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INTRODUCTION

HeadStart Primary English Reading Comprehension has been produced to make the teacher's formative assessment of reading as straightforward as possible. At the same time, its aim is to develop children's reading skills and encourage their engagement with literature in all its forms.

With this in mind, sections have been organised to follow closely the National Curriculum and the different reading skills (content domains) highlighted in the KS2 English Reading Test Framework 2016 (available to download at www.gov.uk), with an emphasis on **comprehension, making inferences, language for effect** and **themes and conventions**.

The tasks presented here increase in difficulty as you work through a section. This allows for:

- easier access for the child still acquiring and developing basic skills
- a challenge for the child whose skills are more secure
- a further challenge and consolidation for the child who is in the process of exceeding year group expectations.

This structure enables the teacher to monitor the progress a child is making in each particular skill area and, as a result, will ease the process of formative assessment and subsequent planning. An individual child, for instance, may have a wide vocabulary but lack inferential skills. The organisation of tasks will make this apparent so that the child's learning can be moved forward.

A range of fiction and non-fiction underpins the reading tasks as well as the range of texts in the TESTS section. Since the removal of national curriculum levels, schools are now free to choose their own methods of monitoring progress in reading. The tests here have been provided to help the process of formative assessment, but they could be used simply as further practice tasks or to allow children to glimpse a test format. This is for the professional judgement of the class teacher.

For complete flexibility, the accompanying CD-ROM includes not only a copy of the book in colour for use on the interactive whiteboard, but also an answer book.

Finally, the texts have been chosen in relation to Year 3 subject areas, their age-appropriate spelling lists and with the enjoyment of reading in mind.

Words in context

Strand: Comprehension

National Curriculum reference:

- checking that the text makes sense to them

Reading Test / Content Domain links: 2a, 2b

WORDS IN SENTENCES

Some words have more than one meaning. You need to see them in a sentence to know what they mean. Look at the words in **bold**. Then **tick** the correct meaning.

1. I **rose** early and sat in the garden.

a flower

got up

2. I had to **duck** when the bird flew overhead.

lower my head

a type of bird

3. The first **letter** I wrote was A for Anna.

a note to someone

part of the alphabet

4. The first **letter** I wrote I sent to Santa.

a note to someone

part of the alphabet

5. I went with the other fans to watch the **match**.

sports contest

stick for lighting a fire

6. We couldn't heat up the water because no one had a **match**.

sports contest

stick for lighting a fire

7. The doctor told me to go home and **lie** in bed.

a fib

stretch out and relax

8. Saying he couldn't get out of bed was a **lie**.

a fib

stretch out and relax

9. My soft pillow was filled with **down**.

soft feathers

to the bottom

10. Jack and Jill would have liked a soft landing when they fell **down** the hill.

soft feathers

to the bottom

11. Rajeev had to **wind** string round his wrist to stop the kite blowing away.

wrap around

gale

12. The **wind** broke the string and the kite flew away on its own.

wrap around

gale

13. Derek was quite **content** with the mark he got in the test.

happy

what is contained inside

14. Derek was disappointed with the high sugar **content** of his drink.

happy

what is contained inside

15. Kathy stared at her lunch and thought it was **minute**.

60 seconds

tiny

16. Kathy ate her lunch so quickly, it took only a **minute**.

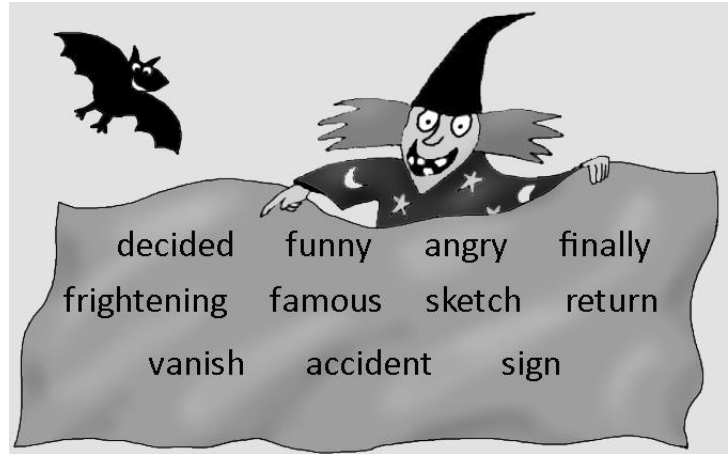
60 seconds

tiny

WHICH WORD IS WHICH?

Look at the words in **bold** in these sentences.

Choose one from the witch's list that means the same.



1. The witch didn't look very **scary**. _____
2. I felt **cross** when she ate my chocolate. _____
3. Is she going to make me **disappear**? _____
4. I laughed when I saw her **comical** hat. _____
5. That's why I did a **drawing** of her hat. _____
6. I **made up my mind** not to show it to her. _____
7. She said she was a very **well-known** witch. _____
8. She agreed to **autograph** my drawing of her. _____
9. By **chance**, I found a magical way out. _____
10. **In the end**, I managed to escape. _____
11. I won't **come back** to this forest again. _____

THE GUARD DOG

Read what Bouncer has to say about himself. Look at the words he uses. Then answer the questions below.

My name is Bouncer. I'm in charge around here. This is my garden. Somebody has to look after it. Without me, the neighbour's cat would stroll in. The squirrel would be tucking into the bird food. All of them would have their eyes on my dinner, and that is not allowed. Oh, no!



1. Bouncer thinks he's important. How do you know?

2. What is his job?

3. What is the word that means: **the person who lives next door**?

4. Find a word that means: **walk**.

5. Find two words together that mean: **eating up**.

6. Write down the words that mean: **against the rules**.

7. Write down the words that mean: **looking at**.



WHAT WOULD YOU DO?

Finish off these sentences by drawing a circle round the word that makes sense.

1. I wouldn't eat the pie if it tasted...

delicious

disgusting



2. If a tiger chased me, I would run away...

immediately

eventually



3. Before I climb the mountain, tell me its...

length

height

4. Lifting the heavy box took a lot of...

stretch

strength

5. Although I wanted to go to the party, I wasn't able to...

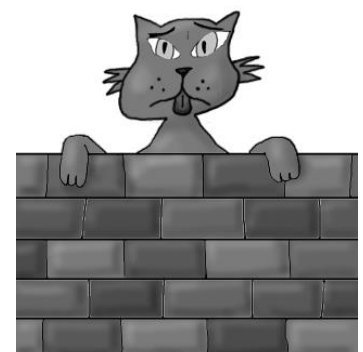
attend

intend

6. The cat fell down the well because it was very...

serious

curious



7. The nasty aliens came to Earth in order to start an...

invention

invasion

8. The helpful aliens came to Earth in order to give us an amazing...

invention

invasion

9. I couldn't solve the puzzle because, to me, it was a complete...

myth

mystery

10. I couldn't mend my bike because it was very...

different

difficult

11. The footballer scored lots of goals because he was good at...

dribbling

doubling

12. Our baby doesn't say much but she is very ...

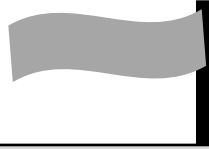
chemical

comical



DAYS OUT: AT THE BEACH

Read this poem describing things that happened at the beach, then **fill** in the table with words from the poem.



