight a dragon, of course!" (paragraph 9). Why did the writer use the words "of course!" to finish the sentence?</p>	<ul style="list-style-type: none"> <li>• Fighting dragons is something that everyone knows about knights.</li> <li>• to be sarcastic/make a joke (dragons are not real)</li> </ul>	<p>2g 1 mark</p>	<p><i>Question focus: explain how meaning is enhanced through choice of words and phrases.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Consider why the author might have made that decision.</li> </ul>
<p>9. Do you think the text would be helpful if you wanted to be a knight? <input type="checkbox"/> Yes <input type="checkbox"/> No Explain your answer using ideas from the text.</p>	<p>Yes</p> <ul style="list-style-type: none"> <li>• It tells you things you need to know, such as that you should practice for battles by taking part in tournaments.</li> <li>• It tells you important rules for being a knight such as you must be polite to ladies.</li> </ul> <p>No</p> <ul style="list-style-type: none"> <li>• It doesn't give much information about fighting. It just tells you how to joust in a tournament.</li> <li>• It gives you a bit of information about being a knight, but it doesn't tell you much. It is not very useful to know that you have to bow and kneel to a lady.</li> </ul>	<p>2c 2 marks</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Skim-read the text for an overall impression.</li> <li>• Scan it for specific details.</li> </ul> <p>Award 1 mark for an explanation and another for reference to ideas or information in the text.</p>

# Are You Wasting Good Food?/Would You Eat Less-Than-Perfect Fruit and Vegetables?

**Kate Ruttle**

## Key text features

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The texts are both persuasive and biased texts linked by the idea of reducing food waste.

- The Teaching text is *Are You Wasting Good Food?* It gives information about household food waste.
- The Practice text is *Would You Eat Less-Than-Perfect Fruit and Vegetables?* It considers the wastage in pre-farm-gate waste.

Both texts are based on information provided at [www.wrap.org.uk](http://www.wrap.org.uk).

## Reading the Teaching text: *Are You Wasting Good Food?*

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- Introduce the text by asking the children to think-pair-share what they know about recycling and then about how much food is thrown away in their house each week.
- Access the Interactive Modelling Software for this unit. Talk about the title of the text. What do they think it will be about?
- Read the text to the children and ask 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 76–77).

## Reading the Practice text: *Would You Eat Less-Than-Perfect Fruit and Vegetables?*

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- Introduce the text by asking the children what they think pre-farm-gate waste means.
- Once they have read the text, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

## Moving into writing

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- Ask the children to work in pairs (or threes) to research more about food waste. There are many internet sites about the subject, some aimed at children.
- Challenge each pair to agree wording for their 'Ten Top Tips' to reduce food waste.
- Ask the children to create posters of their 'Ten Top Tips'.



# Listening Comprehension: Questions and Answers



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

**Q1:** How much food are we throwing away each year? What can that weight be compared to?

**A1:** 8 million tonnes, which can be compared to 2 million elephants or 2,000 killer whales or 500,000 double-decker buses.

**Strategy:** Listen carefully for a number near the beginning of the text. Think about the information you are given immediately after you first hear the word.

.....

**Q2:** Which two reasons are given for throwing away food from a plate or lunch box?

**A2:** Being a picky eater/having more food than you wanted to eat

**Strategy:** Think about where in the text you might find the reason. Listen carefully to that part of the text, listening for reasons, not facts.

.....

**Q3:** What is a landfill site, according to this text?

**A3:** It is a huge hole in the ground that is filled up with rubbish.

**Strategy:** Listen to the end of the text, considering the question. Listen out for the words “*landfill site*” and jot down the words used to explain it. Do not just rely on general knowledge.

## Extending reading

*Good Enough to Eat* – Lizzy Rockwell

*How Did That Get in My Lunchbox?* – Chris Butterworth

*Why Do We Eat?* – Stephanie Turnbull



Teaching text: Are You Wasting Good Food?

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. "8 million tonnes of edible food" Which word or phrase is closest in meaning to the word "edible"? Choose <b>one</b>.</p> <p><input type="checkbox"/> poisonous</p> <p><input type="checkbox"/> out of date</p> <p><input type="checkbox"/> cooked</p> <p><input type="checkbox"/> eatable</p>	eatable	2a 1 mark	<p><b>Question focus:</b> explain the meaning of words in context.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the text to find the word in the question.</li> <li>Carefully read that part of the text, thinking about what the word might mean.</li> <li>Look at the options given in the question. Which word has the closest meaning?</li> </ul>
<p>2. Give <b>two</b> examples from the text of edible food that is thrown away.</p>	<p>Accept any two of:</p> <ul style="list-style-type: none"> <li>bread, rolls, cake</li> <li>salad, salad vegetables</li> <li>potatoes, carrots</li> <li>bananas, other fruit</li> <li>yoghurts, milk, fruit drinks</li> <li>vegetables</li> </ul>	2b 1 mark	<p><b>Question focus:</b> identify key details from non-fiction.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text to look for the answer. Do not just use your existing general knowledge. Check in this text.</li> <li>Carefully read the paragraph to find the information you need.</li> <li>Remember to mention two things.</li> </ul>
<p>3. Why did the writer use a flow chart in this text?</p>	to show one reason why we are wasting food	2f 1 mark	<p><b>Question focus:</b> explain how information is related and contributes to meaning as a whole.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Read the four options given in the question.</li> <li>Look for the flow chart, and read it carefully.</li> </ul>
<p>4. Why do you think the writer tells you that families are wasting money?</p>	<p>Accept answers that show an understanding of the message of the text. E.g.</p> <ul style="list-style-type: none"> <li>to shock the reader</li> <li>to make the reader think about what they could have for the money</li> <li>to get the reader's interest and attention</li> <li>to show what a waste of money the food waste is</li> </ul>	2f 1 mark	<p><b>Question focus:</b> identify how information is related and contributes to meaning as a whole.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the text for the paragraph about money.</li> <li>Reread that paragraph and consider its impact in the whole text.</li> </ul>

<p>5. Choose the statement that is the best summary of ideas from the last three paragraphs.</p> <p><input type="checkbox"/> The weather affects how well a crop grows.</p> <p><input type="checkbox"/> We do not like to buy fruit and vegetables with blemishes.</p> <p><input type="checkbox"/> If we buy less-than-perfect crops, the farmers will not waste the food.</p> <p><input type="checkbox"/> We need to find ways of reducing the amount of food we waste.</p>	<p>Most families are putting £700-worth of food a year into holes in the ground and this needs to change.</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Carefully reread the paragraphs identified.</li> <li>• Decide which one is the best summary of the last three paragraphs.</li> </ul>
<p>6. This text ends with a question. What does the writer think is the answer? Use <b>two</b> ideas from the text in your answer.</p>	<p>Accept relevant answers that are based on ideas in the text. E.g.</p> <ul style="list-style-type: none"> <li>• Stop being a picky eater.</li> <li>• Do not put too much food onto a plate or into a lunch box.</li> <li>• Ask my mum/dad not to throw away too much food.</li> <li>• Eat food that is not entirely fresh.</li> </ul> <p>Also accept "Do not throw away too much food" if it is supported by another relevant answer. By itself, this answer gets no marks.</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"> <li>• Carefully read the question, marking key words.</li> <li>• Reread the text, looking for ideas you could include in your answer.</li> </ul> <p>Award 1 marks of each idea from the text, up to a total of 2 marks.</p>

## Would You Eat Less-Than-Perfect Fruit and Vegetables?

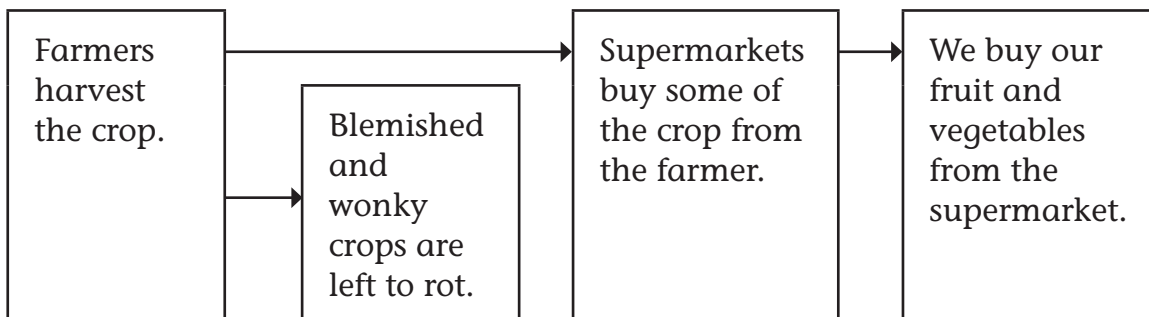
- 1 Farms in the UK are currently throwing away around 3 million tonnes of edible fruit and vegetables each year. Why are they throwing it away? It's because shoppers don't want to buy fruit and vegetables that look slightly different from all other fruit and vegetables. If shoppers won't buy these fruit and vegetables from the shops, the shops won't buy them from the farmers.

### FACT BOX

3 million tonnes is the same weight as:

- 6 cruise liners
- 4 big aeroplanes, including passengers

- 11 Many UK farmers sell their fruit and vegetable crops to supermarkets. The supermarkets will only buy carrots that are a particular colour, shape and size: they don't want long thin carrots, or short fat ones. Carrots that are slightly bent, or have bumps and lumps, won't end up in a supermarket. Instead, hundreds of tonnes of perfectly good, carrot-tasting carrots are being left to rot in heaps on the farm, being fed to animals or are being ploughed back and left to rot in fields.



- 18 The biggest difficulty farmers have is that they rely on different types of weather coming at just the right times of year. If the autumn is too long or the spring is too wet, apples and pears may end up with little brown patches on their skin. These blemishes don't affect the taste, and don't do us any harm, but we don't like to buy them and the fruit ends up rotting on the farms and in the orchards.
- 24 What's the answer? Some supermarkets now sell "wonky" fruit and vegetables at a lower price, to see whether shoppers will buy them. These "weather-blemished" crops usually taste just the same as the other crops on sale, they just don't look as pretty. If people buy these crops from the supermarkets, the farmers get paid something for them and don't have to watch the crops rotting before they leave the farm gate.
- 30 Reducing food waste is a shared problem and we need to find a shared solution. What do you think **you** can do about it?

<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
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1 Give a reason from the text to explain why farms are throwing away so much edible fruit and vegetables.

---

2b  
  
1 mark

2 Why did the writer use a fact box in this text? Tick **one**.

- so that the text does have too many words
- to help readers understand what “3 million tonnes” means
- to explain why so much fruit and vegetables are wasted
- to tell readers to eat different-looking fruit and vegetables

2f  
  
1 mark

3 Give **two** reasons from the text why a supermarket might reject a carrot.

---

2b  
  
1 mark

4 What happens to the carrots the supermarkets don’t buy?

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2b  
  
1 mark

5 “These blemishes don’t affect the taste.”

Tick the phrase that is closest in meaning to “blemishes”. Tick **one**.

- bruises or other damage
- maggots or other insect damage
- marks or patches on the skin
- size and shape of the fruit

2a  
  
1 mark

6 Why do you think the supermarkets have to sell the “wonky” fruit and vegetables at a lower price?

---

2d  
  
1 mark

7 Tick the statement that is the best summary of ideas from the last three paragraphs. Tick **one**.

- The weather affects how well a crop grows.
- We do not like to buy fruit and vegetables with blemishes.
- If we buy less-than-perfect crops, the farmers will not waste the food.
- We need to find ways of reducing the amount of food we waste.

2c  
  
1 mark

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

	True	False
All the fruit and vegetables we throw away would fit into a long train.	<input type="checkbox"/>	<input type="checkbox"/>
Many shoppers will only buy fruit and vegetables that look normal.	<input type="checkbox"/>	<input type="checkbox"/>
Any fruit and vegetables the farmers cannot sell are eaten on the farm.	<input type="checkbox"/>	<input type="checkbox"/>
Fruit with blemishes on the skin taste the same as prettier fruit.	<input type="checkbox"/>	<input type="checkbox"/>

2b  
  
2 marks

Cracking the questions

Practice text: Would You Eat Less-Than-Perfect Fruit And Vegetables?

Question	Answer	CD/Mark	Useful strategies
1. Give a reason from the text to explain why farms are throwing away so much edible fruit and vegetables.	Shoppers do not want to buy fruit and vegetables that look slightly different from all other fruit and vegetables.	2b 1 mark	<p><b>Question focus:</b> <i>identify key details from non-fiction.</i></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text to look for the answer. Do not just use your existing general knowledge. Check in this text.</li> <li>Carefully read the paragraph to find the information you need.</li> </ul>
2. Why did the writer use a fact box in this text? Tick <b>one</b> . <input type="checkbox"/> so that the text does not have too many words <input type="checkbox"/> to help readers understand what "3 million tonnes" means <input type="checkbox"/> to explain why so much fruit and vegetables are wasted <input type="checkbox"/> to tell readers to eat different-looking fruit and vegetables	to help readers understand what "3 million tonnes" means	2f 1 mark	<p><b>Question focus:</b> <i>explain how information is related and contributes to meaning as a whole.</i></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Read the four options given in the question.</li> <li>Look for the fact box, and read it carefully.</li> <li>Reread the options in the question.</li> <li>Decide which one is the best explanation for the writer's decision.</li> </ul>
3. Give <b>two</b> reasons from the text why a supermarket might reject a carrot.	Accept any two of: <ul style="list-style-type: none"> <li>too long and thin</li> <li>too short and fat</li> <li>slightly bent</li> <li>have bumps and lumps</li> </ul>	2b 1 mark	<p><b>Question focus:</b> <i>identify key details from non-fiction.</i></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text to look for the answer. Do not just use your existing general knowledge. Check in this text.</li> <li>Carefully read the paragraph to find the information you need.</li> </ul>
4. What happens to the carrots the supermarkets don't buy?	<ul style="list-style-type: none"> <li>They are left to rot in heaps on the farm.</li> <li>They are fed to animals.</li> <li>They are ploughed back and left to rot in fields.</li> </ul>	2b 1 mark	<p><b>Question focus:</b> <i>identify key details from non-fiction.</i></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text to look for the answer. Do not just use your existing general knowledge. Check in this text.</li> <li>Carefully read the paragraph to find the information you need.</li> </ul>
5. "These blemishes don't affect the taste." Tick the phrase that is closest in meaning to "blemishes". Tick <b>one</b> . <input type="checkbox"/> bruises or other damage <input type="checkbox"/> marks or patches on the skin <input type="checkbox"/> maggots or other insect damage <input type="checkbox"/> size and shape of the fruit	marks or patches on the skin	2a 1 mark	<p><b>Question focus:</b> <i>explain the meaning of words in context.</i></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the text to find the word in the question.</li> <li>Carefully read that part of the text, thinking about what the word might mean.</li> <li>Look at the options given in the question. Which word has the closest meaning?</li> </ul>

<p>6. Why do you think the supermarkets sell the “wonky” fruit and vegetables at a lower price?</p>	<p>Accept answers such as the following.</p> <ul style="list-style-type: none"> <li>to persuade shoppers to buy them</li> <li>because shoppers won't pay as much for them</li> <li>to teach people that they taste the same</li> </ul>	<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"> <li>Carefully read the question, marking key words.</li> <li>Decide where in the text to look for an answer.</li> <li>Read that part of the text carefully while considering the question.</li> </ul>															
<p>7. Tick the statement that is the best summary of ideas from the last three paragraphs. Tick <b>one</b>.</p> <p><input type="checkbox"/> The weather affects how well a crop grows.</p> <p><input type="checkbox"/> We do not like to buy fruit and vegetables with blemishes.</p> <p><input type="checkbox"/> If we buy less-than-perfect crops, the farmers will not waste the food.</p> <p><input type="checkbox"/> We need to find ways of reducing the amount of food we waste.</p>	<p>If we buy less-than-perfect crops, the farmers won't waste the food.</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Read the four options given in the question.</li> <li>Carefully reread the paragraphs identified.</li> <li>Reread the options in the question.</li> <li>Decide which one is the best summary of the two paragraphs.</li> </ul>															
<p>8. Put <b>one</b> tick in each row to show whether the fact is <b>true</b> or <b>false</b>. (See table on the right.)</p>	<table border="1"> <thead> <tr> <th></th> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>All the fruit and vegetables we throw away would fit into a long train.</td> <td></td> <td>✓</td> </tr> <tr> <td>Many shoppers will only buy fruit and vegetables that look normal.</td> <td>✓</td> <td></td> </tr> <tr> <td>Any fruit and vegetables the farmers can not sell are eaten on the farm.</td> <td></td> <td>✓</td> </tr> <tr> <td>Fruit with blemishes on the skin taste the same as prettier fruit.</td> <td>✓</td> <td></td> </tr> </tbody> </table>		T	F	All the fruit and vegetables we throw away would fit into a long train.		✓	Many shoppers will only buy fruit and vegetables that look normal.	✓		Any fruit and vegetables the farmers can not sell are eaten on the farm.		✓	Fruit with blemishes on the skin taste the same as prettier fruit.	✓		<p>2b 2 marks</p>	<p><i>Question focus: retrieve and record information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Look for information about each statement in the text separately.</li> <li>Scan the text for words in the question. Carefully read the paragraph and decide whether the fact is true or false. Do not rely just on general knowledge.</li> </ul>
	T	F																
All the fruit and vegetables we throw away would fit into a long train.		✓																
Many shoppers will only buy fruit and vegetables that look normal.	✓																	
Any fruit and vegetables the farmers can not sell are eaten on the farm.		✓																
Fruit with blemishes on the skin taste the same as prettier fruit.	✓																	

# What Is a Robot?/Robots in Films and TV Programmes

**Kate Ruttle**

## Key text features

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Both texts are non-fiction report texts about robots.

- *What Is a Robot?* is a simple introduction to robots.
- *Robots in Films and TV Programmes* is a brief look at the use of robots on screen.

## Reading the Teaching text: *What Is a Robot?*

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- Access the Interactive Modelling Software for this unit. Introduce the text by showing the title. Can the children predict whether this is likely to be a fiction or non-fiction text? What clues are they using in their prediction?
- Talk about the children's prior knowledge of robots. Can they write a definition?
- Read the text aloud to the children and discuss it against the children's predictions.
- Read the text 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: *Robots in Films and TV Programmes*

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- What do the children understand by the term 'science-fiction'? What are their predictions about this 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

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- Talk about the children's experiences of seeing robots on TV and in films. From *Star Wars* to cartoons such as *WALL-E*, *Robots*, *The Incredibles* and *Big Hero 6*, robots are commonplace in films and cartoons.
- Reread the Practice text.
- Tell the children they are going to write a new section of the Practice text about robots in cartoons.
- Discuss why some cartoons have robots when all cartoon characters are drawn and could be made to do anything.
- In groups, ask the children to make a list of features that robots in cartoons share.
- Ask the children to add another heading together with information about cartoon robots to continue this text.



# Listening Comprehension: Questions and Answers



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

**Q1:** How do people often control robots?

**A1:** By computer

**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. Make sure you use ideas from the text, not your own general knowledge.

**Q2:** Name two places that people can not safely go to, but a robot can.

**A2:** Space/deep underwater/into fires/under the ice/into volcanoes/over forests and oceans

**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. Make sure you use ideas from the text, not your own general knowledge.

**Q3:** Why do you think different robots might need to move in different ways?

**A3:** So they can do different things and go to different places

**Strategy:** The question suggests that the answer may not be directly in the text. Listen again to the whole text for information about the jobs that robots do and think about the implications for how they need to move.

## Extending reading

*Space Blog* – Angela Royston

*King Arthur's Tale* – Anita Ganeri

*Robots* – Clive Gifford

Cracking the questions



Teaching text: What Is a Robot?

Question	Answer	CD/Mark	Useful strategies
1. What is the definition of a robot used in this text?	"a machine that does a series of tasks without the help of a person"	2b 1 mark	<p><b>Question focus:</b> retrieve and record information from non-fiction.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the text for a definition.</li> </ul>
2. How are robots' sensors like human senses?	They help the robot to find out about the world around it.	2b 1 mark	<p><b>Question focus:</b> retrieve and record information.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the text for the information in the question.</li> <li>Carefully read that part of the text, looking for information about sensors.</li> </ul>
3. Why could you not ask a lawn-mowing robot to vacuum your carpets?	Each robot can only do the tasks it has been designed to do.	2d 1 mark	<p><b>Question focus:</b> make inferences from the text.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the text for the information in the question.</li> <li>Skim-read the text, thinking about the question and finding ideas to include.</li> </ul>
4. The writer talks about robots' hands, arms and brains. Why do you think she uses words for the human body to talk about a machine?	<ul style="list-style-type: none"> <li>to help the reader to understand what each part does, by making links between people and robots</li> <li>because we do not have other words to describe those parts for robots</li> </ul>	2g 1 mark	<p><b>Question focus:</b> explain how meaning is enhanced through choice of words and phrases.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the text for links between robots and parts of the human body.</li> <li>Consider the impact of the words.</li> </ul>

<p>5. Why do you think we do not send so many people to explore space any more? Use a reason from the text in your answer.</p>	<p>We send robots because:</p> <ul style="list-style-type: none"> <li>• we do not have to worry about feeding them</li> <li>• we do not have to think about keeping them safe</li> <li>• even if the spacecraft crashes, no person is hurt.</li> </ul>	<p>2d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i> Strategies:</p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Scan the text for the information in the question.</li> <li>• Skim-read the text, thinking about the question and finding ideas to include.</li> </ul> <p>Do not accept answers that are based on opinions or general knowledge rather than ideas in the text e.g. 'It is cheaper to send robots into space.'</p>
<p>6. What can robots do? Choose <b>three</b> answers from the text.</p> <p><input type="checkbox"/> build cars</p> <p><input type="checkbox"/> make decisions for themselves</p> <p><input type="checkbox"/> smell if there is a fire</p> <p><input type="checkbox"/> fly into a volcano</p> <p><input type="checkbox"/> send information from space</p> <p><input type="checkbox"/> tell you if they like something</p>	<p>build cars fly into a volcano send information from space</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"> <li>• Carefully read the question, marking key words.</li> <li>• Treat each fact separately.</li> <li>• Scan for the key words.</li> <li>• Reread the text, ticking answers in the question as you reach them.</li> </ul>

## Robots in Films and TV Programmes

1 Robots have been characters in films for over 75 years. In the early days, the robots were just people in robot costumes.