Soaking up the sunbeams,
slurping up the ice creams,
gathering up shells for decoration.

I might be a beginner,
but my castle is a winner.

Time to have a picnic celebration.

The sun is growing hazy.

The dog is going crazy –

I think it tried to fetch a jellyfish.

Ooh! The sun has burnt our backs.

I ate too many snacks.

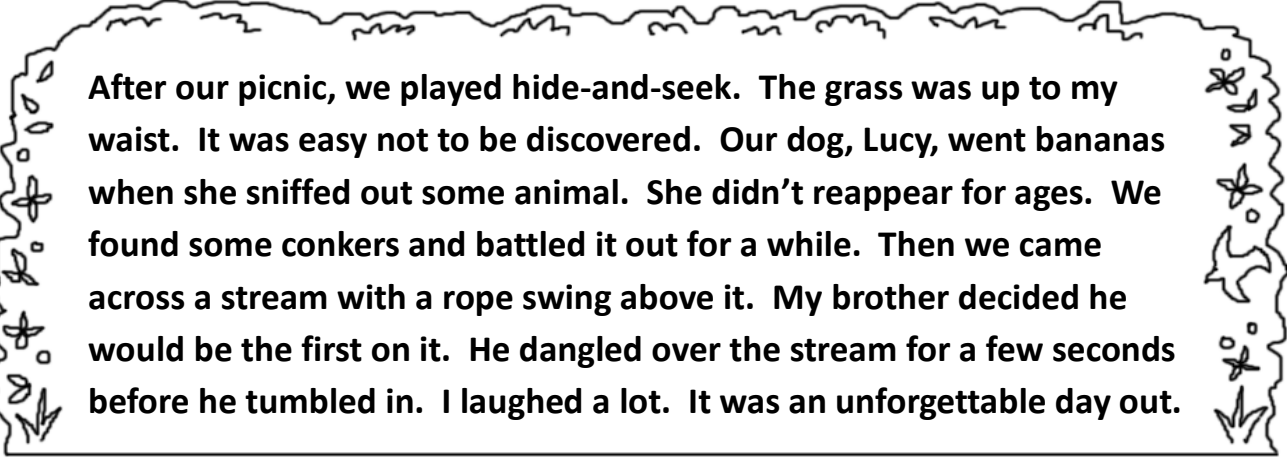
I'm feeling sick – my face is turning yellowish.

MEANING	WORD
rays of sunshine	
eating in a messy way	
collecting together	
someone doing something for the first time	
a little party as a result of someone's success	
to bring back something	
unwell	

DAYS OUT: IN THE COUNTRYSIDE

Here is a description of the fun you can have in the countryside. After you've read it, **draw lines** to match up the words and phrases with their meanings.

One has been done for you.



After our picnic, we played hide-and-seek. The grass was up to my waist. It was easy not to be discovered. Our dog, Lucy, went bananas when she sniffed out some animal. She didn't reappear for ages. We found some conkers and battled it out for a while. Then we came across a stream with a rope swing above it. My brother decided he would be the first on it. He dangled over the stream for a few seconds before he tumbled in. I laughed a lot. It was an unforgettable day out.

picnic

up to my waist

not to be discovered

went bananas

sniffed out

reappear

ages

battled

came across

dangled

tumbled

unforgettable

a long time

hide

fell

meal outside

found

very long

always remembered

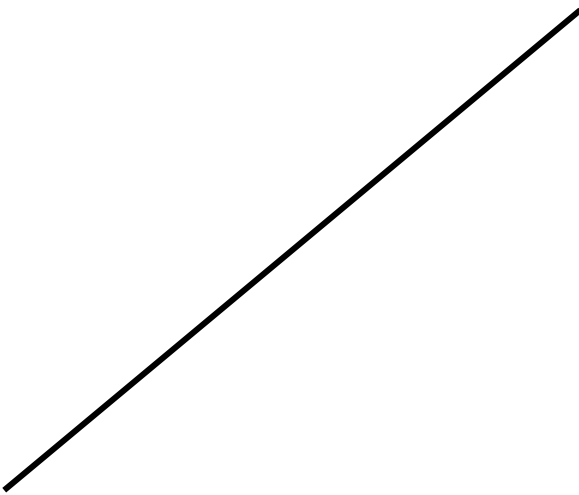
come back again

went mad

smelled

hung

fought



OPPOSITES

By changing one word, you can make these sentences mean the opposite. Look at the example, then do the same to the words in **bold** in the other sentences.



1. Jack **remembered** his sister's birthday.

Jack forgot his sister's birthday.

2. Rasheed **started** the race before everyone else.



3. In maths, Sasha came up with the **correct** answer.

4. The music in the lift was very **loud**.

5. The cricketer managed to **catch** the ball.

6. With a wave of the magician's wand, the rabbit **appeared**.

7. After running around all day, I find it **easy** to go to sleep.

8. Despite what my friends said, I thought the film was **boring**.

Explaining words in context

Strand: Comprehension

National Curriculum reference:

- [checking that the text makes sense to them], discussing their understanding, and explaining the meaning of words in context

Reading Test / Content Domain links: 2a, 2b, 2f

SPOT THE MISTAKES

Some words sound the same, but mean different things. Each one of these sentences has a word in **bold**. If it is correct, put a **tick** in the box. If it is wrong, put a **cross**.

1. We drove off in the car for our summer **brake**.

When I dropped the egg, I was amazed it didn't **break**.

Speeding downhill on my bike, I had to pull on the **brake**.

2. King Arthur called for his bravest **knight**.

The dragon attacked the castle in the middle of the **knight**.

The cat woke me up miaowing in the **night**.

3. Every time I see Gran, she tells me how much I've **groan**.

I was surprised how tall the sunflower had **grown**.

When Mum told me to tidy my room, I let out a **groan**.

4. The cook brought out a cake and asked if we'd like a **piece**.

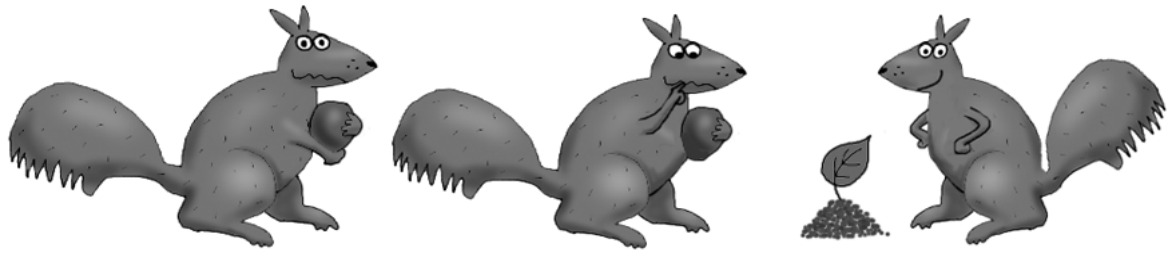
Grandad went into the garden for some **peace** and quiet.

I'm annoyed that the last **peace** of the jigsaw is missing.

5. The circus strongman picked up the heavy **wait**.

We had a very long **weight** at the airport.

The athlete stepped on the scales to check her **weight**.



6. The squirrel searched for somewhere to **bury** its nuts.

The birds have eaten every single **bury** on the tree.

The **berry** I picked stained my fingers red.

7. There was such a noise when a **plain** flew overhead.

I thought my birthday dress looked very **plain**.

The captain of the **plane** invited me into the cockpit.

8. The gorilla escaped and was never **seen** again.

The bonfire and the fireworks created a wonderful **seen**.

I'm in the **scene** with the shepherds at Christmas.

9. After falling in the mud, I had to change my **close**.

I think our corner shop starts to **close** around 5pm.

If you take up sport, you need the right **clothes**.

10. Mum bought some **meat** at the butcher's shop.

I agreed to **meet** my friends in town.

Every week, we all **meet** at the sports club.

DAYS OUT: AT THE THEME PARK

After you've read this description of a theme park, try to explain what the words in **bold** mean.

SUNNYHILLS ADVENTURE PARK

Escape to Sunnyhills Adventure Park and **discover** the **thrilling** rides that will have your family **returning** time after time. The fun starts the moment you **enter** the gate. There is something for the **entire** family, whether you're upside-down on a **terrifying** rollercoaster or **unwinding** beside our tropical pool. After all the excitement, you might like to try out our **delicious** food at one of our many restaurants. Children eat **free of charge**.

Looking at the other words in the sentences will help you work out the meanings of the following words.

word	meaning
escape	
discover	
thrilling	
returning	
enter	
entire	
terrifying	
unwinding	
delicious	
free of charge	

Retrieving and recording information

Strand: Comprehension

National Curriculum reference:

- retrieving and recording information / identifying key details from fiction and non-fiction

Reading Test / Content Domain links: 2a, 2b

THE VIKINGS

Read this information about the Vikings, then answer the questions that follow. You don't have to memorise it. Remember, you can always check the information again at any time, if it helps you to answer a question.



The Vikings came from Norway, Sweden and Denmark. Together, these countries are called Scandinavia.

They were excellent sailors and explored as far as Greenland and North America. They were also very skilled at woodcarving and making things out of metal. They sailed to many countries, trading these items for silver, silk, spices, glass and pottery.

When the Vikings first arrived in Britain, the people living here at the time realised that some were settlers, but others were fighters. Because monks had no weapons, it was easy for the Vikings to raid and burn monasteries. The monasteries not only had food and tools, but also gold, jewels and books.

Around AD865, a great Viking army arrived and took control of much of the north and east of England, which they called Danelaw. An important Viking town was York (called Jorvik by the Vikings).

1. Name the **three** countries that are part of Scandinavia.



2. The Vikings were known for having **three** skills. What were they?

3. When they traded with other countries, what sorts of things did they take home?

4. Why was it easy to attack the monasteries?

5. What did the monasteries have that the Vikings stole?

6. Which part of England did the Vikings control?

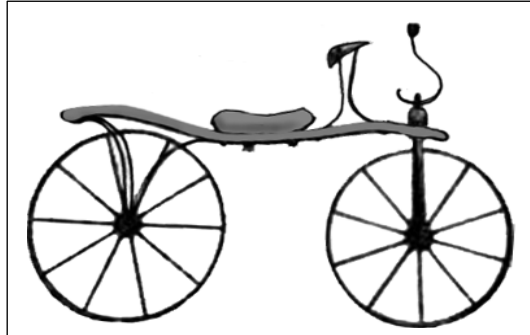
7. What was the Viking name for York?

INVENTING THE BICYCLE: The Hobby Horse

The following pages describe how the bicycle was invented. Read the facts then answer the questions.

THE HOBBY HORSE

The first person to invent anything that looked a bit like a bicycle was Baron Karl von Drais in Germany. In 1817, he made a *running machine*. The newspapers called it a *Draisine* after its inventor. You had to push it along with your two feet on the ground. People preferred to call it the *Hobby Horse*. But it was the first two-wheeled, human-powered machine. During the summer of 1819, it became the latest craze in London. Riders, however, found that their boots wore out very quickly.



1. What did the inventor call his new machine? Circle one.

running machine

Draisine

hobby horse

2. How did the rider make it move?



3. When did it become very popular in London?

4. It had one disadvantage. What was that?

INVENTING THE BICYCLE: The First Pedal Bicycle

This invention was getting closer to something we might recognise as a bicycle.

THE PEDAL BICYCLE

Kirkpatrick Macmillan was a Scottish blacksmith. One day in 1837, he saw a hobby horse being ridden along the road. He decided to make one for himself. When he finished, he realised it would be better if you didn't have to push it along with your feet. So he created pedals which were connected to the back wheel by rods. The rods made the wheel go round. The machine was heavy and it must have been tiring riding it. But Macmillan took only two days to ride it the 68 miles to Glasgow. On the way, he was fined five shillings for causing a slight injury to a small girl who ran in front of him.



1. What was Macmillan's job?



2. What gave him the idea of making a bicycle?

3. What made the back wheel go round?

4. How long did he take to cycle to Glasgow?

5. Why was he fined five shillings?

INVENTING THE BICYCLE: The Penny Farthing

Here is another stage in the birth of the modern bicycle.

THE PENNY FARTHING

In 1869, a Frenchman called Eugène Meyer invented the *High Bicycle*. It was also known as the *High Wheeler* or the *Ordinary*. Later, it was nicknamed the Penny Farthing after the British coins at the time. The front wheel was bigger (penny) than the back wheel (farthing). The pedals were attached to the large front wheel, which made it very fast. This made it dangerous, especially for the rider. Being high up in the air, the rider would go flying if he or she hit a bump in the road. This led to serious injuries and sometimes death.



1. Which country did the inventor of this bicycle come from?



2. It was given **four** different names. What were they?

3. How was it able to go very fast?

4. **Two** things made it a dangerous machine to ride. What were they?

WHO INVENTED THE TOOTHBRUSH?

What would your teeth be like without a toothbrush? Here is some information about how it was invented.

Ancient Civilisations

Thousands of years ago, before the invention of the modern toothbrush, people would use a twig. The twig would be broken and frayed at one end. Known as a 'chew stick', this would be rubbed up and down across the teeth.