### 3 **Computer robots**

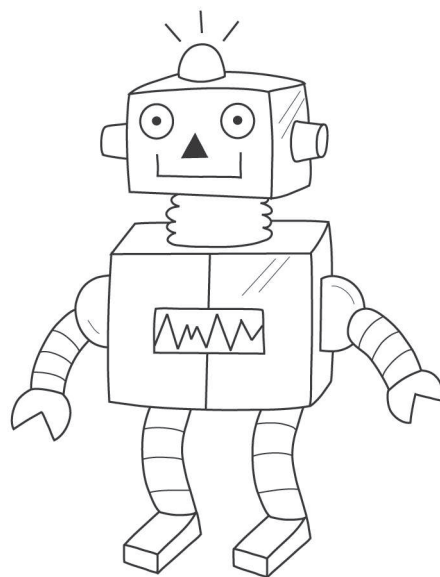
50 years ago, computers were the size of wardrobes and so modern that most people had never seen one except in films. People were very excited about computers, so robots had flashing orange and red lights to make people think they were controlled by computers. Since they were still people in costume, however, most film robots still looked like people.

### 9 **Puppet robots**

That was changed by the BBC TV series *Doctor Who*. In 1963, the Daleks arrived. Daleks – which had people inside them – looked like enormous salt-shakers on wheels. They introduced the idea that robots didn't have to look like people, and could even be played by 'puppets'. The most famous film robots ever made are probably R2D2 and C-3PO from the film *Star Wars*. The first of the *Star Wars* films was made in 1977. C-3PO looks like a human. R2D2 looks a bit like a dustbin. He is short, with flashing lights and beeping sounds. In some scenes, R2D2 had a man crouched inside him, but in most he was a radio-controlled puppet.

### 19 **CGI**

Today, most robots in films are made using computer-generated imagery (CGI). Since the early 2000s, CGI has been the main type of special effect in films. Robots have become part of those 'special effects': they are no longer people in suits, or even radio-controlled puppets. Today, they are drawings that are made to move using CGI. But since they're only drawings, the size and shape of CGI robots can be anything you can imagine.



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

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

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

1 Why did robots in early films look like humans?

\_\_\_\_\_

2b

1 mark

2 “computers were the size of wardrobes” (paragraph 2)

Suggest a different word or phrase to replace “the size of wardrobes”.

\_\_\_\_\_

2a

1 mark

3 Why did film robots 50 years ago have flashing lights?

\_\_\_\_\_

2b

1 mark

4 Why are Daleks so important in the history of screen robots?

\_\_\_\_\_

\_\_\_\_\_

2b

1 mark

5 “R2D2 looks a bit like a dustbin.” Why does the writer give the reader this information?

\_\_\_\_\_

\_\_\_\_\_

2g

1 mark

6 Write an alternative heading for the last paragraph.

\_\_\_\_\_

2c

1 mark

7 Film-makers today probably wouldn't hire an actor to play a robot. Why not?

\_\_\_\_\_

\_\_\_\_\_

2d

1 mark

8 Number these types of robots in the order in which they were used in films.

robots that look like anything you can imagine

robots that look as if they were controlled by computers

robots that look like people in suits

robots that are puppets

2c

2 marks

9 What do you think a robot would look like in a film that was made in 1990? Tick **one**.

a person in a costume

a puppet

CGI

Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

2d

2 marks

Practice text: Robots in Films and TV Programmes

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Why did robots in early films look like humans?	They were just people in costumes.	2b 1 mark	<p><b>Question focus:</b> retrieve and record information from non-fiction.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text you will find the answer.</li> <li>Scan the text for the information.</li> </ul>
2. "computers were the size of wardrobes" (paragraph 2) Suggest a different word or phrase to replace "the size of wardrobes".	Accept an answer which implies very big/huge/massive.	2a 1 mark	<p><b>Question focus:</b> give the meaning of words in context.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider the meaning of the quotation in the context of the text.</li> </ul>
3. Why did film robots 50 years ago have flashing lights?	to make people think they were controlled by computers	2b 1 mark	<p><b>Question focus:</b> retrieve and record information.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text you will find the answer.</li> <li>Scan the text for the information.</li> </ul>
4. Why are Daleks so important in the history of screen robots?	They were the first screen robots that did not look like people.	2b 1 mark	<p><b>Question focus:</b> retrieve and record information.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text you will find the answer.</li> <li>Scan the text for the information.</li> </ul>
5. "R2D2 looks a bit like a dustbin." Why does the writer give the reader this information?	so the reader can imagine what R2D2 looks like	2g 1 mark	<p><b>Question focus:</b> identify how meaning is enhanced through choice of words and phrases.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the text for the quotation.</li> <li>Consider the impact of the author's choice of words.</li> </ul>
6. Write an alternative heading for the last paragraph.	Accept reasonable ideas such as: <ul style="list-style-type: none"> <li>CGI robots</li> <li>Imaginative robots</li> <li>Robots of the future</li> <li>21st-century robots</li> <li>Special-effect robots</li> </ul>	2c 1 mark	<p><b>Question focus:</b> summarise main ideas.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Skim-read the final paragraph to get the gist.</li> <li>Revisit previous headings to understand the structure.</li> </ul>

<p>7. Film-makers today probably wouldn't hire an actor to play a robot. Why not?</p>	<p>Robots are now just drawings/CGI robots can be used/special effects are available.</p>	<p>2d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i> Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text you will find useful information.</li> <li>Carefully reread that part of the text, considering the question.</li> </ul>
<p>8. Number these types of robots in the order in which they were used in films.</p> <p><input type="checkbox"/> robots that look like anything you can imagine</p> <p><input type="checkbox"/> robots that look as if they were controlled by computers</p> <p><input type="checkbox"/> robots that look like people in suits</p> <p><input type="checkbox"/> robots that are puppets</p>	<p>4 robots that look like anything you can imagine</p> <p>2 robots that look as if they were controlled by computers</p> <p>1 robots that look like people in suits</p> <p>3 robots that are puppets</p>	<p>2c 2 marks</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i> Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the whole text for descriptions of robots.</li> <li>Think of the order in which they were introduced.</li> </ul> <p>Award 2 marks for all answers correctly ordered. Award 1 mark for two consecutive answers being correct.</p>
<p>9. What do you think a robot would look like in a film that was made in 1990? Tick one.</p> <p><input type="checkbox"/> a person in a costume</p> <p><input type="checkbox"/> a puppet</p> <p><input type="checkbox"/> CGI</p> <p>Explain your answer.</p>	<p>a puppet.</p> <p>1990 is before 2000, so it will not be CGI. It is after the 1960s and 1970s so it probably wouldn't just be a person in a suit.</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"> <li>Carefully read the question, marking key words.</li> <li>Scan the text for information about times before and after the 1990s.</li> <li>Consider what robots were like before then and after then.</li> </ul> <p>Award 1 mark for each part of the question.</p>

# The Battle of Britain/Dunkirk

Gillian Clements/Kate Ruttie

## Key text features

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The texts are historical report texts relating to key events in British history.

- The Teaching text is an extract from *The Battle of Britain*, entitled *The Battle of Britain Begins*, by Gillian Clements.
- The Practice text is from *Dunkirk* by Kate Ruttie.

## Reading the Teaching text: *The Battle of Britain Begins*

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- What do the children know about the Second World War? Do they know when it was? Do they know which countries were involved, and on which side? What were the names of the key people involved? What were the important events?
- Explain that less than a year after the war began, in June 1940, Hitler's armies had taken France, Belgium, Czechoslovakia, Poland and Holland, and were setting out to invade Britain.
- Access the Interactive Modelling Software for this unit. Read the extract to the children and ask them to think about what they have learned about the war.
- 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: *Dunkirk*

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- What do the children know about the events at Dunkirk during the Second World War? Show them where Dunkirk is on a map, and explain that the text describes a famous episode during the war.
- Once they have read the extract, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

## Moving into writing

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- Reread both extracts.
- Explain to the children that you want them to write a similar descriptive piece about an event you have studied in history.
- Ask the children to think about or research the event. Show them how to use a mind map to record different aspects of the event.
- Show them an image of the event/part of the event. Together, talk about the feelings and motivations of the people involved or affected.
- Encourage the children to use sticky notes on their mind map to add interesting details to grip the reader, e.g. sound effects, smells, reactions or quotations.
- In pairs, ask the children to use their mind map to tell a response partner about the event. Ask the response partner to give feedback.
- Encourage the children to write their description of the event.



# Listening Comprehension: Questions and Answers



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

**Q1:** Which countries had already been invaded and occupied by the Germans at the start of the battle of Britain?

**A1:** Czechoslovakia, Poland, Holland, France and Belgium

**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 does “SCRAMBLE! SCRAMBLE!” mean?

**A2:** It is an instruction to pilots to rush to their aeroplanes and take to the air.

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

.....

**Q3:** Why was Hitler determined to have control of the skies above Britain?

**A3:** Without the British planes above them, Hitler believed that the German army would soon take over Britain.

**Strategy:** Listen to the whole text again, being alert for the importance of control of the skies.

## Extending reading

*My Secret War Diary* – Marcia Williams

*War Boy: A Wartime Childhood* – Michael Foreman

*The Worst Children’s Jobs in History* – Tony Robinson

*Horrible Histories: Woeful Second World War* – Terry Deary

Teaching text: The Battle of Britain Begins 

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. What was the name of: (a) Germany's leader? (b) the German air force?	(a) (Adolf) Hitler (b) the Luftwaffe	2b 1 mark	<b>Question focus:</b> identify key details from non-fiction. <b>Strategies:</b> • Carefully read the question, marking key words. • Carefully read the text, looking for the answer.
2. Look at the first paragraph. Which of the options is the word "fallen" closest in meaning to? Choose one. <input type="checkbox"/> been invaded <input type="checkbox"/> been reduced <input type="checkbox"/> broken down <input type="checkbox"/> tripped over	been invaded	2a 1 mark	<b>Question focus:</b> explain the meaning of words in context. <b>Strategies:</b> • Carefully read the question, marking key words. • Carefully read the paragraph indicated. • Read the options given in the question and reread the sentence, thinking about the meaning of the word in this context.
3. The development of radar was important to the British during the war. <b>Find and copy</b> a sentence that explains why.	Accept either of the following: • "Amazingly, it could detect things in the air long before you could see them." • "Radar stations built along the British coast could warn the RAF when German planes were on their way."	2d 1 mark	<b>Question focus:</b> explain and justify inferences with evidence from the text. <b>Strategies:</b> • Carefully read the question, marking key words. • Scan the text for the word "radar". • Carefully read the sentences around the word, trying to think why it was important.
4. "Ratatati!" Why is this word written italics?	to show that it is a sound effect	2f 1 mark	<b>Question focus:</b> explain how information is related and contributes to meaning as a whole. <b>Strategies:</b> • Carefully read the question, marking key words. • Scan the text, looking for the word. • Carefully read the paragraph containing the word. • Reflect on the impact of writing this word in italics.

<p>5. Give <b>two</b> ways in which the British had prepared for a German attack.</p>	<p>Accept any two of:</p> <ul style="list-style-type: none"> <li>• The RAF had built new and faster planes.</li> <li>• British scientists had developed radar.</li> <li>• They had built radar stations to warn the RAF when German planes were on their way.</li> </ul>	<p>2b 1 mark</p>	<p><i>Question focus: identify key details from non-fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Skim-read the text to gain an overall understanding of the meaning of the text.</li> <li>• Scan the text for evidence of British preparations for invasion.</li> </ul>
<p>6. Number the events to show the order in which they are mentioned in the text.</p> <p><input type="checkbox"/> Radar stations were built along the British coast.</p> <p><input type="checkbox"/> The Luftwaffe started to bomb British ships.</p> <p><input type="checkbox"/> Hitler decided to prepare for an invasion.</p> <p><input type="checkbox"/> Radar detected a mass of German fighters and bombers.</p>	<p>Radar stations were built along the British coast. 1</p> <p>The Luftwaffe started to bomb British ships. 4</p> <p>Hitler decided to prepare for an invasion. 3</p> <p>Radar detected a mass of German fighters and bombers. 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"> <li>• Carefully read the question, marking key words.</li> <li>• Scan the whole text for each of the events described.</li> <li>• Number the events, then check your answer against the text.</li> </ul> <p>Award 2 marks for all events correctly sequenced. Award 1 mark for two events correctly sequenced.</p>

# Dunkirk

- 1 In May 1940, things were not going well for the allied British and French forces in northern France. The German army had been cunning, and had managed to separate the allies into two smaller groups.
- 4 One group of nearly 400,000 allied soldiers had to retreat from the advancing German army until they reached the French coast near the town of Dunkirk. The soldiers could not retreat any further because the sea was behind them, so they worked out the best way to defend the beach and settled down, hoping for rescue. But Dunkirk harbour had been bombed, so the great warships that could transport men back to England had to stay offshore because they couldn't reach the troops on the beaches. The German army was poised to attack.
- 12 It looked like all was lost for these soldiers.
- 13 The British commanders lost no time. They requested that the owners and crew of every boat along the south-east coast of England should go and help rescue the troops. Overnight, a great flotilla of small boats – rowing boats, fishing boats, pleasure boats, yachts, even lifeboats – set out to cross the 75 km of English Channel to ferry the men from the beach at Dunkirk to the warships. As they approached France, the little boats were attacked with bombs, mines and even torpedoes, but they didn't give up.
- 20 In the end, nearly 340,000 British and French troops were evacuated from Dunkirk over the space of nine days. They left behind them guns, vehicles, ammunition and food – but the lives of most of the soldiers were saved.



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

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

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

- 1 In the first paragraph, the German army is described as “*cunning*”.

Why does the author use the word “*cunning*” instead of *clever*?

Tick **one**.

The word “*cunning*” makes us think of foxes, and the German army were like foxes.

We admire clever people, and the writer doesn’t want us to admire the German army.

There is no good reason. The words mean exactly the same thing.

The German army were lucky in the decisions they made.

2g

1 mark

- 2 Look at the paragraph beginning “*One group of ...*”.

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

\_\_\_\_\_

2a

1 mark

- 3 Look at the paragraph beginning “*One group of ...*”.

**Find and copy one** word that shows that the warships were huge and powerful.

\_\_\_\_\_

2g

1 mark

- 4 According to the text, what did the soldiers do while they hoped for rescue?

\_\_\_\_\_

2b

1 mark

- 5 “*It looked like all was lost for these soldiers.*”

Give **two** reasons for this statement.

Explain your reasons.

\_\_\_\_\_

\_\_\_\_\_

2d

2 marks

- 6 “*It looked like all was lost for these soldiers.*”

Why is this paragraph so short?

\_\_\_\_\_

2f

1 mark

- 7 Why do you think the British commanders “*lost no time*”?

\_\_\_\_\_

2d

1 mark

- 8 How do you think the German army felt when they discovered so many of the allied soldiers were being rescued?

Explain your answer using ideas from the text.

\_\_\_\_\_

\_\_\_\_\_

2e

2 marks

- 9 What do you think the main lesson we can learn from this event is?

Tick **one**.

When to sail a small boat across the channel.

You should defend yourself while you hope for rescue.

You should not give up, even when something seems hopeless.

You should always obey a request from the army.

2c

1 mark

Practice text: Dunkirk

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. In the first paragraph, the German army is described as “cunning”. Why does the author use the word “cunning” instead of clever? Tick one.</p> <p><input type="checkbox"/> The word “cunning” makes us think of foxes, and the German army were like foxes.</p> <p><input type="checkbox"/> We admire clever people, and the writer doesn’t want us to admire the German army.</p> <p><input type="checkbox"/> There is no good reason. The words mean exactly the same thing.</p> <p><input type="checkbox"/> The German army were lucky in the decisions they made.</p>	<p>We admire clever people, and the writer doesn’t want us to admire the German army.</p>	<p>2g 1 mark</p>	<p><b>Question focus:</b> explain how meaning is enhanced through choice of words and phrases.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Carefully read the paragraph indicated, considering the impact of the word “cunning”.</li> <li>Read the options in the question, then choose the one that is closest to your understanding.</li> </ul>
<p>2. Look at the paragraph beginning “One group of ...”. Find and copy one word that means the same as <i>withdraw</i>.</p>	<p>“retreat”</p>	<p>2a 1 mark</p>	<p><b>Question focus:</b> explain the meaning of words in context.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the paragraph indicated, looking for a word with this meaning.</li> <li>Carefully reread the sentence containing the word to check your response.</li> </ul>
<p>3. Look at the paragraph beginning “One group of ...”. Find and copy one word that shows that the warships were huge and powerful.</p>	<p>“great”</p>	<p>2g 1 mark</p>	<p><b>Question focus:</b> identify how meaning is enhanced through choice of words.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Carefully read the paragraph indicated, searching for a word that implies size and power.</li> </ul>
<p>4. According to the text, what did the soldiers do while they hoped for rescue?</p>	<p>Accept either of:</p> <ul style="list-style-type: none"> <li>They worked out how to defend the beach.</li> <li>They defended the beach.</li> </ul>	<p>2b 1 mark</p>	<p><b>Question focus:</b> identify key details from non-fiction.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the text for evidence of what the soldiers did while they hoped for rescue.</li> </ul>
<p>5. “It looked like all was lost for these soldiers.” Give two reasons for this statement. Explain your reasons.</p>	<p>Accept any two of:</p> <ul style="list-style-type: none"> <li>“The soldiers could not retreat any further because the sea was behind them.”</li> <li>The German army was poised to attack. If they did attack, they would kill or capture all the allied troops.</li> <li>Dunkirk harbour had been bombed, so the warships couldn’t take the troops off the beaches.</li> </ul>	<p>2d 2 marks</p>	<p><b>Question focus:</b> explain and justify inferences with evidence from the text.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Skim-read the text to gain an overall understanding of the meaning of the text.</li> <li>Scan the text, looking for reasons why all might be lost.</li> <li>Give each reason and then explain why you suggested it.</li> </ul> <p>Award 1 mark for each reason and explanation, up to a total of 2 marks.</p>

<p>6. "It looked like all was lost for these soldiers." Why is this paragraph so short?</p>	<p>Accept answers that recognise any of:</p> <ul style="list-style-type: none"> <li>It marks the turning point in the text from defeat to rescue.</li> <li>The paragraph stands out.</li> <li>The short paragraph is emphasised as being important.</li> </ul>	<p>2f 1 mark</p>	<p><i>Question focus: explain how information is related and contributes to meaning as a whole.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Skim-read the whole text, considering the overall meaning of the text before the paragraph and the text after the paragraph.</li> <li>Consider the impact of this very short paragraph at this point in the text.</li> </ul>
<p>7. Why do you think the British commanders "lost no time"?</p>	<p>They knew that the troops would be captured or killed unless they took action quickly.</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"> <li>Carefully read the question, marking key words.</li> <li>Scan the text for the words in the question.</li> <li>Carefully read the relevant paragraphs, considering the question.</li> </ul>
<p>8. How do you think the German army felt when they discovered so many of the allied soldiers were being rescued? Explain your answer using ideas from the text.</p>	<p>Accept answers with relevant explanations. E.g.</p> <ul style="list-style-type: none"> <li>relieved: if the soldiers were gone, there wouldn't be much fighting.</li> <li>happy: they could use all the supplies the allied soldiers had left behind.</li> <li>angry: they missed out on killing/capturing allied soldiers.</li> </ul>	<p>2e 2 marks</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"> <li>Carefully read the question, marking key words.</li> <li>Skim-read the whole text, thinking about the German army's reactions to the events.</li> <li>Scan the text, looking for where you might find an answer.</li> <li>Carefully read the relevant sections, considering the question.</li> </ul> <p>Award 1 mark for an appropriate expression of emotion and 1 mark for an explanation of the emotion.</p>
<p>9. What do you think the main lesson we can learn from this event is? Tick one.</p> <p><input type="checkbox"/> When to sail a small boat across the channel.</p> <p><input type="checkbox"/> You should defend yourself while you hope for rescue.</p> <p><input type="checkbox"/> You should not give up, even when something seems hopeless.</p> <p><input type="checkbox"/> You should always obey a request from the army.</p>	<p>You shouldn't give up, even when something seems hopeless.</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"> <li>Carefully read the question, marking key words.</li> <li>Skim-read the whole text, considering what lesson can be learned.</li> <li>Compare your answer to the options in the question.</li> </ul>



# Epic: Animal Migrations

Camilla de la Bédoyère

## Key text features

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The texts are information report texts about animals that migrate long distances.

- The Teaching text is an extract from *Epic: Animal Migrations*, entitled *Grey Whale – Crossing the World’s Oceans*, by Camilla de la Bédoyère.
- The Practice text is an extract from *Epic: Animal Migrations*, entitled *Arctic Tern – Record-Breaking Flier*, by Camilla de la Bédoyère.