In 1498, in China, a bristle brush, similar to the modern toothbrush was invented. The bristles were the stiff hairs taken from the back of a hog's neck, which were then attached to a piece of bamboo.

1. If you were living thousands of years ago, what would you use to brush your teeth?



2. Describe a 'chew stick'.

3. How would you use it to brush your teeth?

4. When did toothbrushes start to look like modern ones?

5. Who invented a brush that looked like a modern toothbrush?

6. What were the bristles made of?

7. What was the handle made of?

THE TOOTHBRUSH – part 2

Here is some more up-to-date information.



The Modern Toothbrush

In 1770, in England, William Addis was arrested for causing a riot and thrown into prison. Stories about inventors don't usually begin like this.

It was while he was in prison, however, watching someone sweep the floor with a broom, that he thought up the idea of a toothbrush. He thought that some sort of brush would be better than the rag he had been using.

He experimented with a piece of bone with holes drilled in it for bristles. When he was released from prison, he started a very successful toothbrush-making business. When he died in 1808, he was rich. The business stayed in the family until 1996.

Now known as Wisdom Toothbrushes, the company makes around 70 million toothbrushes every year.

1. When was William Addis thrown into prison?

_____ 

2. Why does the writer say: **Stories about inventors don't usually begin like this?**

3. Where did Addis's idea for a toothbrush come from?

4. What was his first toothbrush made of?

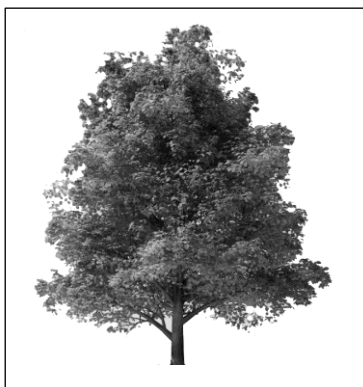
5. When did he die?

6. What is the modern name of the company that began with William Addis?

7. How many toothbrushes does the company make every year?

NATIVE TREES

Trees are said to be 'native' if they grow in this country naturally without being brought here by human beings.



ALDER

Height: up to 20 metres.

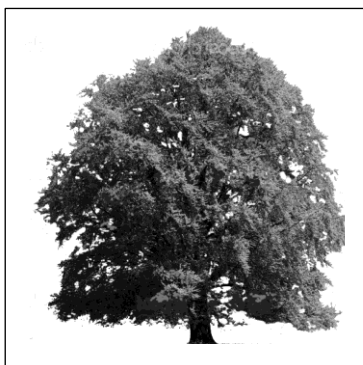
Life span: up to 60 years.

Appearance: bark is dark, cracked and often covered in lichen. Young twigs are sticky. Leaves are leathery, dark green and rounded at the tip.

Flowers: are called catkins. Male catkins are 2 – 6 cm long and yellow. Female catkins are green and oval. They are pollinated by the wind and produce cone-shaped fruits in winter. Seeds are dispersed by the wind and water.

Location: trees prefer damp conditions, such as near rivers, ponds and lakes.

Special notes: leaves were used to make the green dye for the clothes of outlaws, such as Robin Hood. People used to believe the myth that the dye was also used to colour the clothes of fairies.



BEECH

Height: more than 40 metres.

Life span: 100s of years.

Appearance: bark is smooth and grey. Leaves are lime green, growing darker through the year. They are pointed with a wavy edge. They are often eaten by the caterpillars of moths.

Flowers: catkins are pollinated by the wind and produce nuts (called beechmast), eaten by mice, voles, squirrels and birds.

Location: dry, well-drained soil. Trees can be damaged by frost.

Special notes: Celts used boiled beech leaves to treat skin problems. Nowadays, beech wood is used a lot to make furniture, sports equipment, the handles of tools and for fuel.

1. Which tree can be 40 metres tall?



2. Which tree has sticky twigs?

3. Which tree has smooth, grey bark and pointed leaves?

4. The beech tree provides food for at least **five** different creatures. What are they?

5. If you wanted clothes that camouflaged you in the woods, what would you use?

6. Beech is a useful type of wood for making things. Name **three** things.

7. You might not find alder and beech trees in the same areas. Why might that be?

NON-NATIVE TREES

Trees are said to be 'non-native' if, at some time in the past, they were brought into this country by human beings.



APPLE

Height: up to 10 metres.

Life span: up to 100 years.

Appearance: bark is grey with bumps, cracks and ridges. Leaves are oval and dark green, and slightly furry underneath. (Not to be confused with the crab apple, which is a native tree.)

Flowers: in May and June, clusters of 5-petalled flowers appear and are white and pink. These clusters are called *blossom*. They are pollinated by insects and produce green or red fruits in autumn. Brown seeds are found inside.

Location: originally from Central Asia, apple trees are found in gardens and orchards.

Special notes: Vikings linked the apple to eternal youth. In Greek myths, the apple was a forbidden fruit.



MONKEY PUZZLE

Height: up to 30 metres.

Life span: 1000 years, although, in our climate, up to 150 years. They were brought here from Chile in 1795.

Appearance: an evergreen tree with a dome-shape at the top and with drooping branches. It has a thick, brownish-purple trunk. Leaves are leathery, spiny and triangular.

Flowers: male and female flowers grow on separate trees. They are pollinated by the wind and produce golden cones.

Location: they are planted for decoration in parks and gardens.


Special notes: Victorians called them Monkey Puzzle trees, because they thought monkeys would be puzzled trying to climb one.

It is said that if you talk as you walk underneath a Monkey Puzzle, you will grow a monkey's tail.

1. Draw two lines connecting each tree with the colour of its bark.

apple	green
monkey puzzle	brownish-purple
	grey

2. Which tree has leaves shaped like triangles?

_____ 

3. What is blossom?

4. After pollination, which tree produces fruit that we eat?

5. How did the Monkey Puzzle get its name?

6. Which tree came from Central Asia?

7. A myth is linked to the Monkey Puzzle tree. What is it?

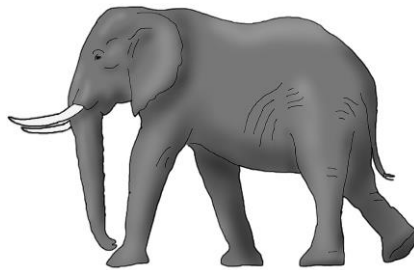
ALL ABOUT ELEPHANTS

Use these facts about elephants to answer the questions below.

The world's biggest land-living animal is the elephant.

There are two types of elephant: the African Elephant and the Indian (or Asian) Elephant.

African Elephant



Elephants eat plants, not meat. This means they are known as *herbivores*.

Male and female African Elephants have tusks but only the male Asian Elephant has tusks. They use their tusks for digging for water under the ground, scraping bark off trees and occasionally fighting.