## Reading the Teaching text: *Grey Whale – Crossing the World’s Oceans*

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- Ask the children to define the word *migration*. Record their answers and discuss reasons for animal migrations (generally to avoid harsh winters, to find reliable food supplies or to find better breeding grounds).
- Show the children images of a grey whale.
- Access the Interactive Modelling Software for this unit. Read the extract to the children and ask them to think about what they found out about the whales’ migration.
- 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: *Arctic Tern – Record-Breaking Flier*

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- Ask the children to think, pair, share their knowledge and understanding of migration, including what they learned in the previous session.
- Show images of the Arctic tern.
- Once they have read the extract, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

## Moving into writing

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- Reread both extracts.
- Explain to the children that you want them to write a similar style of information text on a familiar topic, e.g. based on the science or geography curriculum.
- In groups, ask the children to consider why the author used each of the different layout features (such as tables, maps, fact boxes, images, timelines, text and headings).
- Give the children time to undertake additional research around their topic.
- Still in their groups, ask the children to create a planning document, using sticky notes to record key points and to try out different layouts for their text.
- In pairs, ask the children to use their planning document to tell a response partner what they plan to write. Ask the response partner to give feedback.
- Encourage the children to write their information text.



# Listening Comprehension: Questions and Answers



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

**Q1:** What is the difference between the polar waters and the tropical seas?

**A1:** The polar waters are cold; the tropical seas are warm.

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

**Q2:** Why do the baby whales need to build up stamina when they are in Mexico?

**A2:** So they are able to swim north to the Arctic

**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 strategy do orcas use when they want to hunt baby grey whales?

**A3:** They separate the calves from their mothers before launching an attack.

**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

*The Animal Book: A Visual Encyclopedia of Life on Earth* – Dorling Kindersley

*Amazing Animal Journeys* – Chris Packham

*Wild Animal Atlas: Earth's Astonishing Animals and Where They Live* – National Geographic Kids

Teaching text: Grey Whale – Crossing the World’s Oceans 


Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Look at the table at the start of the extract. <b>Find and copy two</b> reasons why the whales migrate.	“For food and calving”	2b 1 mark	<b>Question focus:</b> <i>identify key details from non-fiction.</i> <b>Strategies:</b> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Carefully read the section of text indicated, looking for the answer.</li> </ul> Award 1 mark for both answers correct.
2. <b>Find and copy one</b> word that means the same as <i>baby whales</i> .	“calves”/calf Also accept “newborn”.	2a 1 mark	<b>Question focus:</b> <i>explain the meaning of words in context.</i> <b>Strategies:</b> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the text, looking for a word with this meaning.</li> <li>Carefully reread the sentence containing the word to check your response.</li> </ul>
3. Look at the grey whale timeline. Why do grey whales leave the Arctic in the winter?	“food is reduced” Do not accept answers that suggest the sea is too cold for them unless there is a reference to food being harder to find.	2b 1 mark	<b>Question focus:</b> <i>identify key details from non-fiction.</i> <b>Strategies:</b> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Carefully read the section of text indicated, looking for the answer.</li> </ul>
4. Why is it particularly important that pregnant females eat well when they are in the Arctic?	<ul style="list-style-type: none"> <li>They hardly feed while they are in Mexico (even though they are feeding their calves).</li> <li>They need to be strong enough to swim to Mexico and give birth.</li> </ul>	2d 1 mark	<b>Question focus:</b> <i>make inferences from the text.</i> <b>Strategies:</b> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Skim-read the text to get a sense of the information.</li> <li>Scan the text for information relating to the whales’ feeding habits.</li> <li>Carefully read the paragraphs containing the information.</li> </ul>

<p>5. Which words are missing from the sentences below? Use information from the text to help you. Grey whales eat _____. Young whales are eaten by _____.</p>	<p>Grey whales eat amphipods. (Accept “tiny sea creatures”.) Young whales are eaten by orcas. (Accept “killer whales”.)</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"> <li>• Carefully read the question, marking key words.</li> <li>• Scan the text, considering each of the statements separately.</li> <li>• Carefully read relevant parts of the text.</li> </ul>
<p>6. Why do you think the author uses a table to show the where/when/why/how of the whales’ migration? Choose <b>one</b>.</p> <p><input type="checkbox"/> to draw attention to the information</p> <p><input type="checkbox"/> to give the reader a rest</p> <p><input type="checkbox"/> to summarise important information</p> <p><input type="checkbox"/> to surprise the reader so they read on</p>	<p>to summarise important information</p>	<p>2f 1 mark</p>	<p><i>Question focus: identify how information is related and contributes to meaning as a whole.</i> Strategies:</p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Carefully read the section of text indicated, considering the author’s likely intentions.</li> <li>• Reread the options in the question and select the best fit.</li> </ul>

# Arctic Tern – Record-Breaking Flier

Camilla de la Bédoyère

<b>Where</b>	Between the Arctic and Antarctic	
<b>When</b>	July to November, April to June	
<b>Why</b>	For food	
<b>How</b>	Flying	

Arctic terns regularly migrate between the Arctic, near the North Pole, and Antarctica, near the South Pole. If they travelled in a straight line, the route would be 15,000 km. However, these globe-trotters fly in a figure-of-eight to make the most of prevailing winds and save energy.

THIS IS THE LONGEST REGULAR MIGRATION OF ANY BIRD.

Each bird's round trip actually covers an incredible 70,000 km.

## Food

Arctic terns feed at sea by skimming fish from near the water's surface, or plunging head-first into the water to grab crustaceans in their beaks.

When they reach the Antarctic, the terns feed on vast amounts of food. There are huge swarms of Antarctic krill (small, shrimp-like crustaceans) in the Weddell Sea in the southern summer, which draw many animals to the region.

## Two summers

Arctic terns are almost unique among animals because they experience both the Arctic summer and the Antarctic summer. Chicks hatch in the Arctic breeding grounds and grow fast so that they are ready to begin the long flight to the Antarctic. When the terns head south they cover about 330 km a day, but they can travel up to 670 km every day on the return flight!

ARCTIC TERNS SPEND MORE HOURS IN THE SUNLIGHT THAN ANY OTHER BIRD.

## Arctic tern timeline

July–September	November–March	April–June
The birds leave their breeding sites in Greenland, near the North Pole. At the end of August, they spend a month at a stop-over point in the middle of the North Atlantic to feed.  In the middle of September the birds head south.	In November, the birds reach the Weddell Sea in the Antarctic.	They leave the Antarctic and head back to the Arctic, flying in a massive 'S' shape to follow the winds. Some birds take a break at the stop-over point in the North Atlantic.  In June, the birds reach Greenland to rest and breed.

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

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

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

1 What is the reason the terns migrate?

\_\_\_\_\_

2b

1 mark

2 Look at the paragraph beginning “*Arctic terns regularly migrate ...*”.  
Find and copy a phrase that means *travellers*.

\_\_\_\_\_

2a

1 mark

3 What do terns eat? Find **two** things.

\_\_\_\_\_

2b

1 mark

4 Look at the paragraph beginning “*Arctic terns regularly migrate ...*”.  
Which of the following options is the word “*prevailing*” closest in meaning to? Tick **one**.

- most basic
- most common
- most helpful
- most successful

2a

1 mark

5 The sub-title of this text is “**Record-Breaking Flier**”. Why is this appropriate?  
Give **two** reasons.

\_\_\_\_\_

\_\_\_\_\_

2c

1 mark

6 It is 15,000 km from the North Pole to the South Pole, yet the terns fly nearly 70,000 km.  
Find **two** pieces of evidence to explain why this is. You do not have to use direct quotations from the text.

\_\_\_\_\_

\_\_\_\_\_

2b

2 marks

7 Why does it take the terns longer to fly south than it does for them to fly north?  
Give **two** reasons.

\_\_\_\_\_

\_\_\_\_\_

2d

2 marks

8 Why do Arctic terns spend more hours in the sunlight than any other bird?

\_\_\_\_\_

2b

1 mark

9 Why do you think the author includes a timeline? Tick **one**.

- to prove that Arctic terns spend more time in the sunlight than any other bird
- to help the reader understand where the birds’ journey begins and ends
- so the reader knows how the birds spend each month
- to explain why the birds fly back to the Arctic in an ‘S’ shape

2f

1 mark

Practice text: Arctic Tern – Record-Breaking Flier

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. What is the reason the terns migrate?	"For food"	2b 1 mark	<p><b>Question focus:</b> identify key details from non-fiction.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Carefully read the text, looking for the answer.</li> </ul>
2. Look at the paragraph beginning "Arctic terns regularly migrate ...". Find and copy a phrase that means <i>travellers</i> .	"globe-trotters"	2a 1 mark	<p><b>Question focus:</b> explain the meaning of words in context.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the paragraph indicated, looking for a word with this meaning.</li> <li>Carefully reread the sentence containing the word to check your response.</li> </ul>
3. What do terns eat? Find <b>two</b> things.	Accept any two of: <ul style="list-style-type: none"> <li>crustaceans</li> <li>fish</li> <li>krill</li> </ul>	2b 1 mark	<p><b>Question focus:</b> identify key details from non-fiction.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the text looking for words that might mean food.</li> <li>Carefully read the parts of the text you identify, looking for the answer. Remember to list two things.</li> </ul> <p>Award 1 mark for two correct answers.</p>
4. Look at the paragraph beginning "Arctic terns regularly migrate ...". Which of the following options is the word "prevailing" closest in meaning to? Tick <b>one</b> . <input type="checkbox"/> most basic <input type="checkbox"/> most common <input type="checkbox"/> most helpful <input type="checkbox"/> most successful	most common	2a 1 mark	<p><b>Question focus:</b> explain the meaning of words in context.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Carefully read the paragraph indicated.</li> <li>Read the options given in the question and reread the sentence, thinking about the meaning of the word in this context.</li> </ul>
5. The sub-title of this text is "Record-Breaking Flier". Why is this appropriate? Give <b>two</b> reasons.	<ul style="list-style-type: none"> <li>Terns have the "longest regular migration of any bird".</li> <li>"Arctic terns spend more hours in the sunlight than any other bird."</li> </ul>	2c 1 mark	<p><b>Question focus:</b> summarise main ideas from more than one paragraph.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Skim-read the text to get a sense of it while considering the question.</li> </ul>

<p>6. It is 15,000 km from the North Pole to the South Pole, yet the terns fly nearly 70,000 km. Find <b>two</b> pieces of evidence to explain why this is. You do not have to use direct quotations from the text.</p>	<p>Terms do not fly in a straight line.</p> <ul style="list-style-type: none"> <li>• They fly in a figure-of-eight.</li> <li>• They fly in a massive 'S' shape.</li> </ul> <p>Terns use the wind to help them.</p> <ul style="list-style-type: none"> <li>• They make the most of the prevailing winds.</li> <li>• It helps them to save energy.</li> </ul>	<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"> <li>• Carefully read the question, marking key words.</li> <li>• Scan the text, looking for evidence of why the terns' journey is so much longer.</li> <li>• Carefully read the sentences around the evidence.</li> <li>• Give either direct quotations or paraphrase their meaning.</li> </ul> <p>Award 1 mark for each piece of evidence given, up to a total of 2 marks.</p>
<p>7. Why does it take the terns longer to fly south than it does for them to fly north? Give <b>two</b> reasons.</p>	<ul style="list-style-type: none"> <li>• They rest for a month when they fly south.</li> <li>• They fly south with their young.</li> </ul>	<p>2d 2 marks</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Scan the text for mention of the time taken to fly.</li> <li>• Carefully read sentences in the relevant parts of the text, looking for the answer to the question.</li> </ul> <p>Award 1 mark for each correct answer, up to a total of 2 marks.</p>
<p>8. Why do Arctic terns spend more hours in the sunlight than any other bird?</p>	<p>They experience both the Arctic summer and the Antarctic summer.</p>	<p>2b 1 mark</p>	<p><i>Question focus: identify key details from non-fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Consider where in the text you will find the answer.</li> <li>• Carefully read that part of the text, looking for the answer.</li> </ul>
<p>9. Why do you think the author includes a timeline? Tick <b>one</b>.</p> <p><input type="checkbox"/> to prove that Arctic terns spend more time in the sunlight than any other bird</p> <p><input type="checkbox"/> to help the reader understand where the birds' journey begins and ends</p> <p><input type="checkbox"/> so the reader knows how the birds spend each month</p> <p><input type="checkbox"/> to explain why the birds fly back to the Arctic in an 'S' shape</p>	<p>so the reader knows how the birds spend each month</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"> <li>• Carefully read the question, marking key words.</li> <li>• Carefully read the section indicated, considering the author's likely intentions.</li> <li>• Reread the options in the question and select the best fit.</li> </ul>

# Childhood Tracks/Hot Food

James Berry/Michael Rosen

## Key text features

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The poems show different experiences of being a child.

- The Teaching text is the poem *Childhood Tracks* by James Berry.
- The Practice text is the poem *Hot Food* by Michael Rosen.

## Reading the Teaching text: *Childhood Tracks*

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- Introduce the title of the poem. Make a word web, recording all the meanings of the word 'tracks' that are familiar to the children.
- Introduce the poet James Berry. He was born in Jamaica and moved to the UK when he was 16.
- Access the Interactive Modelling Software for this unit. Read the poem together and discuss what it is about.
- Read the poem again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 108–109).



## Reading the Practice text: *Hot Food*

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- Before they read the poem, ask the children if they have ever put a piece of food into their mouths and found it to be too hot. What did they do? How do they cool food down before they eat it?
- 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

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- Suggest developing a class poem called *School Tracks* based on *Childhood Tracks*.
- Use all five senses. Divide the class into groups, each of which should focus on memories of the school through one sense.
- Encourage each group to make their memories into a verse.
- Give each verse to another group of children to see if they can polish and improve it.



# Listening Comprehension: Questions and Answers



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

**Q1:** What was a “snowball” (verse 1)?

**A1:** (Sheared) ice with syrup

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

**Q2:** How do you know that the poet lived near the sea or a river?

**A2:** He talks about seeing “fishing nets repaired between canoes” (verse 4)/ hears “sea-sound” (verse 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:** The poem is called *Childhood Tracks*. What is it about?

**A3:** Memories of childhood: it is like making a list of song tracks, except that these are memories of the poet’s childhood.

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

## Extending reading

*You Are Old, Father William* from *Read Me and Laugh* – Lewis Carroll

*There Was a Naughty Boy* by John Keats in *101 Poems for Children* – Carol Ann Duffy

Cracking the questions

Teaching text: Childhood Tracks 

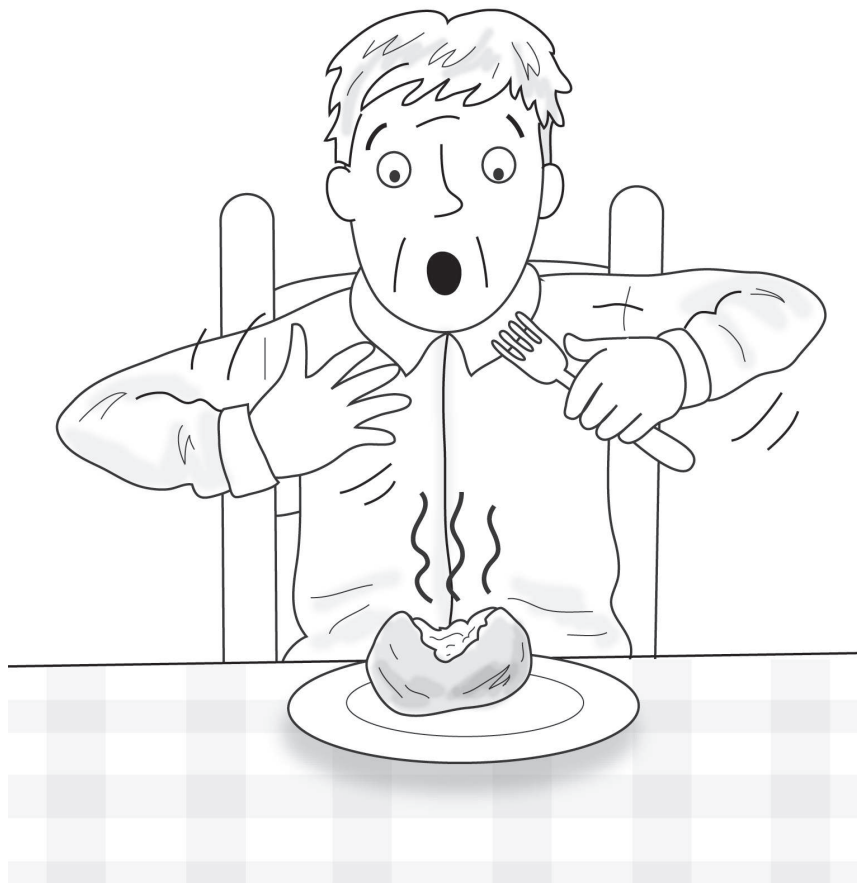
Question	Answer	CD/Mark	Useful strategies
<p>1. Choose the senses the poem mentions.</p> <p><input type="checkbox"/> hearing</p> <p><input type="checkbox"/> sight</p> <p><input type="checkbox"/> tasting</p> <p><input type="checkbox"/> smelling</p> <p><input type="checkbox"/> touching</p>	<p>hearing</p> <p>sight</p> <p>tasting</p> <p>smelling</p>	<p>2b</p> <p>1 mark</p>	<p><b>Question focus:</b> retrieve and record information from fiction.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the poem for reference to senses.</li> <li>Tick off the senses when you find them.</li> </ul> <p>All four senses needed to earn the mark.</p>
<p>2. In verse 2, why do you think the poet remembers these particular smells?</p>	<p>Accept any two of:</p> <ul style="list-style-type: none"> <li>They are very strong smells.</li> <li>They are all around him.</li> <li>They are very smelly/stinky.</li> <li>They are particular to the place where he lived.</li> </ul>	<p>2d</p> <p>2 marks</p>	<p><b>Question focus:</b> make inferences from the text.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Carefully reread the second verse.</li> <li>Consider the answers to the questions.</li> </ul> <p>Award 1 mark for each reason given, up to a total of 2 marks.</p>
<p>3. In verse 4, where were the goats and what were they doing?</p>	<p>They were sitting in the shade of different banana trees, chewing their cud.</p>	<p>2b</p> <p>1 mark</p>	<p><b>Question focus:</b> retrieve and record information.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the poem for reference to goats.</li> <li>Reread the lines and think about meaning.</li> <li>Match the meaning of the option to the line in the poem.</li> </ul>
<p>4. Where did the poet live?</p> <p>Choose <b>one</b>.</p> <p><input type="checkbox"/> city</p> <p><input type="checkbox"/> town</p> <p><input type="checkbox"/> village</p> <p>Explain how you know.</p>	<p>village</p> <ul style="list-style-type: none"> <li>He talks about “village-made wet sugar” (line 5) and seeing “a village workman” (line 24).</li> <li>There are donkeys, goats and hills. These things are found in villages, not towns and cities.</li> </ul>	<p>2d</p> <p>2 marks</p>	<p><b>Question focus:</b> explain and justify inferences with evidence from the text.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Skim-read the poem to get a general idea.</li> <li>Scan for specific information.</li> </ul> <p>Award 1 mark for an understanding that he lived in a village.</p> <p>Award 1 mark for the quotation from, or reference to, the text.</p>

<p>5. These memories are not from the UK. Find <b>two</b> pieces of evidence from the poem to support this statement.</p>	<p>Any two pieces of evidence from the poem. E.g.</p> <ul style="list-style-type: none"> <li>• “Eating young jelly-coconut” (line 4)</li> <li>• drinking from “a calabash gourd” (line 6)</li> <li>• “Smelling a patch of fermenting pineapples” (line 8)</li> <li>• palm trees “at Christmas time” (line 22)</li> <li>• village workman with “bag and machete” (line 24)</li> <li>• “banana trees” (line 26)</li> <li>• “coil of plaited tobacco” (line 28)</li> <li>• “schoolyard/between palm and almond trees” (lines 30–31)</li> <li>• “fishing nets repaired between canoes” (line 36).</li> </ul>	<p>2f 2 marks</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"> <li>• Carefully read the question, marking key words.</li> <li>• Scan the whole text looking for evidence to answer the question.</li> </ul> <p>Award 1 mark for each piece of evidence given, up to a total of 2 marks.</p>
<p>6. Each stanza (verse) in this poem has a different theme. Write the theme of each stanza. The first one has been done for you. Stanza 1: taste</p>	<p>Stanza 2: smelling Stanza 3: hearing Stanza 4: seeing</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"> <li>• Carefully read the question, marking key words.</li> <li>• Look at the relationship between stanza 1 and the summary word.</li> <li>• Read the next stanzas and try to work out a summary word for each one.</li> </ul>

# Hot Food

Michael Rosen

- 1 We sit down to eat  
and the potato's a bit hot  
so I only put a little bit on my fork  
and I blow
- 5 whooph whooph  
until it's cool  
just cool  
then into the mouth  
nice.
- 10 and there's my brother  
he's doing the same  
whooph whooph  
into the mouth  
nice.
- 15 there's my mum  
she's doing the same  
whooph whooph  
into the mouth  
nice.
- 20 But my dad.  
My dad.  
What does he do?  
He stuffs a great big chunk of potato  
into his mouth
- 25 Then  
that really does it.  
His eyes pop out  
he flaps his hands  
he blows, he puffs, he yells
- 30 he bobs his head up and down  
he spits bits of potato  
all over his plate  
and he turns to us and he says,  
"Watch out everybody –
- 35 the potato's very hot."



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

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

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

- 1 Which meal do you think the family is eating?

Explain why you think it is that meal.

---

2d

1 mark

- 2 How do you think the narrator knows what to do when the potato is too hot?

---

2d

1 mark

- 3 Why do you think the poet repeats the line “*whooph whooph*”?

---

2g

1 mark

- 4 “He *bobs* his head up and down.” Suggest a different word the writer could have used.