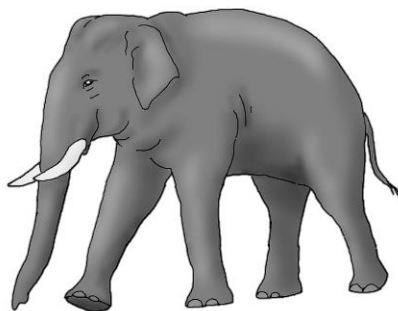
Elephants' ears are large and thin. Flapping them helps to keep the elephant cool. They also enable elephants to hear each other's calls up to 5 miles away.

Tusks can be up to 3 metres long and they keep on growing for the whole of the elephant's life, which can be as long as 60-70 years.

The African Elephant is bigger than the Indian or Asian Elephant, with bigger ears. Its skin is grey and more wrinkly than the Indian Elephant's. African Elephants have two finger-like tips at the end of their trunks, whereas the Indian Elephant has one. The Indian Elephant's back is more rounded and humped.

An elephant uses its trunk (which can be 2 metres long) to lift up food, suck up water then pour it into its mouth. An adult needs to drink around 200 litres of water every day. It also uses it like a snorkel, holding its trunk above water when it is swimming.

Indian Elephant



Being so big and powerful, elephants have no real predators, although lions will sometimes pick on weak ones or babies, if they get the chance. The main threat is from ivory poachers.

Female elephants are called cows. They have babies (known as calves) when they are about 12 years old and they are pregnant for 22 months.

1. What is the other name for an Indian Elephant?

_____ 

2. What does **herbivore** mean?

3. Which type of elephant does not have tusks?

4. Write down **two** ways in which having large ears are useful to elephants.

5. The writer describes **three** ways that elephants use their tusks. What are they?

6. Compare African and Indian Elephants. Write **A** for African and **I** for Indian after these facts.

These elephants are bigger _____

These elephants have larger ears _____

Their skin is more wrinkly _____

Their trunk has one finger-like tip _____

They have a rounded back _____

7. How many litres of water does an elephant need every day?

8. How long can an elephant live?

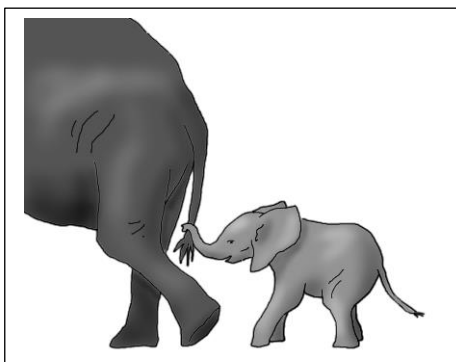
9. Describe how an elephant can use its trunk like a snorkel.

10. Why are other animals unlikely to prey on elephants?

11. What is the name given to baby elephants?

12. What is the biggest threat to elephants?

13. The writer says: **The world's biggest land-living animal is the elephant.**
Why do you think the words **land-living** are in that sentence?



The main idea

Strand: Comprehension

National Curriculum reference:

- identifying main ideas drawn from more than one paragraph

Reading Test / Content Domain links: 2a, 2b, 2c, 2f

WHAT IS THIS?

Here are some descriptions of animals. Look for clues and key words that tell you what is being described.

I am big, furry and white. I live near the North Pole.



I am black and white. I have wings but can't fly. I waddle.

I am huge. I live in the sea, but I have to come up for air.

I am a little bird you find in the garden and on Christmas cards.

I'm tiny. My back is red with black spots. I like your garden.

I love slugs. Don't try to pick me up. I have lots of prickly spines.

I like the bottom of the sea. I have eight legs called tentacles.

I have long ears and live in holes in the ground called burrows.

THE DUCK-BILLED PLATYPUS

Here is some information about the Duck-billed Platypus. What is it mainly about? Tick one of the boxes below.

The Platypus

The Duck-billed Platypus is a very strange creature. When the first one was brought to Britain from Australia, people wondered if it was some kind of joke.



The reason for this is that it looks like a mixture of other animals.

It has a bill and feet like a duck. It has a tail like a beaver. Its fur is like an otter's. If that weren't enough to confuse people, it also lays eggs.

All these different features, however, make it an excellent underwater swimmer.

What is the main idea? Tick the correct one.

people thought it was a joke

it looks like a mixture of other animals

it lays eggs

THE HOMING PIGEON

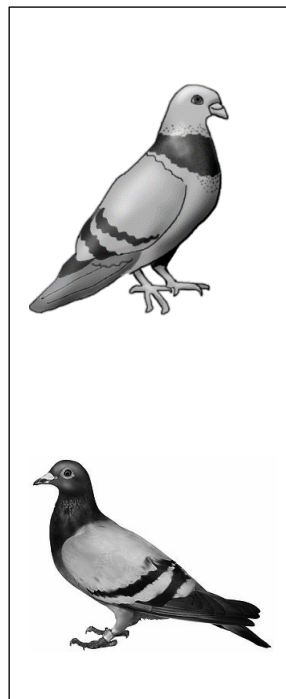
Here is a page of information about pigeons. There are lots of things that could be said about pigeons. What is the main thing this page is about?

The Homing or Carrier Pigeon

Long before the telephone, the text message or the postman, pigeons were used to carry messages.

Being able to find their way home over long distances is what makes them special. In competitions, they have been known to fly up to 1000 miles.

They have what is called a *homing instinct* that makes them very reliable. With a small tube attached to its leg, the homing or carrier pigeon has been very helpful in carrying messages in times of battle.



What is the main idea in this text? Tick the correct box:

long before the telephone, they carried messages

being able to find their way home makes them special

homing pigeons can fly up to 1000 miles

they have been very useful in times of battle

THE MAIN THING ABOUT PETS

Read these short pieces of writing and circle the title that fits them best.

Having a rabbit for a pet is great fun, but it is also a very big responsibility. You'll have to be prepared to look after it, keep it in clean conditions and feed it properly for a few years. Remember, you will be in charge of its well-being.

Having a rabbit
is fun

Having a rabbit is
a big responsibility

Keep it in clean
conditions

Guinea pigs come from South America. Being social animals (they live in groups), they have a number of calls they use to show how they are feeling. When exploring new places, they make a 'tutt, tutt' sound. When expecting food, they make a high-pitched whistle-like sound. If you stroke them, they purr.

Guinea Pigs are
from S America

Guinea Pigs make
different sounds

Guinea Pigs can
purr

Golden Hamsters are small, nocturnal animals, that prefer to live on their own. Unlike mice, hamsters don't like company. In a cage of its own, it will do its own thing – dashing around or running inside its wheel – in the middle of the night. Happy on its own, it makes it an ideal pet.