---

2a

1 mark

- 5 What do you think the narrator said to Dad after he said “*Watch out everybody – the potato’s very hot*” (verse 2)?

---

2e

1 mark

- 6 “*But my dad.*

*My dad.*

*What does he do?”* (verse 2)

Why do you think the narrator chooses to use a question here?

---

2f

1 mark

- 7 Tick **true** or **false** in the following table to show what you should do when eating hot food.

	True	False
Stuff a great big chunk in your mouth.		
Blow gently.		
Spit bits of potato everywhere.		
Put a little bit on your fork.		

2d

1 mark

- 8 Why do you think the poet has written this poem in the present tense (e.g. “*We sit down to eat*” instead of “*We sat down to eat*”)?

---

2f

1 mark

- 9 This poem has two main parts: lines 1–19 and then lines 20 to the end. A summary sentence has been written for the first part. Write a summary sentence for the second part.

Lines 1–19: *The potato is hot so most of the family take a little bit on their fork and blow on it before eating it and enjoying it.*

Lines 20–the end:

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2c

2 marks

Practice text: Hot Food

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Which meal do you think the family is eating? Explain why you think it is that meal.	<p>lunch/tea/dinner/supper</p> <ul style="list-style-type: none"> <li>They are eating hot food including hot potatoes.</li> </ul>	2d 1 mark	<p><i>Question focus: explain and justify inferences with evidence from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Skim-read the text, considering the question.</li> </ul>
2. How do you think the narrator knows what to do when the potato is too hot?	<p>Accept an answer such as:</p> <ul style="list-style-type: none"> <li>previous experience</li> <li>He has watched his Mum in the past.</li> <li>He has learned from making mistakes.</li> </ul>	2d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Reread the poem, considering the question.</li> <li>This is a 'what do you think' question so the answer will not be directly in the text</li> </ul>
3. Why do you think the poet repeats the line "whooph whooph"?	<ul style="list-style-type: none"> <li>to build up an understanding of expected behaviour</li> <li>because they all knew what to do</li> <li>because what they were doing is normal</li> <li>because that is what you would expect to do</li> <li>to show they all did the same thing</li> </ul>	2g 1 mark	<p><i>Question focus: explain how meaning is enhanced through choice of words and phrases.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider reasons why the poet might have chosen to use this pattern in his poem.</li> </ul>
4. "He <u>bobs</u> his head up and down." Suggest a different word the writer could have used.	<p>nods, dips, bobbles, jogs. Accept moves.</p>	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"> <li>Carefully read the question, marking key words.</li> <li>Scan the text for the line in question.</li> <li>Visualise the action</li> <li>Suggest a different word.</li> </ul>
5. What do you think the narrator said to Dad after he said "Watch out everybody – the potato's very hot" (verse 2)?	<ul style="list-style-type: none"> <li>I know.</li> <li>That's why I blew on my potato before putting it in my mouth.</li> </ul>	2e 1 mark	<p><i>Question focus: predict what might happen from details stated and implied.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Carefully read the last part of the poem.</li> <li>Consider what you might reply in the same situation.</li> </ul>

<p>6. "But my dad. My dad. What does he do?" (verse 2) Why do you think the narrator chooses to use a question here?</p>	<ul style="list-style-type: none"> <li>• He is introducing the idea that his dad didn't do the same as the others.</li> <li>• He is building suspense.</li> <li>• He is using new sentence structure to point out that his dad did something different.</li> </ul>	<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"> <li>• Carefully read the question, marking key words.</li> <li>• Scan the poem for the line and read the lines around it.</li> <li>• Consider why the poet might have made that decision.</li> </ul>
<p>7. Tick <b>true</b> or <b>false</b> in the following table to show what you should do when eating hot food. Stuff a great big chunk in your mouth. Blow gently. Spit bits of potato everywhere. Put a little bit on your fork.</p>	<p>Stuff a great big chunk in your mouth. – FALSE Blow gently. – TRUE Spit bits of potato everywhere. – FALSE Put a little bit on your fork. – TRUE</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"> <li>• Carefully read the question, marking key words.</li> <li>• Scan the poem for each of the statements.</li> <li>• Reread the lines and think about their meaning.</li> <li>• Decide whether the writer is approving or disapproving of each action.</li> </ul>
<p>8. Why do you think the poet has written this poem in the present tense (e.g. "We <u>sit</u> down to eat" instead of "We <u>sat</u> down to eat")?</p>	<ul style="list-style-type: none"> <li>• It makes it seem like it is happening now.</li> <li>• It sounds like he is telling what is happening as it is happening.</li> </ul>	<p>2f 1 mark</p>	<p><i>Question focus: identify how narrative content is related and contributes to the meaning as a whole.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Skim-read the poem to remember what happens.</li> <li>• Consider why the poet might have made that decision.</li> </ul>
<p>9. This poem has two main parts: lines 1–19 and then lines 20 to the end. A summary sentence has been written for the first part. Write a summary sentence for the second part. Lines 1–19: <i>The potato is hot so most of the family take a little bit on their fork and blow on it before eating it and enjoying it.</i> Lines 20–the end:</p>	<p>Accept any sensible summary of part 2. E.g. Dad puts a large piece of potato in his mouth but it is too hot and he cannot eat it.</p>	<p>2c 2 marks</p>	<p><i>Question focus: summarise the main ideas.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Skim-read the text for an overall impression.</li> <li>• Scan it for ideas to use in the answer.</li> </ul> <p>Award 1 mark for a brief explanation and another for reference to/a quotation from the poem.</p>

# A Small Dragon/The Spirit of Place

Brian Patten/Richard Brown

## Key text features

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Both poems introduce fantasy/sci-fi ideas and settings.

- The Teaching text, *A Small Dragon* by Brian Patten, is a poem about a dragon in the woodshed.
- The Practice text, *The Spirit of Place* by Richard Brown, is a poem intended to be read by four voices and is the beginning of a horror story.

## Reading the Teaching text: *A Small Dragon*

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- Introduce the poem by telling the children the title of the poem and the poet. Are the children familiar with Brian Patten? What are their expectations of him?
- Have the children read other dragon poems? Discuss their expectations.
- Access the Interactive Modelling Software for this unit.
- Read the poem aloud, making the most of the structure so that the children can hear the rationale for new lines and for verses.
- Read the poem again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 116–117).



## Reading the Practice text: *The Spirit of Place*

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- Let a group of children rehearse reading this poem aloud and present it to the rest of the class.
- 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

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- Reread *The Spirit of Place*.
- Encourage performance – with sound effects if possible.
- Tell the children they're going to continue the poem to describe what happens when the creature arrives.
- Use drama techniques to explore what might happen. Allow the children time to discuss, explain and enact their ideas.
- In groups, ask the children to create a story map to plan the events they agreed on.
- Reread the poem, reminding the children of the way the voices are used.
- In groups, ask the children to continue the poem.



# Listening Comprehension: Questions and Answers



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

**Q1:** Is this a poem about a pet dragon? Explain your answer.

**A1:** No. The dragon suddenly appeared in the poet's woodshed.

**Strategy:** Consider where in the text the information might be found. Listen carefully to that part.

**Q2:** Which of the foods the poet tried to feed the dragon would be the most difficult to obtain?

**A2:** The roots of stars

**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 and use them as you explain your answer.

**Q3:** Do you think the dragon would make a good pet? Explain your answer.

**A3:** No, it would not make a good pet. It would not survive long without proper food and it is not eating the food it is given.

Yes, it would make a good pet. It would be fun to have a dragon and see who believes in it and who does not; finding out who “*will pass this way*” without an invitation.

**Strategy:** Listen to the whole poem. Use ideas from the text, not general knowledge.

## Extending reading

*On the Ning Nang Nong* from *Nation's Favourite Children's Poems* – Spike Milligan

*Voice in the Tunnel* from *Ghosts Galore* – Robert Fisher

*Witch Words* from *Witch Words* – Robert Fisher

*Meeting Midnight* from *New and Collected Poems for Children* – Carol Ann Duffy

Cracking the questions

Teaching text: A Small Dragon 

Question	Answer	CD/Mark	Useful strategies
1. Find and copy the phrase from verse 1 that shows that the poet thinks the dragon has only recently come out of the forest.	"leaves are still reflecting in its eyes" (verse 1)	2d 1 mark	<p><b>Question focus:</b> make inferences from the text.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the text for evidence.</li> </ul>
2. "... and is <u>most</u> times silent." Why do you think the poet used the underlined word instead of saying "most of the time" or "usually"?	<p>Accept any answer that reflects a plausible intention of the poet. E.g.</p> <ul style="list-style-type: none"> <li>He wanted to end the line with "silent" to make it stand out more.</li> <li>The lines in this verse are very short: the first two have eight syllables and the second two have only six.</li> <li>A longer word would be out of place.</li> <li>"mosttimes" is a very economical word and poets like to use economical words.</li> </ul>	2g 1 mark	<p><b>Question focus:</b> explain how meaning is enhanced through choice of words and phrases.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the poem for these words and read them in context.</li> <li>Consider a reason for the poet's word choice.</li> </ul>
3. Complete this table showing the main idea of each verse. (See right.)	<ol style="list-style-type: none"> <li>where the dragon came from (lines 2–3)</li> <li>finding food for the dragon (lines 5–6)</li> <li>its nest (lines 9–10)</li> <li>sharing the dragon/sharing belief in the dragon (lines 13–16)</li> </ol>	2c 3 marks	<p><b>Question focus:</b> summarise main ideas from more than one paragraph.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Carefully read each verse and summarise its main idea.</li> </ul> <p>Award 1 mark for each brief summary of the main idea of a verse, up to a total of 3 marks.</p>
4. Find a line from the poem that suggests that the dragon is not at home in the woodshed.	<ul style="list-style-type: none"> <li>"I need/food you can't provide" (verse 2)</li> <li>"it is out of place here" (verse 3)</li> </ul>	2d 1 mark	<p><b>Question focus:</b> explain and justify inferences with evidence from the text.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Carefully read the poem, looking for words and phrases that suggest the dragon is not at home.</li> </ul>

<p>5. Choose which of the following are <b>true</b> and which are <b>false</b> (see right) to show things we are told about the dragon in the text.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="width: 10%; text-align: center;">T</th> <th style="width: 10%; text-align: center;">F</th> </tr> </thead> <tbody> <tr> <td>It is in the poet's woodshed.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>It has come from a forest.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>It is red.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>It is about the same size as a bird.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Its nest is made of coal.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>It is quiet.</td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>		T	F	It is in the poet's woodshed.	✓		It has come from a forest.	✓		It is red.		✓	It is about the same size as a bird.		✓	Its nest is made of coal.	✓		It is quiet.		✓	<p>2b 2 marks</p>	<p><i>Question focus: retrieve and record information from fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the poem separately for each piece of information. If you can find the information, tick 'True'. If the answer is false, or we don't know if it's true or not, tick 'False'.</li> </ul> <p>Award 2 marks for all answers correct. Award 1 mark for 3 answers correct.</p>
	T	F																						
It is in the poet's woodshed.	✓																							
It has come from a forest.	✓																							
It is red.		✓																						
It is about the same size as a bird.		✓																						
Its nest is made of coal.	✓																							
It is quiet.		✓																						
<p>6. What is the poet's feeling about the dragon? Use words from the poem in your answer.</p>	<ul style="list-style-type: none"> <li>The poet thinks that the dragon is wonderful. He says "I would come/hurrying to your house to let you share this wonder" (verse 4).</li> <li>The poet is worried about telling people about his dragon because he doesn't think they will believe him. He says "I want instead to see/if you yourself will pass this way" (verse 4).</li> </ul>	<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"> <li>Carefully read the question, marking key words.</li> <li>Skim-read the whole poem while considering the question.</li> <li>Scan the poem for words or ideas to use in your answer.</li> </ul> <p>Award 1 mark for a brief explanation of what the poet feels. Award 1 mark for an appropriate quotation from/reference to the poem.</p>																					

# The Spirit of Place

Richard Brown

## A poem for four voices

Here is just the beginning of a **horror story**. Where will it end?

- |    |  |    |  |
|----|--|----|--|
| 1  | <p>1: There was a <b>sea</b></p> <p>2: a blue sea</p> <p>3: a <b>secret blue sea</b></p> <p>4: and in this <b>sea</b></p> <p>1: there was an <b>island</b></p> <p>2: a <b>spiky island</b></p> <p>3: a <b>spiky green island</b></p> <p>4: and in this <b>island</b></p> <p>1: there was a <b>valley</b></p> <p>2: a <b>deep valley</b></p> <p>3: a <b>hot deep valley</b></p> <p>4: and in this <b>valley</b></p>   | 26 | <p>1: And in a <b>hurricane</b></p> <p>2: a <b>tearing hurricane</b></p> <p>3: a <b>fierce tearing hurricane</b></p> <p>4: that <b>tree cracked</b></p> <p>All: <i>cracked to the roots.</i></p> <p>1: And out of those <b>roots</b></p> <p>2: those <b>shattered roots</b></p> <p>3: <b>roots laid bare</b> in the howl</p> <p>4: climbed the <b>creature</b></p> <p>1: the <b>wild creature</b></p> <p>2: so full of <b>energy</b></p> <p>3: so full of <b>destruction</b></p> <p>4: it <b>shrieked</b> for <b>escape</b>.</p> |
| 13 | <p>1: there was a <b>tree</b></p> <p>2: a <b>vast tree</b></p> <p>3: a <b>vast ancient tree</b></p> <p>4: and in the roots of this <b>tree</b></p> <p>1: there was an <b>egg</b></p> <p>2: a <b>historic egg</b></p> <p>3: a <b>prehistoric egg</b></p> <p>4: and in this <b>egg</b></p> <p>1: there was a <b>creature</b></p> <p>2: a <b>live creature</b></p> <p>3: a <b>creature so wild</b></p> <p>4: so full of <b>energy</b></p> <p>All: <i>the old tree trembled.</i></p> | 39 | <p>1: There was a <b>sea</b></p> <p>2: a <b>blue sea</b></p> <p>3: a <b>boiling blue sea</b></p> <p>4: and in this <b>sea</b></p> <p>1: there was an <b>island</b></p> <p>2: a <b>spiky island</b></p> <p>3: an <b>island</b> in <b>turmoil</b></p> <p>4: it was ready to <b>plunge</b></p> <p>1: <b>plunge</b> into the <b>sea</b></p> <p>2: the <b>boiling sea</b></p> <p>3: and <b>swim, swim, swim</b></p> <p>All: <i>towards us all.</i></p>  |

Name:	Class:	Date:
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1 Do you think the island sounded welcoming at the beginning of the poem?

Yes  No

Explain your answer using ideas from the poem.

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2d  
  
2 marks

2 What are the first words in the poem that warn us we should fear the creature?

---

2g  
  
1 mark

3 Find and copy three powerful words the poet uses in verse 3 (beginning “*And in a hurricane*”) to show the strength of the wind.

---

2g  
  
3 marks

4 What is the impact of the poet’s use of four voices? Explain your answer using ideas from the poem.

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2f  
  
2 marks

5 Why do you think the poet decided to write about a storm at the point in the story when the creature is born?

---

2f  
  
1 mark

6 The last verse begins by nearly repeating the lines at the beginning of the first verse.

Why do you think the poet changes “*secret*” (verse 1) to “*boiling*” (verse 4)?

Explain why the poet used **both** of the words.

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2h  
  
2 marks

7 There are four verses in this poem. Complete this table showing the main idea of each verse.

Verse	Main idea
1	establish the setting and introduce the egg
2	
3	
4	

2c  
  
3 marks

8 “*an island in turmoil*” (verse 4). What does the word “*turmoil*” mean in this poem?

Tick the best option.

order  chaos  calm  escape

2a  
  
1 mark

9 What is the poet’s feeling about the creature? Use words from the poem in your answer.

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2d  
  
2 marks

Cracking the questions

Practice text: The Spirit of Place

Question	Answer	CD/Mark	Useful strategies
<p>1. Do you think the island sounded welcoming at the beginning of the poem?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Explain your answer using ideas from the poem.</p>	<p>Yes</p> <ul style="list-style-type: none"> <li>We are told that the island was in a blue sea. The fact that the tree is vast and ancient helps to reassure us that it's safe.</li> </ul> <p>No</p> <ul style="list-style-type: none"> <li>The first we hear about the island is that it is "spiky green" (verse 1) and that it's in a "secret blue sea" (verse 1). "Secret" doesn't sound welcoming and neither does "spiky".</li> </ul>	<p>2d 2 marks</p>	<p><b>Question focus:</b> explain and justify inferences with evidence from the text.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the text for evidence.</li> </ul> <p>Award 1 mark for a brief explanation that matches the yes/no choice.</p> <p>Award 1 mark for an appropriate quotation from/reference to the text.</p>
<p>2. What are the first words in the poem that warn us we should fear the creature?</p>	<p>"so full of <b>destruction</b>" (verse 3). Also accept "wild" (verse 2).</p>	<p>2g 1 mark</p>	<p><b>Question focus:</b> identify how meaning is enhanced through choice of words and phrases.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text to look for the information.</li> <li>Carefully read that part of the text.</li> </ul>
<p>3. Find and copy three powerful words the poet uses in verse 3 (beginning "And in a hurricane") to show the strength of the wind.</p>	<p>Accept any three of:</p> <ul style="list-style-type: none"> <li>"hurricane"</li> <li>"tearing"</li> <li>"fierce"</li> <li>"cracked"</li> <li>"shattered"</li> <li>"howl"</li> </ul>	<p>2g 3 marks</p>	<p><b>Question focus:</b> identify how meaning is enhanced through choice of words and phrases.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the verse for powerful words.</li> </ul> <p>Award 1 mark for each word, up to a total of 3 marks.</p>
<p>4. What is the impact of the poet's use of four voices? Explain your answer using ideas from the poem.</p>	<p>It builds tension by repeating and developing on simple ideas. One person can make a simple statement, e.g. "there was a sea" (line 39), and others add a word to develop the setting and the tension, e.g. "a blue sea/a boiling blue sea" (lines 36–37).</p>	<p>2f 2 marks</p>	<p><b>Question focus:</b> identify how narrative content is related and contributes to meaning as a whole.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Skim-read the poem whilst considering the question.</li> <li>Look for ideas to use in your answer.</li> </ul> <p>Award 1 mark for a brief explanation of the impact of four voices.</p> <p>Award 1 mark for appropriate quotation from/reference to the text.</p>
<p>5. Why do you think the poet decided to write about a storm at the point in the story when the creature is born?</p>	<p>It emphasises the wild and destructive nature of the creature.</p>	<p>2f 1 mark</p>	<p><b>Question focus:</b> identify how narrative content is related and contributes to meaning as a whole.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Consider where in the text to look for the information.</li> <li>Carefully read that part of the text, considering the impact.</li> </ul>

<p>6. The last verse begins by nearly repeating the lines at the beginning of the first verse. Why do you think the poet changes “secret” (verse 1) to “boiling” (verse 4)? Explain why the poet used <b>both</b> of the words.</p>	<p>“Secret” is a calm word and was appropriate when the creature was still inside the egg. However, after it has escaped, the sea is “boiling” to reflect the danger.</p>	<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"> <li>Carefully read the question, marking key words.</li> <li>Carefully read the parts of the poem mentioned.</li> <li>Consider the impact of each word.</li> </ul> <p>Award 1 mark for an explanation for each of the words used in the question, up to a total of 2 marks.</p>
<p>7. There are four verses in this poem. Complete the table showing the main idea of each verse. (See right.)</p>	<p>1 establish the setting and introduce the egg 2 introduce the creature 3 the birth of the creature 4 the creature escapes from the island</p>	<p>2c 3 marks</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Carefully read each verse and summarise its main idea.</li> </ul> <p>Award 1 mark for each brief summary of the main idea of a verse, up to a total of 3 marks.</p>
<p>8. “an island in <i>turmoil</i>” (line 41). What does the word “<i>turmoil</i>” mean in this poem? Tick the best option.</p> <p><input type="checkbox"/> order <input type="checkbox"/> chaos <input type="checkbox"/> calm <input type="checkbox"/> escape</p>	<p>chaos</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"> <li>Carefully read the question, marking key words.</li> <li>Scan for the relevant part of the poem.</li> <li>Carefully reread the line.</li> <li>Consider each of the options given: which is the closest to the meaning of the word?</li> </ul>
<p>9. What is the poet’s feeling about the creature? Use words from the poem in your answer.</p>	<ul style="list-style-type: none"> <li>The poet thinks that the creature is dangerous.</li> <li>The poem is a warning that it is swimming “towards us all” (verse 4).</li> <li>The whole poem is a warning about the “energy/so full of <b>destruction</b>” (verse 3) of the creature that had plunged into the sea and is now threatening us all.</li> </ul>	<p>2d 2 marks</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Skim-read the whole text while considering the question.</li> <li>Scan the text for words or ideas to use in your answer.</li> </ul> <p>Award 1 mark for a brief explanation. Award 1 mark for appropriate quotation/words from the text.</p>

# The Kitten at Play/Letting in the Light

William Wordsworth/Elizabeth Lindsay

## Key text features

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The texts are both poems about kittens.

- The Teaching text is *The Kitten at Play* by William Wordsworth.
- The Practice text is *Letting in the Light* by Elizabeth Lindsay.