Golden Hamsters
are small

Golden Hamsters like
to live on their own

They dash around
at night

Summarising main ideas

Strand: Comprehension

National Curriculum reference:

- identifying main ideas drawn from more than one paragraph and summarising these

Reading Test / Content Domain links: 2a, 2b, 2c, 2f

CINDERELLA IS MIXED UP

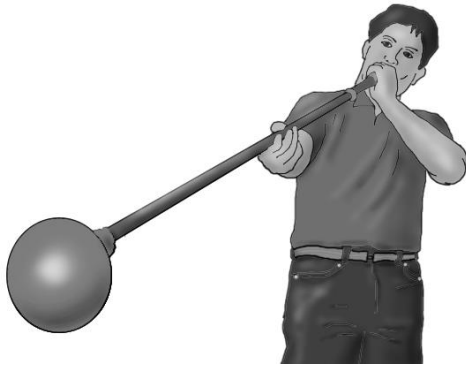
Here is the tale of Cinderella, but it is all mixed up. Can you put the events in the right order, by numbering the boxes?

- Cinderella marries the Prince and lives happily ever after.
- Cinderella's fairy godmother warns her to be back before midnight.
- By magic, the pumpkin is turned into a carriage, the white mice into horses and her rags into a ball gown.
- The ugly sisters are invited to the ball, but not Cinderella.
- The clock strikes midnight.
- The glass slipper fits Cinderella.
- Her fairy godmother appears.
- The ugly sisters try to squeeze their big feet into the slipper.
- One glass slipper falls off Cinderella's foot as she rushes off.
- Cinderella dances every dance with the prince.
- The prince searches every house for the owner of the slipper.



THE GLASSBLOWER

Glassblowing takes a lot of skill. Once you've read this information about how it is done, number the statements in the correct order.



First of all, a pot of solid glass is placed inside the furnace. Then it is lit. It has to be very hot inside before the glass melts.

Once the glass is soft enough to be shaped, the glassblower picks up his blowpipe. This is made of iron or steel.

He or she then pushes the blowpipe into the furnace and brings out a molten lump of glass. Immediately, this heats up the whole blowpipe. So the end that is blown into has to be cooled down by dipping it into cold water.

- The glassblower picks up his blowpipe.
- The glass melts.
- The furnace is lit.
- One end of the blowpipe is cooled down in water.
- The glassblower brings a lump of glass out of the furnace.

GLASSBLOWING – the next stage

Read what happens next and number the stages in the correct order.

The glassblower starts to blow through the pipe to create a bubble of glass at the other end. Its size depends on how much the glassblower blows.

All the while, the glass is turned round and round.

The glassblower will also use a flat surface to roll and shape the hot glass. There are other hand-tools that are used at this stage: flat paddles and large tweezers.

At this point, the glass is likely to cool down and must be reheated inside another small furnace. The glassblower will then continue turning and shaping the glass.

When the glassblower is happy that the final shape has been reached, it is allowed to cool down slowly.

Finally, the solid glass is cut from the blowpipe, polished and decorated.



- The glass is polished and decorated.**
- The glassblower rolls and shapes the molten glass on a flat surface.**
- If the glass cools down too soon, it has to be re-heated.**
- The glassblower blows through the pipe to create a glass bubble.**
- The glass is allowed to cool down slowly.**

Details that support the main idea

Strand: Comprehension

National Curriculum reference:

- identifying main ideas drawn from more than one paragraph and summarising these

Reading Test / Content Domain links: 2a, 2b, 2c, 2f

SETTINGS AND SCENERY

Here are details of fairytale scenes. Some key words will give you clues about the story they are from. See if you can guess the fairytale.

SCENE

FAIRYTALE

Wandering through the gloomy forest, the children were amazed to come across a house made of sweets.



A strange plant had grown overnight in the back garden. It was so tall, the top of it disappeared into the clouds.

The smell of a delicious breakfast came from the cottage at the edge of the wood. There seemed to be no one in.

The grass on the other side of the bridge looked so much greener. So, one after another, they crossed the bridge.

Inside the cottage, there was seven of everything. Seven chairs, seven coat hooks, seven spoons and seven plates.

There was one tiny room no one had checked. It was at the top of a tower, and inside was a spinning wheel.

MINIBEASTS

Here are some main ideas about minibeasts. Underneath each one, tick one detail that goes with the main idea.

Minibeasts are small creatures that don't have a backbone.

A snail has a shell on the outside.

Minibeasts squirm a lot.



Many minibeasts produce things that humans use.

Without bees, we would have no honey.

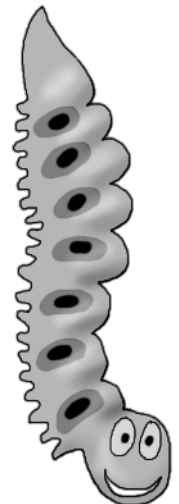
Minibeasts are found almost everywhere.



Minibeasts play an important part in pollinating flowers.

Caterpillars eat leaves.

Our gardens need minibeasts.



In many parts of the world, people eat insects.

Insects, worms and slugs are all minibeasts.

Crickets are a deep-fried snack in Thailand.

POND LIFE

Look at these facts about pond life. After you've read one of the facts, tick one of the details that go with it.

A pond is a small area of still, fresh water.

It isn't like a moving stream or a river.

Ponds are very deep.

Ponds are often full of plant and animal life.

Plants and animals depend on each other.

Slowworms don't live in ponds.

Even small ponds can be home to frogs and newts.

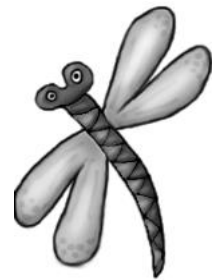
Ponds can be polluted.

You might also find small fish in ponds.

Dragonflies are often seen flying near ponds.

Dragonfly eyes are the biggest of all insects.

Dragonflies begin life underwater in ponds.



TREES ARE AMAZING

On the left are some **main ideas** about trees. **Draw a line** to the **detail** on the right that goes with each of them. One has been done for you.

Everywhere in the world, people use trees for all sorts of things.

Trees provide habitats for insects, birds and mammals.

We plant trees for food such as fruit, nuts and maple syrup.

As trees take in carbon dioxide, they give out oxygen.

A tree that is deciduous loses its leaves in the autumn.

Evergreen trees, such as fir trees, have leaves all the year round.

Without trees, there would be no apples or brazil nuts.

Evergreens lose leaves all the time; new ones quickly replace them.

Trees provide us with wood for building, paper and firewood.

Without leaves in the winter, these sorts of trees save their energy.

The nests of squirrels and some insects and birds are found in trees.

We need trees to provide us with clean air.



Inferences

Strand: Making inferences

National Curriculum reference:

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions

Reading Test / Content Domain links: 2a, 2b, 2d, 2f, 2g

OH NO! DISAPPOINTED!

All of these people are disappointed for one reason or another. What has happened to make them feel this way?

What happened?

The goalkeeper lies in the mud with his head in his hands.

About to buy his favourite comic, Luke counts his money and wrinkles up his nose.

Maggie is upset. She was about to rip off the last piece of wrapping paper when the music started again.

Ali rubs his knees and looks sadly at his twisted bicycle wheel.

Mum has been to the hairdresser. When she gets home, she looks in the mirror and frowns.

While Dad is making a curry for supper, there is a groaning noise from the kitchen and the clatter of a saucepan on the floor.

WHAT'S HAPPENING HERE?

Here is Bouncer the dog. He is very good at keeping an eye on things. He's not so good at understanding what is going on. He needs you to help him out.

Under his speech bubbles, describe what is happening.

Some person with a bag comes along and shoves paper in the letterbox!

It's windy and a pair of trousers is dangling from a rope. Why?



Somebody in boots is digging holes in the garden. I hope he's not after my bone. I don't know what he's doing with those pots.

The boy and the girl are pointing at each other. Aah! At last, somebody is picking up my lead and putting on their coat.

Lots of people have arrived to jump up and down and giggle. I let them pat my head only if they give me cake.

YOU CAN BE THE DETECTIVE

Here is a thought bubble showing what someone is thinking. Check it for clues.



1. Where is this person? Circle one.

at home

in town

on holiday

2. When did they arrive?



3. What is the weather like where they are?

4. How do you know? Write down **two** clues.

5. What is happening now, on Sunday 10th August?

6. Who is Bruno?

CONVERSATIONS - 1

Think about how each person might be feeling in the following scenes and write down what you think they might say. It might help to act out the parts.

SCENE 1



It's Leila's birthday. Her brother, Joe, has been working with Mum to bake Leila a cake. It's a sunny day. Joe wants to carry the cake out into the garden where Leila is waiting for the party to begin.

Mum thinks the cake is too awkward for Joe to manage by himself. Joe moans to try to get his own way.

Dad thinks they should let him. As Joe steps outside with the cake, he trips and drops the cake. It is ruined. Leila is very upset.

1. What does Mum say to Joe?



2. What does Joe say to Leila?

3. What does Leila say to Mum?


4. What does Mum say to Dad?

5. What does Dad say to Mum?

CONVERSATIONS – 2

Here is another scene. See what happens and how Chandra, his sister, Malika, and their grandmother deal with it all.

SCENE 2



Chandra and Malika spend the day with their grandmother. Gran lives close to the station, but Chandra is worried they will miss their train home.

He nags Malika to hurry up. She seems to be taking a long time to put her coat on.

They rush off. Chandra has to run back, however. He has left the train tickets behind. They miss their train. The next one won't be for another four hours. Chandra talks to his mother on the phone. She suggests that they return to Gran's.

1. What did Chandra say to his mother on the phone?



2. What does Malika say to Chandra?

3. What does Chandra say to Malika?

4. What does Chandra say to Gran?

5. What does Malika say to Gran?

6. How does Gran deal with the situation?

CONVERSATIONS - 3

Here is another scene in which things don't go well. Try to imagine how the different characters feel.

SCENE 3



Without asking him, Olenka decides to borrow her brother's football to play in the park. Her brother, Tomasz doesn't usually mind. She has borrowed his ball before.

When he finds out, Tomasz decides to go to the park to join in.

He arrives just in time to see his friend, Matthew, arrive. Mathew's dog, however, excited by all the children playing, runs after the ball, bites it and bursts it.

1. What does Tomasz say to Olenka?



2. What does Olenka say to Tomasz?

3. What does Tomasz say to Matthew?

4. What does Matthew say to Tomasz?

5. What does Tomasz say to his mum and dad when he gets home?

Justifying inferences with evidence

Strand: Making inferences

National Curriculum reference:

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Reading Test / Content Domain links: 2a, 2b, 2d, 2f, 2g

WHAT'S GOING ON HERE?

Here is a scene that might be familiar. Try to work out what is happening. Also, try to be aware of the clues that tell you what is going on.

Jan hesitated in the doorway of Class 3. Her mother smiled at Mrs Jones and gave Jan a gentle nudge forward. The rest of the children were already sitting on the floor, waiting for Mrs Jones to read them a story.

“Ah, here she is,” said Mrs Jones. She welcomed Jan and found her a place beside Ellie and Sita, who agreed to show Jan round the school.

Jan could feel her heartbeat slow down as she began to relax.

1. What is happening?



2. Jan doesn't feel very confident. How do you know?

3. Mrs Jones is Class 3's teacher. How do you know?

4. Mrs Jones has been expecting Jan. How do you know?

5. Soon, Jan begins to feel better. How do you know?

THINGS DON'T ALWAYS WORK OUT

Look at this scene. Nobody says how they feel, but you might be able to work it out.

There was an unexpected roar of thunder. Cal stopped making sandwiches and rushed to the window. Denise put the carton of orange juice back in the fridge and joined him just in time to see large raindrops bouncing off the garden path. Outside, in the drive, Dad switched off the car engine and ran inside. Mum emptied the picnic basket and put it back inside the cupboard. Cal and Denise slumped down onto the sofa.

1. Nobody knew the weather was going to turn bad. Which word tells you that nobody knew?



2. Cal and Denise were helping to make a picnic. How do you know?

3. Why does Dad **run** inside?

4. What does Mum do that tells you their picnic has been cancelled?


5. Cal and Denise are disappointed. How do you know?

POOR GEORGE

Read about George's Christmas experience. The setting and the events will help you to work out how he is feeling.

George sat swinging his legs while his mother chatted to his Aunt Jemima. He did his best to nod or shake his head when his aunt asked him questions. He found it hard, however, to take his eyes off the Christmas tree and the present underneath with his name on it. After another hour, another cup of tea and yet another cake, Aunt Jemima smiled and handed the present to George. It was the right size, thought George. His aunt knew he longed for the latest computer game. She watched as George took his time removing the wrapping paper. When he opened the box, he sat very still. All he could do was try hard to smile as he stared and stared at the green and pink bow tie.

1. How do we know at the beginning that George is bored?


2. How do we know George isn't really listening?

3. Which phrase tells you he has had more than enough cakes?

4. When George is unwrapping the present, how do you know he wants this moment to last?

5. George does **three** things that tell you he is disappointed. What are they?

Predicting what might happen

Strand: Making inferences

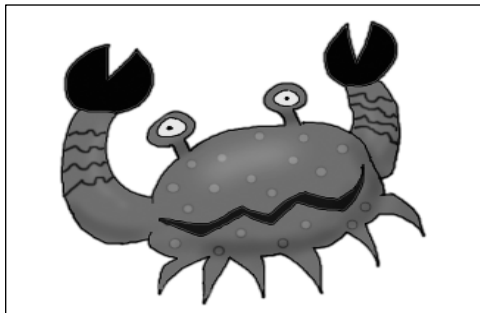
National Curriculum reference:

- predicting what might happen from details stated and implied

Reading Test / Content Domain links: 2a, 2b, 2e

THE CAMPING HOLIDAY

Here is a description of two children on holiday. If you read the sentences carefully, you should be able to fill in the gaps.