## Reading the Teaching text: *The Kitten at Play*

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- Ask the children to think, pair, share their experiences of having kittens or other young animals. What kinds of things do young animals like doing?
- Together, ask the children to develop a list of vocabulary they could use to describe young animals. Keep a record of their ideas.
- Access the Interactive Modelling Software for this unit. Read the extract to the children and ask them to think about whether the poem describes the kinds of things they think kittens enjoy.
- 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: *Letting in the Light*

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- Encourage the children to think, pair, share what they know about animals at birth. Establish that some animals in the wild are born ready to run, while many other animals have babies that are helpless, e.g. kittens and puppies are born with their eyes closed, and their eyes do not open until a couple of weeks after birth.
- Introduce the poem by explaining that it is narrated by a kitten of about two weeks old.
- Once they have read the extract, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

## Moving into writing

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- Reread these poems and compare their structures, including rhyme, rhythm and use of new lines.
- Find similarities in the poems (e.g. both focus on a limited range of the kittens' experiences, both identify that kittens are playful).
- Explain to the children that they are going to write their own poem about a young animal. They can choose whether or not it should have a rhythm or rhyme.
- Encourage the children to work in groups to discuss ideas and identify attributes/experiences they wish to include.
- In pairs, ask the children to write and edit their poem. Poetry takes a lot of editing and improving, so word-processing is ideal for this task.



# Listening Comprehension: Questions and Answers



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

**Q1:** Where is the kitten?

**A1:** On the wall

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

**Q2:** In the poem, the kitten is compared to two other things. What are they?

**A2:** A tiger and a conjurer

**Strategy:** Listen to the whole poem again, listening out for other nouns or similes used to describe the kitten.

**Q3:** Listen again to the last two lines. “*Yet were gazing thousands there, / What would little Tabby care?*” What is your answer to this question?

**A3:** She would not care because she is not performing but is amusing herself.

**Strategy:** Listen to the whole Poem again, being alert for information about what the kitten is doing and thinking about.

## Extending reading

*The Lost Words* – Robert Macfarlane

*The Last Hedgehog* – Pam Ayres

*We Animals Would Like a Word with You* – John Agard

*100 Best Poems for Children* – Roger McGough

Teaching text: The Kitten at Play 

Cracking the questions

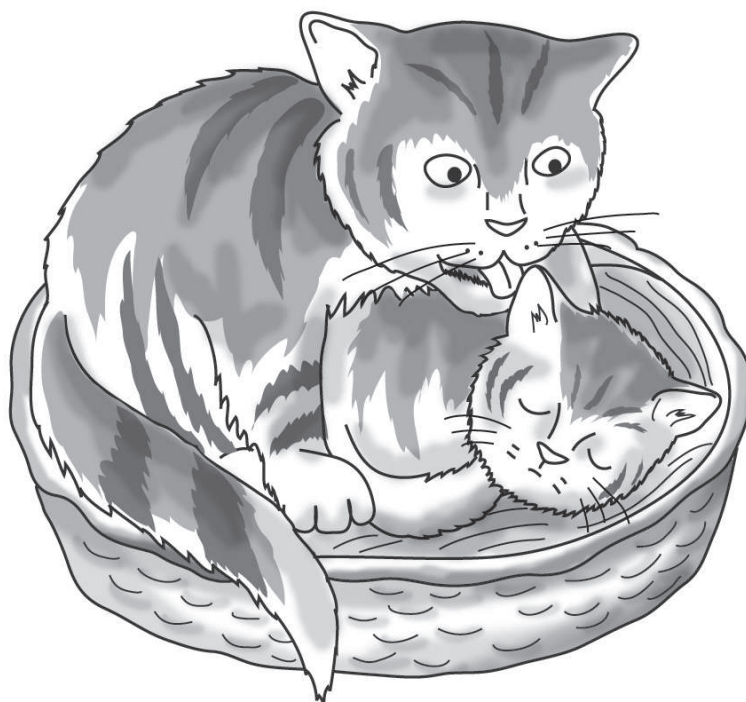
Question	Answer	CD/Mark	Useful strategies
<p>1. In the verse 1, what does the word “sporting” mean?</p> <p>Choose <b>one</b>.</p> <p><input type="checkbox"/> competing</p> <p><input type="checkbox"/> kicking</p> <p><input type="checkbox"/> playing</p> <p><input type="checkbox"/> running</p>	<p>playing</p>	<p>2a</p> <p>1 mark</p>	<p><b>Question focus:</b> explain the meaning of words in context.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the verse indicated looking for the word.</li> <li>Carefully read the line containing the word, then identify a word in the question with the same meaning.</li> </ul>
<p>2. The poem is set in the autumn or winter.</p> <p>Find <b>two</b> pieces of evidence from verse 1 to support this statement.</p>	<p>Accept any two of:</p> <ul style="list-style-type: none"> <li>The leaves are withered./“Withered leaves”</li> <li>The leaves are falling from the tree./“the leaves that fall”</li> <li>It is frosty./“the calm and frosty air”</li> </ul>	<p>2d</p> <p>2 marks</p>	<p><b>Question focus:</b> explain and justify inferences with evidence from the text.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the verse indicated, looking for evidence of the season.</li> <li>Carefully read the lines around the evidence.</li> <li>Give either direct quotations or paraphrase their meaning.</li> </ul> <p>Award 1 mark for each piece of evidence given, up to a total of 2 marks.</p>
<p>3. Look at verse 2.</p> <p>Find and <b>copy two</b> words that show how the kitten moves.</p>	<p>Accept any two of:</p> <ul style="list-style-type: none"> <li>“starts”</li> <li>“crouches”</li> <li>“stretches”</li> <li>“paws”</li> <li>“darts”</li> <li>“tiger-leap”</li> </ul> <p>leaves</p>	<p>2b</p> <p>1 mark</p>	<p><b>Question focus:</b> retrieve and record information from fiction.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the verse indicated, considering the question.</li> <li>Copy two words to describe the kitten’s movements.</li> </ul>
<p>4. “Now she meets her coming prey.”</p> <p>What is the kitten’s prey?</p>	<p>leaves</p>	<p>2d</p> <p>1 mark</p>	<p><b>Question focus:</b> make inferences from the text.</p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the text, looking for the line quoted.</li> <li>Carefully read the lines around the quotation, considering the question.</li> </ul>

<p>5. In verse 3, why does the poet compare the kitten to a conjuror?</p>	<ul style="list-style-type: none"> <li>• She is quick.</li> <li>• She is graceful.</li> </ul>	<p>2g 1 mark</p>	<p><i>Question focus: identify how meaning is enhanced through choice of words and phrases.</i></p> <p><i>Strategies:</i></p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Skim-read the verse to gain an overall understanding of its meaning.</li> <li>• Carefully read the verse again, considering the question.</li> </ul>
<p>6. What is the kitten doing throughout verses 2 and 3? Choose <b>one</b>.</p> <p><input type="checkbox"/> She is looking at the leaves falling.</p> <p><input type="checkbox"/> She is trying to catch the leaves.</p> <p><input type="checkbox"/> She is chasing her tail.</p> <p><input type="checkbox"/> She is jumping and leaping for fun.</p>	<p>She is trying to catch the leaves.</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p><i>Strategies:</i></p> <ul style="list-style-type: none"> <li>• Carefully read the question, marking key words.</li> <li>• Skim-read the text to gain an overall understanding of its meaning.</li> <li>• Carefully read the options in the question, matching them against your overall understanding.</li> </ul>

## Letting in the Light

Elizabeth Lindsay

- 1 I am warm wrapped in my fur  
My wobbly legs resting as I lie here,  
My eyes still closed.  
Soon they will open
- 5 Letting in the light,  
And when I see  
I'll spin the world round in tumbles  
As I play chasing my tail,  
Or hunt specks of dust in the sunlight
- 10 And wash the paws I have never seen.  
My mother washes my face  
Her tongue smoothing my fur,  
I hear her purr,  
And see, yes, see some pink.
- 15 Her busy tongue, her whiskers,  
Fur and eyes so orange bright,  
She bends towards me,  
Licking and licking,  
And over I go.
- 20 I see light everywhere  
And begin to know  
I have opened my eyes.



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

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

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

- 1 The use of the word “*warm*” in the first line helps us to understand that the kitten is feeling what? Tick **one**.

anxious       excited       joyous       safe

2g

1 mark

- 2 From the first five lines, **find** and **copy two** phrases that show the kitten is newly born.

\_\_\_\_\_

\_\_\_\_\_

2d

1 mark

- 3 What will the kitten do to “*spin the world round in tumbles*”?

\_\_\_\_\_

2d

1 mark

- 4 Look at lines 5–10.

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

\_\_\_\_\_

2a

1 mark

- 5 Why has the kitten never seen her paws?

\_\_\_\_\_

2d

1 mark

- 6 How does the kitten change between the beginning and end of the poem?

\_\_\_\_\_

\_\_\_\_\_

2h

1 mark

- 7 Tick **one** box to choose whether each statement is **true** or **false**.

	True	False
The mother cat is licking the kitten’s paws.	<input type="checkbox"/>	<input type="checkbox"/>
The mother cat is purring.	<input type="checkbox"/>	<input type="checkbox"/>
The mother cat is pink.	<input type="checkbox"/>	<input type="checkbox"/>
The mother cat’s tongue is smoothing the kitten’s fur.	<input type="checkbox"/>	<input type="checkbox"/>

2b

2 marks

- 8 We are never told that the poem is about a kitten.

Find **two** pieces of evidence that the poem is about a kitten. You do not have to use direct quotations from the text.

\_\_\_\_\_

\_\_\_\_\_

2d

2 marks

- 9 Why is the poem called *Letting in the Light*?

Tick **one**.

It is about:

what the kitten will do when her eyes are open.

what the kitten will do in the morning, when it is light.

the kitten’s first experiences of being licked by her mother.

the first time the kitten opened her eyes.

2c

1 mark

Practice text: Letting in the Light

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. The use of the word “warm” in the first line helps us to understand that the kitten is feeling what?</p> <p>Tick one.</p> <p><input type="checkbox"/> anxious</p> <p><input type="checkbox"/> excited</p> <p><input type="checkbox"/> joyous</p> <p><input type="checkbox"/> safe</p>	safe	2g 1 mark	<p><b>Question focus:</b> <i>identify how meaning is enhanced through choice of words and phrases.</i></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Carefully read the first line, considering the impact of the word.</li> <li>Carefully read the options in the question, matching them against your overall understanding.</li> </ul>
<p>2. From the first five lines, <b>find</b> and <b>copy two</b> phrases that show the kitten is newly born.</p>	<ul style="list-style-type: none"> <li>“(My) wobbly legs”</li> <li>“(My) eyes still closed”</li> </ul>	2d 1 mark	<p><b>Question focus:</b> <i>make inferences from the text.</i></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Carefully read the lines indicated, looking for the answer.</li> <li>Remember to find and copy, not paraphrase.</li> </ul>
<p>3. What will the kitten do to “spin the world round in tumbles”?</p>	She will chase her tail.	2d 1 mark	<p><b>Question focus:</b> <i>make inferences from the text.</i></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the poem, looking for the line in the question.</li> <li>Carefully read adjacent lines, considering the question.</li> </ul>
<p>4. Look at lines 5–10. <b>Find</b> and <b>copy one</b> word that means the same as <i>tiny pieces</i>.</p>	“specks”	2a 1 mark	<p><b>Question focus:</b> <i>explain the meaning of words in context.</i></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the lines indicated, looking for the word.</li> <li>Carefully reread the lines containing the word to check your response.</li> </ul>
<p>5. Why has the kitten never seen her paws?</p>	Her eyes have not yet opened.	2d 1 mark	<p><b>Question focus:</b> <i>make inferences from the text.</i></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Scan the poem, looking for the information in the question.</li> <li>Carefully read adjacent lines, considering the question.</li> </ul>

<p>6. How does the kitten change between the beginning and end of the poem?</p>	<p>At the start, her eyes are closed. At the end, her eyes are open and she can see.</p>	<p>2h 1 mark</p>	<p><i>Question focus: make comparisons within the text.</i> Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Skim-read the whole poem, considering the question.</li> <li>Carefully read the poem again, looking for what changes.</li> </ul>																														
<p>7. Choose whether each statement is true or false.</p> <table border="1" data-bbox="395 1682 751 2083"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>The mother cat is licking the kitten's paws.</td> <td></td> <td>✓</td> </tr> <tr> <td>The mother cat is purring.</td> <td></td> <td></td> </tr> <tr> <td>The mother cat is pink.</td> <td></td> <td></td> </tr> <tr> <td>The mother cat's tongue is smoothing the kitten's fur.</td> <td></td> <td></td> </tr> </tbody> </table>		True	False	The mother cat is licking the kitten's paws.		✓	The mother cat is purring.			The mother cat is pink.			The mother cat's tongue is smoothing the kitten's fur.			<table border="1" data-bbox="395 1234 751 1630"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>The mother cat is licking the kitten's paws.</td> <td></td> <td>✓</td> </tr> <tr> <td>The mother cat is purring.</td> <td>✓</td> <td></td> </tr> <tr> <td>The mother cat is pink.</td> <td></td> <td>✓</td> </tr> <tr> <td>The mother cat's tongue is smoothing the kitten's fur.</td> <td>✓</td> <td></td> </tr> </tbody> </table>		True	False	The mother cat is licking the kitten's paws.		✓	The mother cat is purring.	✓		The mother cat is pink.		✓	The mother cat's tongue is smoothing the kitten's fur.	✓		<p>2b 2 marks</p>	<p><i>Question focus: identify key details from fiction.</i> Strategies:</p> <ul style="list-style-type: none"> <li>Carefully read the question, marking key words.</li> <li>Think about each of the statements separately. Consider where in the poem you will find relevant information.</li> <li>Carefully read the relevant sections of the poem to decide whether each statement is true or false.</li> </ul> <p>Award 2 marks for all four answers correct. Award 1 mark for three answers correct.</p>
	True	False																															
The mother cat is licking the kitten's paws.		✓																															
The mother cat is purring.																																	
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The mother cat's tongue is smoothing the kitten's fur.	✓																																
<p>8. We are never told that the poem is about a kitten. Find two pieces of evidence that the poem is about a kitten. You do not have to use direct quotations from the text.</p>	<p>Accept any two of:</p> <ul style="list-style-type: none"> <li>She is covered in fur./“wrapped in my fur”</li> <li>Her mother purrs, so she is a cat./“I hear her purr”</li> <li>Her mother is licking her face./“My mother washes my face/Her tongue smoothing my fur”</li> </ul>	<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"> <li>Carefully read the question, marking key words.</li> <li>Scan the poem, looking for evidence that it is about a kitten.</li> <li>Carefully read the lines around the evidence.</li> <li>Give either direct quotations or paraphrase their meaning.</li> </ul> <p>Award 1 mark for each piece of evidence given, up to a total of 2 marks.</p>																														
<p>9. Why is the poem called <i>Letting in the Light</i>? Tick one. It is about:</p> <p><input type="checkbox"/> what the kitten will do when her eyes are open.</p> <p><input type="checkbox"/> what the kitten will do in the morning, when it is light.</p> <p><input type="checkbox"/> the kitten's first experiences of being licked by her mother.</p> <p><input type="checkbox"/> the first time the kitten opened her eyes.</p>	<p>the first time the kitten opened her eyes.</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"> <li>Carefully read the question, marking key words.</li> <li>Skim-read the poem to gain an overall understanding of its meaning.</li> <li>Carefully read the options in the question, matching them against your overall understanding.</li> </ul>																														

# The Pudding Like a Night on the Sea

Ann Cameron

## Teacher notes: *The Pudding Like a Night on the Sea*

**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 how language, structure and presentation contribute to meaning.

## Running the task

- Explain that this extract comes from a story by Ann Cameron called *The Pudding Like a Night on the Sea*.
- Discuss the term “narrator”, ensuring they understand that the narrator refers to himself/herself in the first person as “I”.
- Talk about temptation. Ask them to discuss in pairs a situation where they have been told they cannot have something, but it is there in front of them. How would that feel? What would they do?
- Read the text together and discuss it briefly. Remember that you may have opportunities for further assessment at this stage.
- Encourage the children to reread the text to themselves. Support children who may need support with their reading skills, perhaps reading the text with them.
- Ask children to work on the task with a partner. While they do so, circulate and offer support to those who need it and challenge others, as appropriate. Encourage the children to expand their answers and include references to the text.
- Children who finish early, or who are working at greater depth within the expected standard, may enjoy looking for similes in the passage. These are mostly signalled by “like”; some children may identify “than” as well: “*The pudding looked softer and lighter than air*”; “*With waves on top like the ocean*”, etc. Ask the children to comment on the author’s style and suggest alternatives for the word “said”, which is used for every exchange.

## 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; provide developed explanations for key information and events and for characters’ actions and motivations **2b**
- make developed inferences drawing on evidence from the text; 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 choice of language enhances the meaning of texts. **2g**



## What to expect

### 1 What do the two children think of the pudding? Find two things they say which show this. (2b)

Most children should be able to identify that the children thought the pudding was “wonderful”, it had “waves on top like the ocean” and it tasted like “a whole raft of lemons” or “a night on the sea”. Children working at greater depth within the expected standard should recognise that the opening sentence is also the children’s view, as this is first-person narration.

### 2 Why were the children told to leave the pudding alone? (2b)

Most children will understand that the children’s father was saving the pudding for their mother. Children working at greater depth within the expected standard may refer to the extra care he has taken with it – making the lovely pudding and cleaning up so everything was “perfect”.

### 3 Who made the pudding? Say how you know. (2d)

Most children should be able to state that it was the narrator’s father. Children working towards the expected standard may not refer to the information later in the text – where the narrator refers to ‘my father’ – but will simply explain it is a grown-up. Children working at greater depth within the expected standard will take information from more than one place in the text.

### 4 The children “guarded” the pudding? Why does the author say this? (2g)

Children working towards the expected standard should understand, possibly with prompting, that the children are not guarding the pudding at all, and this is just the narrator’s excuse for hanging around it longingly. Children working at greater depth within the expected standard may realise that the description of “guarding” is a joke by the author for the readers.

### 5 Why do you think the narrator tasted the pudding? (2d)

Children working towards the expected standard might take this at face value and give the narrator’s own reason, i.e. “because Huey tried it first”. Children working at greater depth within the expected standard might explain that Huey’s descriptions made him/her want to try it and he/she had been wanting to try it all the time.

### 6 Why did the pudding end up looking like “craters on the moon”? (2a)

Most children should understand that it had holes in it; children working at greater depth within the expected standard should be able to explain that this was because the children had scooped out bits to taste the pudding.

### 7 How do you think the children felt after they tried to smooth over the pudding? Say why you think this. (2d)

Some children may bring their own feelings to bear and will say they felt guilty, naughty or frightened. Children working at greater depth within the expected standard may pay close attention to the text and say that they were trying to make it look as though they hadn’t touched the pudding by smoothing over the holes. Those who think the children were scared about what would happen when their father found out will refer to the fact that the children go and hide in their room as further evidence of this.

### 8 How do you think the father will react when he sees the pudding at the end? Say why you think this. (2e)

Most children should be able to infer that the father would be angry. Children working towards the expected standard should be able to explain why they think this using evidence from the text: the instructions he gave to the children; the tone of voice in which he gave them; the fact that they are hiding from him. Children working at greater depth within the expected standard may give a more complex explanation: he would be angry because the children had disobeyed him, but also disappointed that the children’s mother couldn’t have the pudding and his effort has been wasted.

## From *The Pudding Like a Night on the Sea* by Ann Cameron

The pudding looked softer and lighter than air.

“Done!” he said. He washed all the pots, splashing water on the floor, and wiped the counter so fast his hair made circles around his head.

“Perfect!” he said. “Now I’m going to take a nap. If something important happens, bother me. If nothing important happens, don’t bother me. And – the pudding is for your mother. Leave the pudding alone!”

He went to the living room and was asleep in a minute, sitting straight up in his chair.

Huey and I guarded the pudding.

“Oh, it’s a wonderful pudding,” Huey said.

“With waves on top like the ocean,” I said.

“I wonder how it tastes,” Huey said.

“Leave the pudding alone,” I said.

“If I just put my finger in – there – I’ll know how it tastes,” Huey said.

“You did it!” I said. “How does it taste?”

“It tastes like a whole raft of lemons,” he said. “It tastes like a night on the sea.”

“You’ve made a hole in the pudding!” I said. “But since you did it, I’ll have a taste.” And it tasted like a whole night of lemons. It tasted like floating at sea.

“It’s such a big pudding,” Huey said. “It can’t hurt to have a little more.”

“Since you took more, I’ll have more,” I said.

“That was a bigger lick than I took!” Huey said. “I’m going to have more again.”

“Whoops!” I said.

“You put in your whole hand!” Huey said. “Look at the pudding you spilled on the floor!”

“I am going to clean it up,” I said. And I took the rag from the sink.

“That’s not really clean,” Huey said.

“It’s the best I can do,” I said.

“Look at the pudding!” Huey said.

It looked like craters on the moon. “We have to smooth this over,” I said. “So it looks the way it did before! Let’s get spoons.”

And we evened the top of the pudding with spoons, and while we evened it, we ate some more.

“There isn’t much left,” I said.

“We were supposed to leave the pudding alone,” Huey said.

“We’d better get away from here,” I said. We ran into our bedroom and crawled under the bed. After a long time we heard my father’s voice.

“Come into the kitchen, dear,” he said. “I have something for you.”

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

1 What do the two children think of the pudding? Find **two** things they say which show this.

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2 Why were the children told to leave the pudding alone?

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3 Who made the pudding? Say how you know.

---



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4 The children “*guarded*” the pudding. Why does the author say this?

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5 Why do you think the narrator tasted the pudding?

---

6 Why did the pudding end up looking like “*craters on the moon*”?

---

7 How do you think the children felt after they tried to smooth over the pudding? Say why you think this.

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8 How do you think the father will react when he sees the pudding at the end? Say why you think this.

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# The Green Ship

Quentin Blake

## Teacher notes: *The Green Ship*

**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
- 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
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than one paragraph and summarising these.

## Running the task

- Explain that this text is taken from a story (*The Green Ship* by Quentin Blake) about two children who climb into a garden and discover a ship made from bushes and trees.
- Read the extract together.
- You may need to check that children understand some of the vocabulary or geographical concepts, e.g. "Bosun", "stowaways", "swabbin' the decks", "deck-quoits", "Arctic", "Equator".
- Before answering the questions, ask the children to give an oral response to the story. Ask them to say what they think the story is about and what feeling the text evokes. Make notes of their oral responses.
- Then ask the children to answer the questions about the text.
- Help those who need support in writing and/or decoding, as suggested in the introduction to this book.
- Circulate as children perform the task, and discuss the questions with them. Support those who need it and challenge those who are working at greater depth within the expected standard.

## 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**
- 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**



## What to expect

- 
- 1 What is the imaginary world in the story?** (2c)
- Some children will suggest that the imaginary world is the places that the children pretend to travel to. However, others may also suggest that the ship is part of the imaginary world.
- 
- 2 Draw lines to match the places the children imagined they sailed to with the real-world object.** (2b)
- Most children should be able to match the place with the object correctly.
- 
- 3 How does the author remind you that the ship is made of trees and bushes?** (2d)
- Some children will point out that some of the places they sail to are part of the garden, e.g. “*bushes became icebergs*”. Those working at greater depth within the expected standard should be able to make the connection between “*swabbin’ the decks*” actually being sweeping away leaves and the Bosun looking like a gardener.
- 
- 4 Were the children invited into the garden at the start of the story? Explain your answer.** (2d)
- Most children will recognise that the children were probably not invited in as they were “taken by surprise” by Mrs Tredegar’s voice. Children working at greater depth within the expected standard may also explain that Mrs Tredegar and the gardener were also pretending to punish them (“*clap them in irons*”, “*swabbin’ the decks*”), which suggests that they weren’t invited in to start with.
- 
- 5 How do you think Mrs Tredegar feels about having the children in her garden? What happens in the story to make you think this?** (2d)
- Most children will recognise that Mrs Tredegar welcomed the children into the garden because she gave them tea and invited them back, although some might mistake her first words for annoyance. Children working at greater depth within the expected standard will also recognise that she enjoyed playing with them because she “*trained*” them as “*crew*”, brought out the old atlas, and suggested the “*ceremony of Crossing the Line*”.
- 
- 6 Number the following sentences 1 to 5 in the order that they happen in the story.** (2c)
- Children working at the expected standard should be able to number the events correctly. Children working towards the expected standard may order the third sentence (“*They got permission from their aunt*”) in the incorrect place.
- 
- 7 At the end of the extract, Mrs Tredegar decides that they must have crossed the Equator. What do you think might happen next?** (2e)
- Most children should be able to come up with a suitable suggestion for the “*ceremony of Crossing the Line*”. Children working at greater depth within the expected standard will come up with more creative ideas for what the ceremony might involve.
- 
- 8 On a separate piece of paper, write what happens in no more than five lines, summarising the main ideas from the paragraphs.** (2c)
- Some children will struggle to include all the parts of the story and will either miss points or write too much. Children working at greater depth within the expected standard should be able to write clear, concise sentences.
-

## From *The Green Ship* by Quentin Blake

And then suddenly we were taken by surprise by a voice which said: "Well, what have we here, Bosun? Stowaways?" There was a thin lady in a dark dress looking up at us.

"What do you think, Bosun? Shall we clap them in irons?"

"Only youngsters," said the Bosun, who actually looked more like a gardener. "Swabbin' the decks is the thing, if you ask me."

"And after that perhaps we shall have tea on deck."

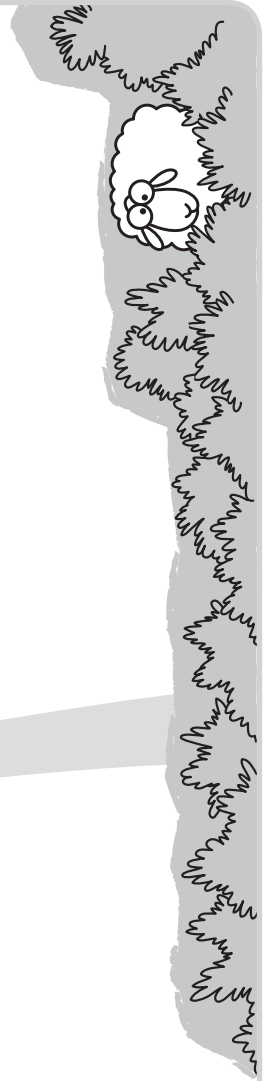
Swabbing the deck turned out to be sweeping away the leaves; but tea really was tea, with madeira cake and cucumber sandwiches. At the end of it Mrs Tredegar (that was her name) said: "The Bosun will see you ashore. Any why not come aboard again tomorrow? I'm sure that's what the Captain would have wished."

Next morning, with permission from our aunt, we were back at the green ship.

We climbed the masts. We took turns to stand at the wheel and steer the ship. Mrs Tredegar showed us how to use the telescope. By the end of the day we were a fully-trained crew.

On our next visit Mrs Tredegar produced an old atlas, and every day after that we imagined that we were voyaging to some new place. A flower urn became an Italian ruin; a palm tree (there really was a palm tree) became the far-off shore of Egypt. One chilly day we pretended we were in the Arctic. Bushes became icebergs and some sheep that had got into the garden by mistake became polar-bears.

The last few days of our holiday were hot and sunny. They got hotter and hotter. We wore sunhats and played deck-quoits and drank lots of limejuice. It seemed as though we were heading southward through tropical seas. Eventually it became so hot that Mrs Tredegar decided that we must have reached the Equator, and that we must have the ceremony of Crossing the Line.



<b>Name:</b>	<b>Class:</b>	<b>Date:</b>
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Read the text, then answer the questions.

1 What is the imaginary world in the story?

---

2 Draw lines to match the places the children imagined they sailed to with the real-world object.

- |        |            |
|--------|------------|
| Italy  | sheep      |
| Egypt  | flower urn |
| Arctic | palm tree  |

3 How does the author remind you that the ship is made of trees and bushes?

---

4 Were the children invited into the garden at the start of the story? Explain your answer.

---

5 How do you think Mrs Tredegar feels about having the children in her garden? What happens in the story to make you think this?

---

6 Number the following sentences 1 to 5 in the order that they happen in the story.

- |  |                          |
|--|--------------------------|
| The children pretended the sheep were polar bears. | <input type="checkbox"/> |
| They had tea and cake.                             | <input type="checkbox"/> |
| They got permission from their aunt.               | <input type="checkbox"/> |
| They swept the decks.                              | <input type="checkbox"/> |
| They climbed the masts.                            | <input type="checkbox"/> |

7 At the end of the extract, Mrs Tredegar decides that they must have crossed the Equator. What do you think might happen next?

---

8 On a separate piece of paper, write what happens in no more than five lines, summarising the main ideas from the paragraphs.

# The Little Ghost

Otfried Preussler

## Teacher notes: *The Little Ghost*

**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
  - using dictionaries to check the meaning of words that they have read
  - 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 class that this extract is from the beginning of the book *The Little Ghost* and is setting the scene about the main character – the little ghost.
- Distribute copies of the text and ask the children to read it to themselves. Ask them to identify any words that are unfamiliar or words that they do not know as they read the text. Explain how to pronounce “Eulenstein” and “Eulenberg”, and explain that these are place names.
- Now read the text as a class, stopping at any unfamiliar words that the children have identified, e.g. “*awakened*”, “*legal*” and “*remote*”. Be careful not to explain the words used in the task: “*harmless*” and “*provoked*”. However, the children could use a dictionary to explore these for themselves before they begin the questions.
- Ask the children to complete the questions about the text.
- Support children who are working towards the expected standard and help those who may need extra support with writing.
- Read question 8 and then read the next paragraph of the book (see question 8 ‘What to expect’). Encourage the children to give a personal viewpoint on how this would make a ghost’s life easier. Encourage them to imagine the sort of things the ghost might be able to do with his bunch of keys.

## 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**
- 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**



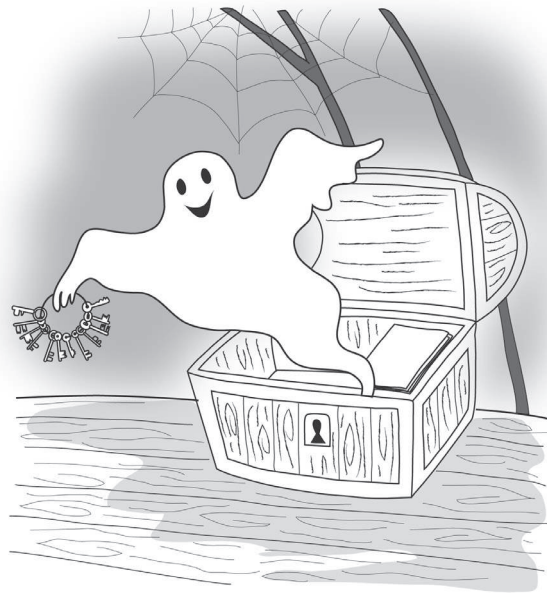
## What to expect

- 1 Find and copy *one* word from the first paragraph that tells us the ghost was not dangerous.** (2a)
- Most children working at the expected standard should be able to identify the word “*harmless*”. Children working towards the expected standard may answer with the phrase “*never hurt anyone*”. Remind the children to give one word as their answer.
- 
- 2 The author explains in the first paragraph that this type of ghost would “*never hurt anyone unless they are provoked*”. Which of the words below could the author have used instead of the word “*provoked*”? Tick *all* that apply.** (2a)
- This is a challenging question but children working at the expected standard should be able to identify at least one synonym of “*provoked*”. Children working towards the expected standard may need further support to attempt this question.
- 
- 3 Explain *two* things that would happen when the clock struck twelve.** (2b)
- Most children should be able to select two things that happened. Explain to children that they should have put each answer on a separate line but they would still gain both marks if they have written two acceptable points on one line.
- 
- 4 Using the information in the text, tick *one* box in each row to show whether each sentence is *true* or *false*.** (2b)
- Children working at the expected standard should be able to answer this question correctly. Those working towards the expected standard may answer the last three sentences incorrectly, thereby demonstrating a lack of understanding of the text.
- 
- 5 Why did the little ghost sneeze when he climbed out of the chest?** (2b)
- Most children should be able to answer this question correctly.
- 
- 6 In the final paragraph, what is the little ghost likened to? Explain why this is a good simile.** (2g)
- Most children working at the expected standard should be able to explain this simile in their own words. Children working towards the expected standard may simply state “*because the ghost looked like mist*”, without explaining the features of a ghost or mist and how they are the same.
- 
- 7 In the final paragraph, what does the text explain that the little ghost actually needed the bunch of keys for?** (2d)
- Children working at greater depth within the expected standard should be able to answer this question clearly. Those working at the expected standard may need further guidance to formulate a clear answer to demonstrate their understanding.
- 
- 8 Listen to your teacher read the next section of the story and discuss how this would make the little ghost’s life easier. What other things might he be able to do with his keys?** (2d)
- Read the children the next section of the story:
- However, that was not the only reason why the little ghost always carried the bunch of keys. All he had to do was to wave them in the air, and every door and gate would open. Locked or bolted, latched or left ajar, they all opened of their own accord ... One wave of the bunch of keys, and they would open; a second wave, and they closed again.*
- Children working at the expected standard should be able to discuss how the little ghost could move around the castle, even through locked doors, and should be able to suggest some ideas of what else he might be able to do. Children working at greater depth within the expected standard will be able to suggest more imaginative and fantastical ideas. Children working towards the expected standard may offer a simple suggestion without clear understanding of the possibilities available to the little ghost.

## From *The Little Ghost* by Otfried Preussler

The little ghost had lived in Eulenstein Castle for hundreds of years. He was one of those harmless little ghosts who haunt places by night, and never hurt anyone else unless they are provoked.

During the day, he slept up in the attic in a heavy, iron-bound oak chest. The chest was well hidden behind one of the big chimneys. No one knew it really belonged to a ghost.



But at night, when the Town Hall clock struck twelve in the town of Eulenberg at the foot of the castle, the little ghost awakened. On the very last stroke of twelve, he would open his eyes, stretch and yawn. Then he would put his hand under the old letters and legal documents he used for a pillow, and bring out a bunch of keys. There were thirteen keys; the little ghost always carried them around. He would wave them at the lid of the chest, and immediately the lid would begin to open of its own accord.

Now the little ghost could climb out of the chest. He always bumped into the cobwebs; no human being had visited this remote attic for years, so it was covered with cobwebs and was dreadfully dusty. Even the cobwebs were full of dust. Showers of dust came tumbling down, if anything touched them.

“A-tishoo!”

Every night, as the little ghost climbed out of the chest, he would bump into the cobwebs, get some dust up his nose, and sneeze. He would shake himself once or twice, to make sure he was really awake. Then he would float out from behind the chimney and begin his nightly haunting.

Like all ghosts, he weighed nothing at all. He was light and airy as a wisp of mist. Luckily he never stirred without his bunch of thirteen keys, or the least breath of wind might have blown him away to goodness knows where.

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

1 Find and copy **one** word from the first paragraph that tells us the ghost was not dangerous.

\_\_\_\_\_

2 The author explains in the first paragraph that this type of ghost would “*never hurt anyone unless they are provoked*”. Which of the words below could the author have used instead of the word “*provoked*”. Tick **all** that apply.

angered       irritated       sleepy       annoyed       happy

3 Explain **two** things that would happen when the clock struck twelve.

(a) \_\_\_\_\_

(b) \_\_\_\_\_

4 Using the information in the text, tick one box in each row to show whether each sentence is **true** or **false**.

	True	False
The little ghost used old papers for his pillow.		
The little ghost carried three keys.		
The little ghost didn’t need to put the key in the lock to open the chest.		
The little ghost struggled to push open the chest.		
People came into the attic to see the little ghost.		

5 Why did the little ghost sneeze when he climbed out of the chest?

\_\_\_\_\_

6 In the final paragraph, what is the little ghost likened to? Explain why this is a good simile.

\_\_\_\_\_

7 In the final paragraph, what does the text explain that the little ghost actually needed the bunch of keys for?

\_\_\_\_\_

8 Listen to your teacher read the next section of the story and discuss how this would make the little ghost’s life easier. What other things might he be able to do with his keys?

# Cliffhanger

Jacqueline Wilson

## Teacher notes: *Cliffhanger*

**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:
  - 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
  - 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 that this extract comes from a story set on an adventure holiday.
- Read the extract together and ask the children to give an oral response before running the task.
  - Take each character at a time. Ask the children who the characters are and what they are doing. If necessary, explain that Tim, Biscuits, Giles and Kelly are children on an adventure holiday, and Jake and Sally are the instructors.
  - Ask them to say what they think the dilemma is in this part of the story.
- Give out the task sheet and read through the questions together. Check the children understand what they are being asked to do, i.e. answer the questions and then write a paragraph about what they would do if they were in this situation.
- Help children who may need support in writing or decoding, as suggested in the introduction to this book.
- Circulate while the children perform the task, and discuss their opinions with them. Support those who need it and challenge those who are working at greater depth within the expected standard.

## 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:

- 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**
- identify/explain how the choice of language enhances the meaning of texts. **2g**

## What to expect

### 1 What activity are the children doing? Which words in the text tell you this? (2c)

Children working towards the expected standard are likely to identify the word “canoe”. Most other children may refer to “*the winning post*” and “*finish the race first*” as telling them it is a canoe race.

### 2 Why didn't Jake dive in to find Theresa? Why did Jake and Sally say “Phew!”? (2d)

Most children will identify that Theresa was a doll. Some children working at greater depth within the expected standard may also suggest that Jake didn't dive in because he realised it wasn't a child and a doll can't drown. They will suggest that Jake and Sally were relieved.

### 3 Why do Tim and Biscuits want to rescue Theresa straightaway? Tick *true* or *false* for each of the following reasons. (2c)

Most children should be able to answer correctly. Children working towards the expected standard may incorrectly answer the first two options, thereby demonstrating a lack of understanding that a doll cannot drown but can still get lost.

### 4 What sort of personality does Giles have? Find as many words and phrases from the text as you can to support your answer and write them below. (2g)

Children working towards the expected standard will use words from their own knowledge to describe Giles, such as “*mean*” or “*bad-tempered*”, and will give an example from the text to show this, e.g. “*he calls Tim and Biscuits nasty names*”. Other children may also say he wanted to win the race and didn't care about the others. Children working at greater depth within the expected standard may suggest he was a bully and quote Tim saying “*He's going to get us later*”.

### 5 What does Tim think Giles will do later? How do you think Tim feels about Giles? (2d)

Children working towards the expected standard will identify Tim's words, “*He's going to get us later*”, with no explanation of meaning. Children working at the expected standard will explain that Tim thinks Giles will be angry or bully him. These children are likely to give a personal response to how Tim feels about Giles, e.g. “*he's frightened of him*” or they may use textual clues to infer Tim's feelings, e.g. “Tim thinks Giles is a bully but he still doesn't do what he wants on the river, so Tim doesn't give in to the bullying”.

### 6 Think about what you would do if you were Tim or Biscuits. On a separate piece of paper, write a paragraph to say what you think Tim and Biscuits should have done and give reasons for your answer. Try to include evidence from the text to support your reasons. (2d)

Children working towards the expected standard may give their opinion and support it with evidence based on one factor, such as how Kelly felt and how they wanted to help her, or that they would have lost the race so shouldn't have stopped. Other children will expand their answer with more than one reason, suggesting that they should not let the team down; that winning was more important than a doll; or that friendship was more important than winning.

## From *Cliffhanger* by Jacqueline Wilson



“Theresa’s drowning!” Kelly sobbed.

“Where? Which canoe? There isn’t a Theresa on the course! Kelly, who’s Theresa?” they shouted urgently, Jake jumping up to dive to the rescue.

“She’s her stupid Troll doll,” Giles said disgustedly, as the mighty Panthers raced past towards the winning post.

Jake sat down again, and he and Sally waved their hands and went Phew!

“Please, Jake! Can’t you dive in and look for her?” Kelly yelled. “Oh, Theresa. Where are you?”

“Hey!” said Biscuits, his eyes beady. “Look, Theresa’s just bobbing past!”

I looked – and saw a little purple blob floating off towards the bank.

“It is Theresa! It’s OK, Kelly,” I shouted. “We’ve spotted her, Biscuits and me. We’ll get her.”

“Yeah, we’ll get her out for you, Kelly,” said Biscuits. “Er ... how do we get the canoe to go sideways, Tim?”

“Like this? Mmm. No. Like this?”

Our canoe wobbled dramatically as we experimented.

“What are you two playing at?” Giles yelled. “Finish the race first. We’ve all got to finish or we won’t get any points. You can go back for her doll afterwards.”

“She can’t wait!” said Kelly.

“Come on, Biscuits,” I said. “Before she gets swallowed up by a fish or something.”

We made for the bank as best we could.

“You berks!” Giles yelled in disgust. “You weedy nerdy little cissies.”

“I wish he’d get swallowed up by a fish,” said Biscuits. “A socking great shark.”

“He’s going to get us later,” I said.

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

1 What activity are the children doing? Which words in the text tell you this?

---



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2 Why didn't Jake dive in to find Theresa? Why did Jake and Sally say "Phew!"?

---



---

3 Why do Tim and Biscuits want to rescue Theresa straightaway? Tick **true** or **false** for each of the following reasons.

	True	False
so she doesn't get lost		
so she doesn't drown		
so she doesn't get eaten by a fish		
because Kelly was upset		

4 What sort of personality does Giles have? Find as many words and phrases from the text as you can to support your answer and write them below.

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5 What does Tim think Giles will do later? How do you think Tim feels about Giles?

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6 Think about what you would do if you were Tim or Biscuits. On a separate piece of paper, write a paragraph to say what you think Tim and Biscuits should have done and give reasons for your answer. Try to include evidence from the text to support your reasons.



# Homesick Bugsy the Beagle

## Teacher notes: *Homesick Bugsy the Beagle*

**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
  - 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
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- retrieve and record information from non-fiction.

## Running the task

- Display the text and ask the children to look at the layout. Ask them to say what type of text this is. Do they think it is fiction or non-fiction, and why? Read it together. Check the children are familiar with the vocabulary and ask them to summarise the content of the newspaper article. Make a note of individual responses.
- Explain, if needed, that the article is a recount of events that have already happened. Remind the children of the main questions that are answered in a recount text: Who? What? When? Where? Why? How? Ask the children to find the names of those involved in the event, when and where it took place, and why.
- Invite the children to say how newspaper and magazine articles often include opinion as well as facts and quotations from the people involved. Ensure the children are familiar with the way direct and indirect quotations are written.
- Ask the children in what tense the passage is mostly written, and why it uses this tense. Ask the children to underline the present tense verbs in one colour and explain why the writer uses them.
- Circulate as the children perform the task and discuss their opinions with them.
- As a plenary, ask the children to verbally summarise the story, encouraging them to try to remember all the key facts.

## 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 |
| ● 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 |
| ● make developed predictions that are securely rooted in the text  | 2e |
| ● identify/explain how information in non-fiction is related and contributes to meaning as a whole.                    | 2f |



## What to expect

- 1 Find and copy one word from the beginning of the article that tells us that, in the day time, Bugsy disappeared.** (2a)

Most children should be able to identify the word “*vanished*”. Children working towards the expected standard may need reminding to provide only one word.

- 2 Why did Bussy take the bus to Sheffield? Tick the most suitable answer.** (2f)

Children working at the expected standard will be able to identify the rationale behind Bussy’s travels. Those working towards the expected standard may select an alternative option and will need to be reminded to reread the article.

- 3 Order the following events from 1 to 5 in the order that they happened.** (2c)

Children working at greater depth within the expected standard will be able to sequence these events correctly. Children working at the expected standard may muddle some of the sequence and will need to be reminded to read the beginning of the article slowly and carefully. Those working towards the expected standard will find this question challenging.

- 4 Why might Mrs Jones have followed Bussy?** (2d)

Children working at the expected standard may suggest that she was curious. Children working at greater depth within the expected standard may speculate that Mrs Jones was worried because Bussy kept disappearing and/or because he had been acting strangely and she thought he missed his old home.

- 5 Explain why Bussy was described as “*enterprising*”.** (2a)

This is a challenging question for children to explain clearly while demonstrating an understanding of the word “*enterprising*”. Those working at the expected standard should be able to explain that he did something unusual for a dog, or did something special. Those working at greater depth within the expected standard should be able to explain using an example from the text.

- 6 Draw lines to match the character from the article with what we know about them.** (2c)

Children working at the expected standard should be able to link the character with the statements, sometimes completing it by a process of elimination. Those working towards the expected standard will need reminding to use the text as a basis for their choices.

- 7 How do you think Mr and Mrs Jones will stop Bussy from travelling on the bus?** (2e)

This question has the potential for a wide range of responses. All children should be able to suggest a way that Mr and Mrs Jones could stop Bussy. Those working at greater depth within the expected standard will suggest more appropriate or creative solutions for the problem.

# Homesick Buggy the Beagle

*The* 5 July  
**DONCASTER ADVERTISER**

## Homesick Buggy the Beagle Takes the Bus

**Owners Jack and Carol Jones were worried when their family pet, Buggy the beagle, disappeared from their home every day at the same time and then returned, at the same time every day.**



‘It’s as if he was going out to work!’ said Mrs Jones, 42. ‘He jumped over the garden wall and vanished every morning at 8.30 but he always came back at 6 p.m.’

Mrs and Mrs Jones, with Buggy, had moved from Sheffield to Doncaster last month. Mrs Jones explained that it was clear that Buggy missed his old home.

‘For a couple of days he just moped about and was off his food,’ said Mrs Jones. ‘Then he started his disappearing act.’

### JOINING THE COMMUTE

The mystery was solved when Mrs Jones decided to follow Buggy last week.

She was amazed to see him joining a queue at a nearby bus stop. People at the stop appeared to be talking to him and patting him. When the bus arrived, Buggy hopped on with the other passengers. That evening, Mrs Jones watched again as the evening

bus pulled up, the doors opened and off jumped Buggy.

Mrs Jones discovered that the enterprising animal caught the bus to his old home in Sheffield, spent the day in the area where he used to live and then came home again later. Regular commuters on the bus route became used to seeing the solo beagle and enjoyed his company.

A spokesman from Yorks Buses told us that, although this was an irregularity, there was nothing in their rule book to state that unaccompanied beagles cannot travel. However, travelling without paying a fare is against the rules. On a more serious note, they also stated that a loose dog alone on a bus might pose a danger to other travellers and the driver.

Mr and Mrs Jones apologised to the bus company and promised that Buggy’s travelling days are over.

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

1 Find and copy one word from the beginning of the article that tells us that, in the day time, Bugsy disappeared.

\_\_\_\_\_

2 Why did Bugsy take the bus to Sheffield? Tick the most suitable answer.

He enjoyed being patted by the people.  He was homesick.

He liked going to visit different places.  He wanted to go to work.

3 Order the following events from 1 to 5 in the order that they happened.

Bugsy was being patted by the people waiting for the bus.

Bugsy stopped eating his food.

Bugsy disappeared every morning at 8:30.

Mr and Mrs Jones moved to Doncaster.

Mrs Jones followed Bugsy.

4 Why might Mrs Jones have followed Bugsy?

\_\_\_\_\_

5 Explain why Bugsy was described as “enterprising”.

\_\_\_\_\_

6 Draw lines to match the character from the article with what we know about them.

Mrs Jones	enjoyed Bugsy’s company.
The commuters on the bus	didn’t pay the bus fare.
The bus company	discovered Bugsy caught the bus.
Bugsy	talked to Bugsy.
The people at the bus stop	thought Bugsy might be dangerous.

7 How do you think Mr and Mrs Jones will stop Bugsy from travelling on the bus?

\_\_\_\_\_

# Rocket Balloon

## Teacher notes: *Rocket Balloon*

**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
  - predicting what might happen from details stated and implied
- retrieve and record information from non-fiction.

## Running the task

- Display the text and ask the children to read it together in pairs. Ask them what type of text this is and to explain how they know.
- Discuss the features of instructional writing.
- Discuss the purpose of the pictures and whether the children think it would be as easy to follow without them.
- Give the children the task sheet and ask them to complete the questions independently.
- Circulate as the children complete the task and support them as necessary.
- If there is time, you could ask groups to follow the instructions and make the rocket balloon. Ask them to assess if the instructions were easy to follow and whether they would suggest any changes or alterations.

## 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 predictions that are securely rooted in the text **2e**
- make accurate and appropriate comparisons within texts. **2h**

---

## What to expect

---

- 1 What items do you need to make a rocket balloon? Tick all that apply.** (2b)

This question should be answered correctly by most children.

---

- 2 Look at steps 1 to 5. Find and copy one word that tells us that we need to blow up the balloon.** (2a)

Most children working at the expected standard should be able to locate the correct word to answer this question.

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- 3 Number these instructions 1 to 5 in the order they occur in the text.** (2c)

Children working at the expected standard should be able to sequence these events correctly using the text. Those working towards the expected standard may confuse steps 3 and 4.

---

- 4 Once you have followed instructions 1 to 5 what happens to the balloon when you let it go?** (2b)

This is a straightforward question that all children should be able to answer.

---

- 5 Tick the picture that shows the correct movement of the balloon and air.** (2b)

Most children should be able to answer this correctly using the text.

---

- 6 What phrase from the text is used to describe the movement of an object when a force is working in the opposite direction?** (2a)

This phrase is more challenging to locate and the children need to understand the text to be able to find it. Children working at the expected standard should be able to answer this correctly.

---

- 7 Why is there a section about rockets in these instructions?** (2h)

Children working towards the expected standard might answer simply “*you might want to make a rocket*” or “*the balloon is called a rocket*” without understanding the comparison between a rocket and the balloon experiment. Most children working at the expected standard should be able to formulate a simple answer to this question. Children working at greater depth within the expected standard may offer a more detailed explanation of the comparison.

---

- 8 What do you think would happen if you used a bigger balloon for this experiment? Explain your answer using evidence from the text.** (2e)

This question should be answered clearly by those children working at greater depth within the expected standard. Children working at the expected standard may offer a simple answer without explaining the link between the balloon and a rocket. Children working towards the expected standard may be unable to justify their answer using the text.

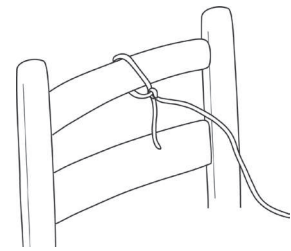
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# Rocket Balloon

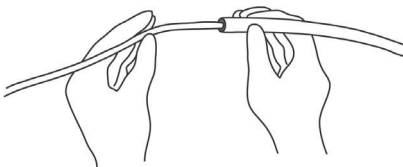
Make a balloon that flies like a rocket

You will need:

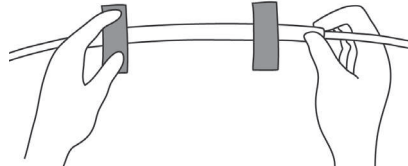
- piece of string (about 2 to 3 metres long)
- balloon
- 2 chairs
- drinking straw
- tape
- scissors



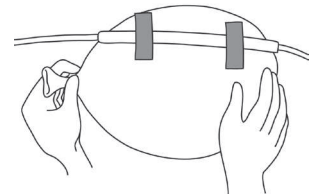
1 Tie one end of the string to the back of the chair.



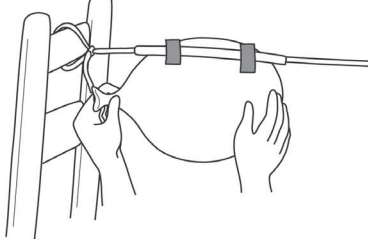
2 Thread the straw onto the string and tie the other end of the string to the other chair.



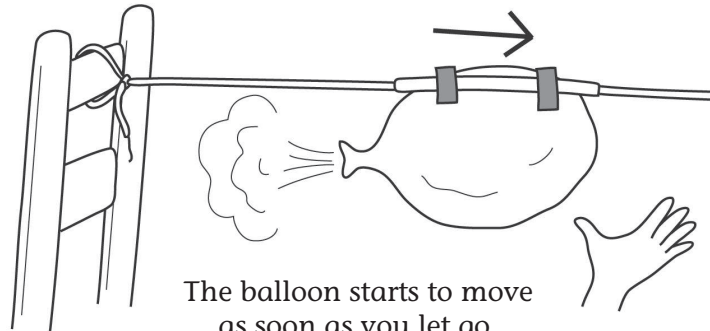
3 Attach the pieces of tape to the straw as shown.



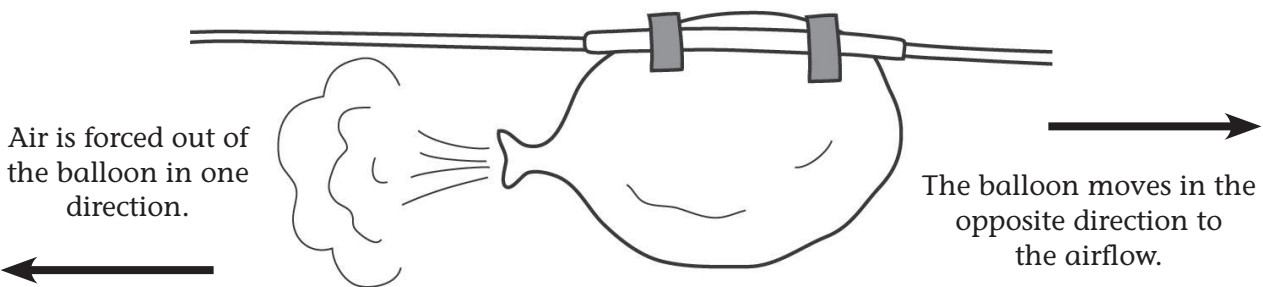
4 Inflate the balloon, hold the opening and attach it to the straw with the tape.



5 Pull the balloon to one end of the string and let go. What happens?



The balloon starts to move as soon as you let go.



Air is forced out of the balloon in one direction.

The balloon moves in the opposite direction to the airflow.

## Action and reaction

To make something move one way, a force has to work in the opposite direction – this is known as “action and reaction”. The air inside the inflated balloon is pushing in all directions. When you let go of the balloon, air rushes out the hole, creating a pushing force in the opposite direction. This makes the balloon move.

## Rockets

Real rockets work in a similar way to your rocket balloon. A rocket engine works by exploding fuel inside a chamber that is open at the bottom. The force of the exploding fuel coming out of the rocket creates an opposite force that pushes the rocket up and on into space.



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

1 What items do you need to make a rocket balloon? Tick all that apply.

- a stool     a straw     a piece of string     a rocket     a balloon

2 Look at steps 1 to 5. Find and copy one word that tells us that we need to blow up the balloon.

\_\_\_\_\_

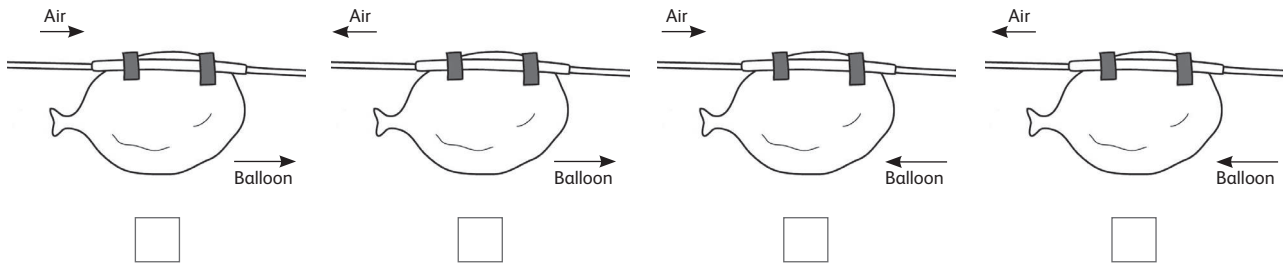
3 Number these instructions 1 to 5 in the order they occur in the text.

- |  |                          |                              |                          |
|--|--------------------------|------------------------------|--------------------------|
| Let go of the balloon.                   | <input type="checkbox"/> | Tie the string onto a chair. | <input type="checkbox"/> |
| Collect all the equipment that you need. | <input type="checkbox"/> | The balloon starts to move.  | <input type="checkbox"/> |
| Blow up the balloon.                     | <input type="checkbox"/> |                              |                          |

4 Once you have followed instructions 1 to 5, what happens to the balloon when you let it go?

\_\_\_\_\_

5 Tick the picture that shows the correct movement of the balloon and air.



6 What phrase from the text is used to describe the movement of an object when a force is working in the opposite direction?

\_\_\_\_\_

7 Why is there a section about rockets in these instructions?

\_\_\_\_\_

8 What do you think would happen if you used a bigger balloon for this experiment? Explain your answer using evidence from the text.

\_\_\_\_\_

\_\_\_\_\_



# Mummies

## Teacher notes: *Mummies*

**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
- retrieve and record information from non-fiction
- 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
  - identifying main ideas drawn from more than one paragraph and summarising these.

## Running the task

- Display the text and read the title. Ask the children to say what type of text they think this will be. Do they think it is fiction or non-fiction, and why?
- Read it together and check the children are familiar with the vocabulary. Ask the children to find the glossary and explain why they think a glossary is needed in this type of text. Make notes of their oral responses.
- Look together through the text and ask the children to identify the features of explanation texts, e.g. an introduction to the topic, cause and effect vocabulary, temporal connectives, present tense verbs, sub-headings, paragraphs and technical terms. Make notes of their oral responses.
- Provide the children with the task sheet and a copy of the flow chart resource sheet available from the CD ROM and online. Ask them to collaborate to choose sentences, phrases and key words to show the process as a flow chart. Explain that there are six stages on the flow chart so they should mark up six stages in the text before they begin. Ensure that everyone is familiar with the idea of a flow chart and how it works.
- Help children who may need support in writing and decoding, as suggested in the introduction to this book.
- Circulate as the children perform the task and discuss their opinions with them. Support those who need it and challenge those who are working at greater depth within the expected standard.

## 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**
- identify/explain how information in non-fiction is related and contributes to meaning as a whole. **2f**



## What to expect

---

### 1 What is mummification? (2a)

Some children may answer that it is about embalming and wrapping a body, which is the explanation closest to the term “*mummification*”. Children working at greater depth within the expected standard may link it to the general definition at the start of the piece and say that it is about preserving dead bodies to make them look lifelike.

### 2 What is the purpose of the first paragraph? (2f)

Most children should recognise that the first paragraph is an introduction to mummification. Children working at the expected standard will go further, e.g. saying that it tells us when it happened and gives a short description of what it is. Children working at greater depth within the expected standard may see that it introduces the two stages and so helps to organise the detailed description that follows for the reader.

### 3 Why did the author use the two sub-headings “*Embalming*” and “*Wrapping the mummy*”? (2f)

Most children should see that the sub-headings describe the content under each one. Children working at greater depth within the expected standard will also link them back to the two stages described in the introduction.

### 4 What was wrapped inside the layers of bandages around the mummy? Tick *all* that apply. (2b)

All children should identify that amulets were wrapped into the bandages. Most children should also add the scroll of the Book of the Dead and possibly the cloth painted with the god Osiris.

### 5 You need a blank flow chart. Your teacher will give you this. (2b/

Choose key words and phrases from the text. (2c)

Use them to fill in the six-step flow chart to show the mummification process.

Children may make different choices about how they break up the six stages. A sample is shown in the answers at the back of this book, but be prepared to discuss other ways of organising the information to discover the understanding behind the children’s rationales. Some children will find it harder to distil the information into key points and will often quote directly from the text. Children working at greater depth within the expected standard should mostly select relevant points for their boxes and leave out much of the detail.

### 6 Read the facts below and draw a line to link each fact to the section in which you would expect to find this sentence. (2c)

All children should be able to link the glossary term in the options. Children working towards the expected standard may struggle to correctly link the other options. Children working at the expected standard should be able to correctly link the facts with the appropriate sub-heading, possibly using a process of elimination to help them.

# Mummies

## Mummies

Long ago, the Ancient Egyptians invented a way of preserving dead bodies that enables them to remain lifelike.

This included two stages: first **embalming** and then wrapping and burying the body in a tomb. The process is called mummification.



## Embalming

First the body is taken to a special place for purification. There the embalmers wash the body with palm wine and rinse it with water from the River Nile. Then one of the embalmers makes a cut on the left side of the body and removes most of the internal organs. These are packed in **natron** which makes them dry out. The body is then covered and stuffed with natron to dry it out.

After around 40 days, the body is washed once more with water from the Nile. Then it is covered with oils to help the skin stay flexible. The internal organs are wrapped in linen and put back inside the body. The body is then stuffed with dry materials so that it looks lifelike. Finally, it is rubbed in scented oils and is ready to be wrapped.

## Wrapping the mummy

The body is wrapped in fine linen. A **papyrus** scroll with spells from the Book of the Dead is placed between the wrapped hands. More linen strips are placed around the body and resin is painted on them to help them stick together. The embalmers place small **amulets** between the layers of linen to protect the mummy on its journey to the **underworld**. A cloth, painted with a picture of the god Osiris, is then wrapped around the whole body. Finally, a large cloth is used to enclose the whole mummy and tied with strips of cloth.



Before the body is put into the coffin, a board is placed on top of it. It is then lowered into a first coffin. This is then put inside a second coffin.

Finally, the body and its coffins are placed inside a large stone **sarcophagus** in the tomb.

Now the body is ready for its journey through the underworld. If he is judged to be good, he will be sent to live for all eternity in the beautiful “Field of Reeds”.

## Glossary

<b>amulet</b>	small charms to ward off evil spells
<b>embalming</b>	treating a dead body in order to preserve it
<b>natron</b>	a natural salt
<b>papyrus</b>	paper made from reeds
<b>sarcophagus</b>	a large stone coffin, usually carved and decorated
<b>underworld</b>	the Egyptians believed that, when they died, they went to the underworld where they would be judged. If they were judged to be pure and good, they would go to a place that was like Egypt, and live there forever.

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

1 What is mummification?

---

2 What is the purpose of the first paragraph?

---

3 Why did the author use the two sub-headings “*Embalming*” and “*Wrapping the mummy*”?

---

4 What was wrapped inside the layers of bandages around the mummy? Tick **all** that apply.

- Amulets
- Palm wine
- A scroll from the Book of the Dead
- Cloth painted with a picture of the god Osiris
- Large stones

5 You need a blank flow chart. Your teacher will give you this.

Choose key words and phrases from the text.

Use them to fill in the six-step flow chart to show the mummification process.

6 Read the facts below and draw a line to link each fact to the section in which you would expect to find this sentence.

The Ancient Egyptians believed that mummification helped people reach the afterlife.

Mummies

Purification is when things are made clean.

Embalming

All the rags used by the embalmers are kept and are buried with the mummy.

Wrapping the mummy

Bandaging a mummy took between 1 and 2 weeks.

Glossary

# A Dream of Elephants

Tony Mitton

## Teacher notes: *A Dream of Elephants*

**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
  - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - 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.

## Running the task

- Distribute copies of the poem and ask the class to read this in pairs.
- Ask the class what type of poetry this is and discuss the features (rhyming alternate lines).
- Discuss with the class the first and the last verse being the same. Ask why they think the author has done this.
- Discuss the features of an elephant: what they look like; how big they are; how they move. Ask the class to think about these features as they read the poem again and see if they can spot their inclusion in the poem.
- Ask the class to complete the task sheet. Remind the children to provide only one word for both questions 3 and 4.
- After the children have finished the task, ask them to discuss what alternative title they could suggest for the poem. They could also learn one of the verses and then perform this to the class using 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:

- 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 do we know about the writer’s dream from the first verse? Tick *all* that apply.** (2b)
- Most children should be able to select the three correct statements.
- 
- 2 Write *two* things that verse 2 tells us about the weather in the poem.** (2b)
- Most children should be able to identify two aspects of the weather.
- 
- 3 Find and copy *one* word from verse 2 that tells us the elephants were serious.** (2a)
- Children working at the expected standard should be able to select the correct word from the text.
- 
- 4 Find and copy *one* other word from verse 3 that is also used to describe the elephant’s character.** (2a)
- This is more challenging than question 3 and there may be a variety of different responses. Children should be encouraged to think about the elephants’ character and how they feel.
- 
- 5 How do you think the writer felt watching the elephants? Explain how you know, using evidence from the text.** (2d)
- Children working at the expected standard should be able to select the reference to “*amazed*” from the poem. Children working at greater depth within the expected standard should be able to explain this feeling using their own words.
- 
- 6 What do you think the writer means by the line “*They merged into the heat and dust*”?** (2g)
- Children working towards the expected standard may simply state “*they were in the dust*”. Those working at the expected standard will be able to explain clearly that they disappeared out of sight. Children working at greater depth within the expected standard will be able to explain that the heat and the dust obscured the view of the elephants once they were in the distance, so they were out of sight.
- 
- 7 Using information from the poem, tick *one* box in each row to show whether each statement is *true* or *false*.** (2b)
- Children working towards the expected standard may incorrectly suggest that the author dreamed of elephants because he likes them, without basing their view on what they know from the poem. Children working at the expected standard should answer these statements correctly but a few of these children may find the third statement difficult to explain from the text.
- 
- 8 What did the elephants think of the writer in the poem? Explain how you know.** (2d)
- Most children will be able to explain that the elephants paid no attention to the writer’s presence and ignored him. Children working at the expected standard should be able to explain they know this from the fact that the elephants just walked past the writer.
-

## A Dream of Elephants by Tony Mitton

I dreamed a dream of elephants.

I cannot tell you why.

But in my dream I saw the herd  
go slowly walking by.

They moved beneath a blazing sun,  
through rising dust and heat.

They made their solemn journey  
on strong and silent feet.

And as I watched, the steady herd  
walked slowly, sadly by,  
until I stood, amazed, alone,  
beneath a silent sky.

I watched them as they moved  
away.

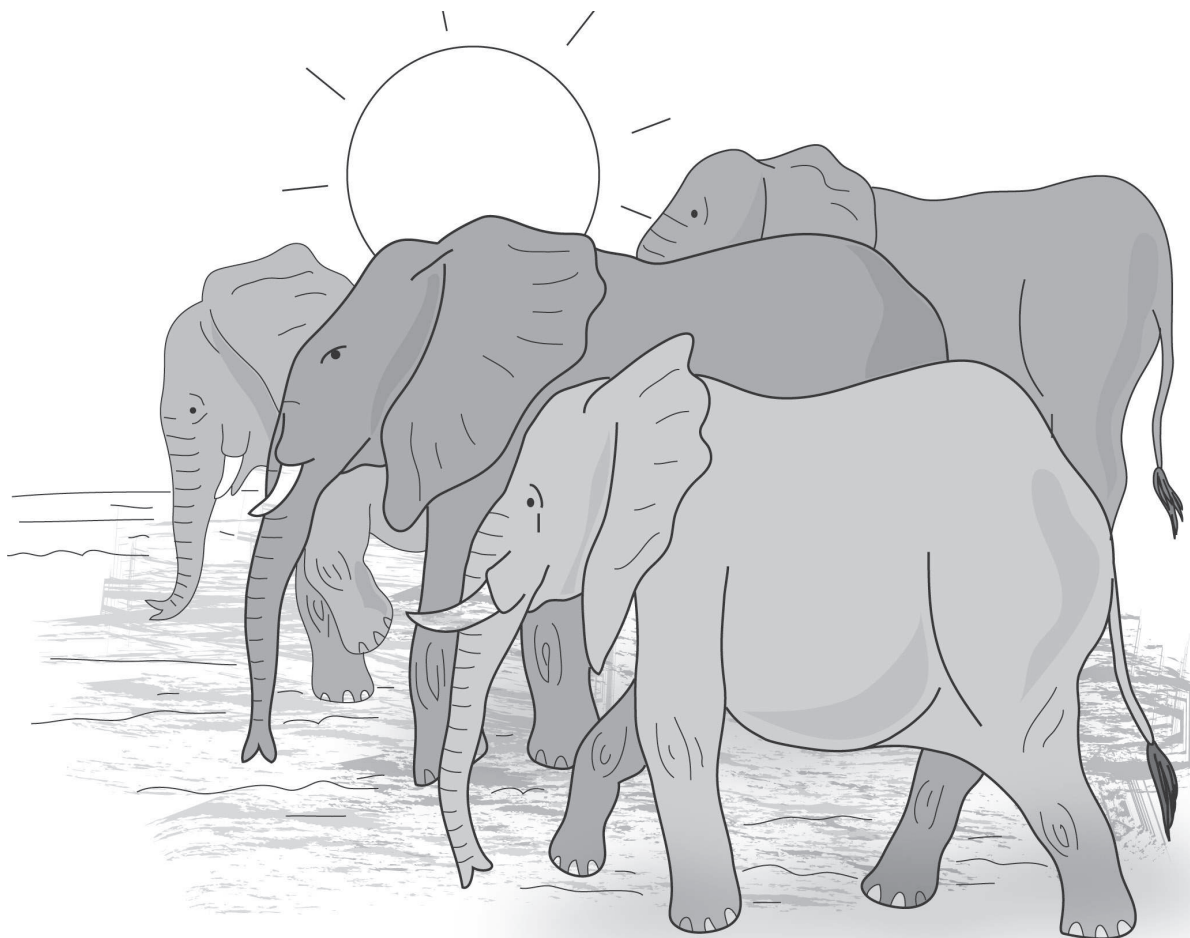
I watched as they walked on.

They merged into the heat and dust  
till all of them were gone.

I dreamed a dream of elephants.

I cannot tell you why.

But in my dream I saw the herd  
go slowly walking by.





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

1 What do we know about the writer’s dream from the first verse? Tick **all** that apply.

- He dreamed of elephants.       The elephants were in a large group.
- There were baby elephants in the group.       They walked slowly.

2 Write **two** things that verse 2 tells us about the weather in the poem.

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

3 Find and copy **one** word from verse 2 that tells us the elephants were serious.

\_\_\_\_\_

4 Find and copy **one** other word from verse 3 that is also used to describe the elephants’ character?

\_\_\_\_\_

5 How do you think the writer felt watching the elephants? Explain how you know, using evidence from the text.

\_\_\_\_\_

6 What do you think the writer means by the line “*They merged into the heat and dust*”?

\_\_\_\_\_

\_\_\_\_\_

7 Using information from the poem, tick one **box** in each row to show whether each statement is **true** or **false**.

	True	False
The author dreamed of elephants because he likes them.		
The elephants’ feet were quiet.		
The herd kept walking without stopping.		
The author was scared by the elephants.		

8 What did the elephants think of the writer in the poem? Explain how you know.

\_\_\_\_\_

# Daddy Fell into the Pond

Alfred Noyes

## Teacher notes: *Daddy Fell into the Pond*

**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
  - preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - 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
  - 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.

## Running the task

- Read the poem to the class with expression and ask the class for their views on the poem.
- Ask them now to read it together in pairs and think about what type of poetry this is. Discuss the narrative aspect of this poem and the rhyming words.
- Read the task’s questions to the children. If the children are struggling with question 1, ask them why they think the poet talks about the people and the sky on the same line. (This could alternatively be done in a plenary where the children could improve their answer).
- Remind them to tick every statement that applies in question 5 and, in question 6, to tick only one column for each statement.
- Now ask them to complete the task sheet questions.
- When the children have finished, ask groups to learn a verse each and perform it to the rest of the class using expression and intonation.

## 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**
- make developed predictions that are securely rooted in the text **2e**
- identify/explain how the choice of language enhances the meaning of texts **2g**
- make accurate and appropriate comparisons within texts. **2h**



## What to expect

### 1 What is the poet trying to do with the two short sentences on the first line of the poem? (2g)

This is a very challenging question. Some children may answer “*to make it interesting*” without understanding the poet’s intent. Children working at the expected standard are likely to answer “*to make it sound boring and dull*”. Children working at greater depth within the expected standard should be able to understand that the poet is setting the scene by linking the mood of the people and the grey colour of the sky.

### 2 In the third line of the poem, what word with the same meaning could have been used instead of “*dismal*”? (2a)

Children working at the expected standard should be able to find a suitable synonym. Children working towards the expected standard may incorrectly offer a word that describes a day rather than a feeling e.g. ‘grey’, ‘rainy’.

### 3 What sort of day do you think that the narrator has had, from the details in verse 1? Explain using evidence from the text. (2e)

Most children should be able to correctly identify that they have had a boring day. Children working at the expected standard should be able to quote some evidence from the text to demonstrate this.

### 4 How does the mood of the characters change between verse 1 and verse 2? Why does this happen? (2h)

Children working at the expected standard should be able to answer this question clearly. Children working at greater depth within the expected standard should offer more evidence from the text.

### 5 What does Timothy do in verse 2? Tick *all* that apply. (2b)

Most children should be able to answer this question. Some children working towards the expected standard may answer “*He laughs at Dad*”, which is not textually accurate.

### 6 Tick *true* or *false* to the following statements from verse 3 of the poem. (2b)

This should be a straightforward question for the children to answer. Some children working towards the expected standard may not fully understand that the gardener “*shaking silently*” means laughing or that a “drake” is a male duck.

### 7 What do you think Dad might say? What do you think might happen next? (2e)

This is a fairly open question for children to give their own views. Answers should be based on the text.

## Daddy Fell into the Pond by Alfred Noyes

Everyone grumbled. The sky was grey.  
We had nothing to do and nothing to say.  
We were nearing the end of a dismal day.  
And there seemed to be nothing beyond,

*Then*

*Daddy fell into the pond!*

And everyone's face grew merry and bright,  
And Timothy danced for sheer delight.  
"Give me the camera, quick, oh quick!  
He's crawling out of the duckweed!" Click!

Then the gardener suddenly slapped his knee  
And doubled up, shaking silently,  
And the ducks all quacked as if they were daft,  
And it sounded as if the old drake laughed.  
Oh there wasn't a thing that didn't respond

*When*

*Daddy fell into the pond!*



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

1 What is the poet trying to do with the two short sentences on the first line of the poem?

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2 In the third line of the poem, what word with the same meaning could have been used instead of “dismal”?

---

3 What sort of day do you think that the narrator has had, from the details in verse 1? Explain using evidence from the text.

---



---

4 How does the mood of the characters change between verse 1 and verse 2? Why does this happen?

---



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5 What does Timothy do in verse 2? Tick **all** that apply.

- |                                |                          |                   |                          |
|--------------------------------|--------------------------|-------------------|--------------------------|
| He takes a photograph.         | <input type="checkbox"/> | He laughs at Dad. | <input type="checkbox"/> |
| He crawls out of the duckweed. | <input type="checkbox"/> | He dances around. | <input type="checkbox"/> |

6 Tick **true** or **false** to the following statements from verse 3 of the poem.

	True	False
The gardener was laughing very hard.		
Everyone and everything reacted in some way.		
The old duck was silent and shocked.		
The ducks made lots of noise.		

7 What do you think Dad might say? What do you think might happen next?

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## Fiction

### Assessment Task 1

- 1 They thought the pudding was wonderful. Any two of: “softer and lighter than air”; “waves on top like the ocean”; it tasted like “a whole raft of lemons” or “a night on the sea”.
- 2 They were told to leave the pudding alone because it was for their mother.
- 3 The children’s father. At the end, the narrator refers to “my father’s voice” and the person speaking is clearly the person who made the pudding.
- 4 The children “guarded” the pudding as an excuse for hanging round it hopefully. Their father had not asked them to guard it and there was no need to – they just couldn’t drag themselves away from the tempting sight.
- 5 Because the brother had tried it first. Children working at greater depth within the standard may recognise that was just an excuse because the narrator really wanted to try it and the brother said it tasted good.
- 6 Because the children had kept on scooping out bits to taste.
- 7 They felt frightened about what would happen, which is why they ran away and hid under their beds.
- 8 The father will probably be very angry. The reasons the children may give for inferring this include: the father gave them very strict instructions not to touch the pudding; the children ran off and hid under the bed, which implies they are afraid of their father’s reaction.

### Assessment Task 2

- 1 A ship at sea.
- 2 Italy → sheep  
Egypt → flower urn  
Arctic → palm tree
- 3 “Swabbing’ the deck turned out to be sweeping away the leaves”; “Bushes become icebergs”.
- 4 They were not invited because they were taken by surprise by Mrs Tredegar’s voice.

- 5 She enjoys their visits because she makes them tea, “trained” them as “crew”, gets an atlas, suggests the “ceremony of Crossing the Line” (Equator).
- 6 The children pretended the sheep were polar bears: 5  
They had tea and cake: 2  
They got permission from their aunt: 3  
They swept the decks: 1  
They climbed the masts: 4
- 7 They might have a ceremony or celebration/party/ more cake and tea.
- 8 Answers will vary.

### Assessment Task 3

- 1 “harmless”
- 2 angered; irritated; annoyed
- 3 Any two of: the ghost woke up/he would open his eyes/stretch/yawn/take his keys/open the chest/get out of the chest.
- 4 The little ghost used old papers for his pillow: T  
The little ghost carried three keys: F  
The little ghost didn’t need to put the key in the lock to open the chest: T  
The little ghost struggled to push open the chest: F  
People came into the attic to see the little ghost: F
- 5 The little ghost sneezed because the attic was very dusty/full of cobwebs.
- 6 The little ghost is likened to mist. This is good because a ghost is white and light like mist.
- 7 Without the keys he might have blown away.
- 8 Discussion question answers will vary

### Assessment Task 4

- 1 A canoeing race: “canoe”, “winning post”, “finish the race first”.
- 2 Giles told Jake that Theresa was only a doll. They said “Phew!” because they were relieved it wasn’t a child drowning.

3

	T	F
so she doesn't get lost	✓	
so she doesn't drown		✓
so she doesn't get eaten by a fish	✓	
because Kelly was upset	✓	

- 4 Competitive; bad-tempered; bullying. Words from the text include "stupid", "disgustedly", "Finish the race first", "You berks", "yelled in disgust", "You weedy nerdy little cissies", "He's going to get us later".
- 5 Tim thinks Giles will bully them. The children should give a personal response to how Tim feels about Giles.
- 6 Answers will vary.

**Non-fiction**

**Assessment Task 5**

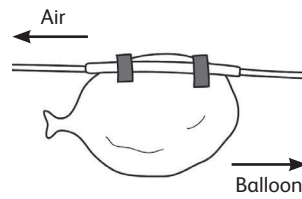
- 1 "vanished"
- 2 He was homesick.
- 3 Bugsy was being patted by the people waiting for the bus: 5  
 Bugsy stopped eating his food: 2  
 Bugsy disappeared every morning at 8:30: 3  
 Mr and Mrs Jones moved to Doncaster: 1  
 Mrs Jones followed Bugsy: 4
- 4 Curiosity; to find out what happened; she was worried.
- 5 It is unusual for a dog to take a bus on its own/ he found his own solution to being homesick/he discovered how to go back to his old home.
- 6 Mrs Jones → enjoyed Bugsy's company.  
 The commuters on the bus → didn't pay the bus fare.  
 The bus company → discovered Bugsy caught the bus.  
 Bugsy → talked to Bugsy.  
 The people at the bus stop → thought Bugsy might be dangerous.
- 7 By keeping an eye on him/keeping him on a lead/ taking him back to visit/building a higher wall.

**Assessment Task 6**

- 1 A straw; a piece of string; a balloon.
- 2 "inflate"
- 3 Let go of the balloon: 4  
 Collect all the equipment that you need 1  
 Blow up the balloon: 3

Tie the string onto a chair: 2  
 The balloon starts to move: 5

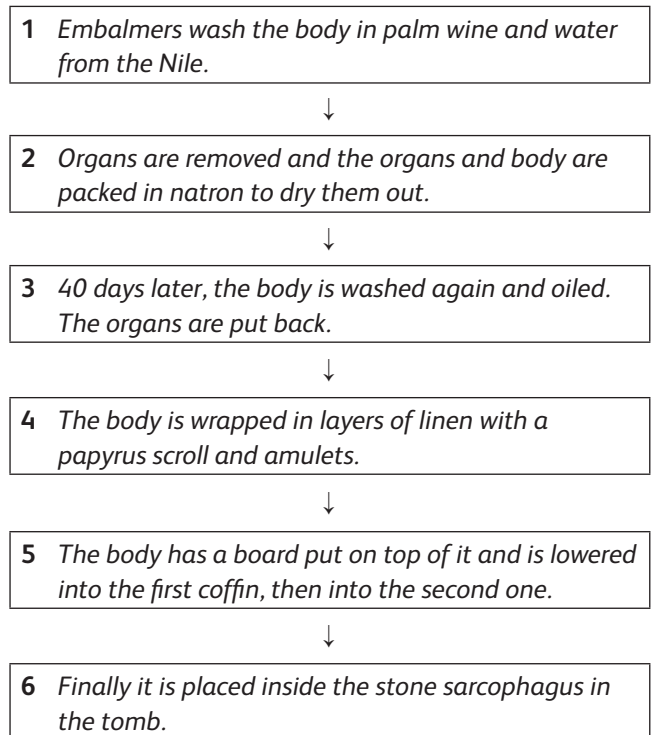
- 4 The balloon starts to move.
- 5 The second picture should be ticked.



- 6 "Action and reaction".
- 7 Rockets work in a similar way to this rocket balloon.
- 8 The balloon might travel faster like a rocket shown in the text. Credit should be given to children who suggest that the movement will be different (e.g. slower) and that a rocket is a different size and travels at a different speed to the balloon.

**Assessment Task 7**

- 1 It is the process of preserving a dead body.
- 2 It introduces the topic and gives background information.
- 3 To break up the text; to signal the content of the new paragraph.
- 4 Amulets; a scroll from the Book of the Dead; cloth painted with a picture of the god Osiris.
- 5 Sample flow chart:



## ANSWERS

6.

The Ancient Egyptians believed that mummification helped people reach the afterlife. → Mummies

Purification is when things are made clean. → Embalming

All the rags used by the embalmers are kept and are buried with the mummy. → Wrapping the mummy

Bandaging a mummy took between 1 and 2 weeks. → Glossary

### Poetry

#### Assessment Task 8

- 1 He dreamed of elephants.  
They walked slowly.  
The elephants were in a large group.
- 2 It was sunny/dusty/hot.
- 3 "solemn"
- 4 "sadly"
- 5 The writer felt "amazed". The writer was in awe/found it incredible/wonderful to watch.
- 6 They disappeared out of sight into the dusty landscape.
- 7 The author dreamed of elephants because he likes them: F  
The elephants' feet were quiet: T  
The herd kept walking without stopping: T  
The author was scared by the elephants: F
- 8 They ignored him/her. They just walked on/past.

#### Assessment Task 9

- 1 He is linking the people's mood to the boring-coloured sky.
- 2 Boring/dreary/drab/dull/gloomy/depressing or any other suitable synonyms.
- 3 A boring day. They have done nothing and the weather has been bad/dismal.
- 4 They are bored in the first verse, e.g. "nothing to do" and in the second verse they are laughing, e.g. "merry and bright". This is because Dad falls into the pond.
- 5 He takes a photograph.  
He dances around.
- 6

	T	F
The gardener was laughing very hard.	✓	
Everyone and everything reacted in some way.	✓	
The old duck was silent and shocked.		✓
The ducks made lots of noise.	✓	

- 7 He might laugh with everyone else/He might be cross they are laughing at him/He might get out of the pond/He might splash water at everyone else/He might go home to get dry.

<b>Key Stage 1 content domains</b>	
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
<b>Key Stage 2 content domains</b>	
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

## CONTENT DOMAIN COVERAGE

Teach and Practice																		
	Fiction																	
	Unit 1		Unit 2		Unit 3		Unit 4		Unit 5		Unit 6		Unit 7		Unit 8		Unit 9	
	The Children of Green Knowe (Teaching text)	War Boy (Practice text)	The Diary of a Killer Cat (Teaching text)	Harriet's Hare (Practice text)	The Scroll of Alexandria: A Lottie Lipton Adventure (Teaching text)	The Better Brown stories (Practice text)	Mackerel and Chips (Teaching text)	Oliver Twist's Childhood (Practice text)	Charlotte's Web (Teaching text)	Stuart Little (Practice text)	First Catch Your Dragon (Teaching text)	Into the Dragons' Cave (Practice text)	An Egyptian Myth (Teaching text)	A Korean Myth (Practice text)	Knight Survival Guide: Are You Tough Enough? (Teaching text)	Knight Survival Guide: Are You Tough Enough? (Practice text)	Are You Wasting Good Food? (Teaching text)	Would You Eat Less-Than-Perfect Fruit and Vegetables? (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		
What Is a Robot? (Teaching text)																
Robots in Films and TV Programmes (Practice text)	✓															
The Battle of Britain (Teaching text)	✓															
Dunkirk (Practice text)	✓															
Grey Whale (Teaching text)	✓															
Arctic Tern (Practice text)	✓															
Childhood Tracks (Teaching text)			✓													
Hot Food (Practice text)			✓													
A Small Dragon (Teaching text)				✓												
The Spirit of Place (Practice text)				✓												
The Kitten at Play (Teaching text)				✓												
Letting in the Light (Practice text)				✓												
The Pudding Like a Night on the Sea						✓										
The Green Ship						✓										
The Little Ghost						✓										
Cliffhanger									✓							
Homesick Buggy the Beagle										✓						
Rocket Balloon										✓						
Mummies											✓					
A Dream of Elephants												✓				
Daddy Fell into the Pond													✓			
															2a	
	✓															2b
	✓															2c
	✓															2d
										✓						2e
		✓										✓				2f
	✓												✓			2g
					✓						✓					2h

# Notes



# Notes



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**ISBN: 978 1 5104 5260 2**

Text, design and layout © 2019 Rising Stars UK Ltd  
First published in 2019 by Rising Stars UK Ltd  
Rising Stars UK Ltd, part of the Hodder Education Group,  
An Hachette UK Company  
Carmelite House  
50 Victoria Embankment  
London EC4Y 0DZ  
[www.risingstars-uk.com](http://www.risingstars-uk.com)

Impression number 10 9 8 7 6 5 4 3 2 1  
Year 2022 2021 2020 2019

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Authors: Kate Ruttler, Gillian Howell, Rachel Rick, Ione Branton  
Publisher: Laura White  
Cover and text design: Helen Townson  
Illustrations by Emily Skinner, Graham Cameron Illustration  
Editorial: Rachel Nickolds, Kirsty Taylor, Becca Law, Jennie Clifford, Estelle Lloyd

Typesetting: Aptara Inc.  
Printed in the United Kingdom.

A catalogue record for this title is available from the British Library.