Myra and Will were on a camping holiday. They enjoyed sleeping outdoors in a _____ . They woke up very early at _____ to the sounds of the birds _____ . They could also hear the sea not far away. So, even before they had eaten any _____ , they decided to take a short _____ through the woods and down to the sandy _____ . The sun was just above the horizon and, at that time in the morning, they had the place all to _____ . First of all, they searched for crabs in the rock _____ . Then they wandered slowly along the shoreline searching for flat _____ to skim across the waves. Having had no breakfast, they suddenly felt very _____ . They had enjoyed themselves so much that they decided to go back _____ .

WHO NEEDS A CRYSTAL BALL?

Sometimes you don't need a crystal ball to look into the future. Read these sentences and write down what you think might happen next.



1. Mum filled the kettle and took a mug out of the cupboard.



2. Once all the children were sitting on the carpet, the teacher opened the book of fairytales.

3. The ogre woke up when the knight stood on a dry twig.

4. The tennis player threw the ball up into the air.

5. The bank robbers ran out of the bank just as the police arrived.

6. I started to run when I saw the school bus turn the corner.

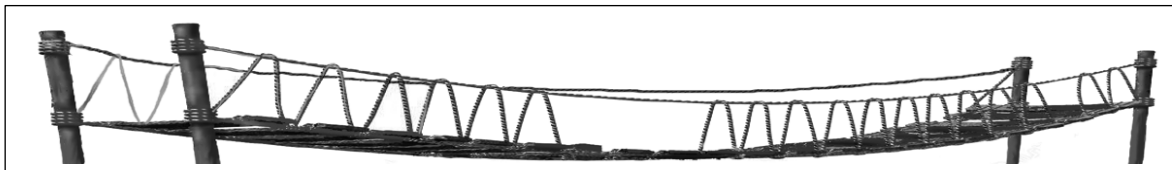
7. The fortune teller looked at me and raised her eyebrows when she looked into her crystal ball.

8. Gazing into the lake, I realised that the log was actually an enormous alligator and it was swimming towards our canoe.

9. When we arrived at the cinema, the first thing we did was buy popcorn. It was piled high in our boxes. So as we did our best to find our seats in the dark...

CRYSTAL BALL – part 2

Here are more opportunities to predict the future.



10. Running for our lives through the rainforest, we came to the edge of a deep ravine. We stood on the edge, staring at the rickety bridge made of rope and bamboo. When I heard the terrifying roar close behind us, I decided...



11. Shoppers had been camping outside the big store all night. Computers were going to be sold at half-price. The queue stretched along the street and round the corner. When the store manager unlocked the door...

12. It was still dark when I got up on Christmas Day. I wondered if it was too early. Perhaps my stocking would still be empty. Slowly, I opened the living room door and saw...

Features of texts

Strand: Comprehension / Themes and Conventions

National Curriculum reference:

- identifying how language, structure and presentation contribute to meaning
- identifying themes and conventions in a wide range of books

Reading Test / Content Domain links: 2a, 2b, 2f, 2g

WRITING IN DIFFERENT WAYS

Read these short pieces of text and decide whether they are part of a **poem**, an **adventure story**, a **letter**, a **newspaper report**, a **myth** or a set of **instructions**. Write your answer underneath.

Dear Uncle Jack,

I'm sorry to hear that you're too ill to join us this weekend. Canada is such an exciting country. The Rockies are amazing. We'll drive over on Monday, so see you then.

The Native Americans of western Canada tell the story of how Raven made the world. Raven found the first humans taking shelter inside a shell. He persuaded them to come out into his world by giving them berries and salmon to eat.



Last night, our reporter, Katie McKenzie, flew over the avalanche site by helicopter. She describes the scene as unlike any she has seen before. Fortunately, there are no reports of any climbers being in the area.

The path up to the log cabin was steep. The moon lit the way until the thunder clouds crowded in. Somewhere close by there was the howl of a wolf. Then another. Closer. My heart pounded and I began to run.

Children of the Wolf

Leaping through darkness,
The children of mother wolf howl.
Heard by the moose in the starless
Night of the bat and the owl.

For the wolf mask, you will need:

- card
- string
- scissors
- hole punch
- brown fur fabric

LET'S PLAY IN THE SNOW

Here is a short play. It contains information about the characters, where they are, what they are doing and what they are saying.

Snowflakes

Cast: Kira, Sanjay, Mr Taylor



Scene 1

Daytime. Outside in the street, where Kira, Sanjay and Mr Taylor are neighbours. The ground is covered in snow.

Kira: *(laughing)* You'll have to throw better than that.

Sanjay: *(squealing with delight as he slides around on the snow)* Don't you worry, Kira. Maybe this is the first time I've seen real snow, but I'll get better. And soon!

Sanjay throws another snowball, which hits Mr Taylor's front door. The two children giggle until the door opens and Mr Taylor appears.

Mr Taylor: *(angry)* That's it! I've had enough. All this noise in the street. I'm trying to read my paper. A little peace and quiet is all I ask. And now you're attacking my front door.

Kira: We're very sorry, Mr Taylor. It was an accident.

Mr Taylor: Huh!

Sanjay: It was my fault, Mr Taylor. I am sorry.

Mr Taylor: Well, I will be talking to your parents as well as your headteacher.

Mr Taylor goes back into his house, slamming the door. He quickly reappears.

Mr Taylor: And another thing...

A pile of snow slides off his roof and covers him. He looks like a snowman.



1. What is the title of the play?

2. What are the names of the characters in the play?

3. Where does it all take place?

4. What are the children doing when the play starts?

5. Write down an example of stage directions, telling the actors how to act.

6. Sanjay says he's never seen real snow before. Why might that be?

7. Mr Taylor doesn't accept Sanjay's apology. How do you know? Find **two** clues.

8. Make up stage directions for Mr Taylor when he comes out again and says: '**And another thing!**'

HOW I GET TO SCHOOL

Instructions are a way of showing someone how to do something. Maps are very useful when you are showing someone how to go somewhere; for example, school. Here is a map of the area between Kira’s home and school.



1. If Kira leaves her house and walks along Starling Avenue and then turns right into Holly Road, which buildings does she pass?



2. Kira has to deliver cakes to the church for a raffle. What is the shortest way there?

3. If she came out of the church and turned left, how would she get to the shoe shop?

4. You have to tell someone how to get from school to Kira's house by the shortest route. What do you tell them?

5. If Kira and her friends are going to play in the park on Saturday, which streets would they walk along on the way?

6. If they decide to walk home along Jasmine Grove, what instructions would you give them?

7. If Ash Way was blocked, how would you instruct someone to get from Ox Lane to the shoe shop?

8. Kira's parents are thinking about moving closer to school. If they move to Jasmine Grove, what would be the shortest way to school?

Features of texts and meaning

Strand: Comprehension / Themes and Conventions

National Curriculum reference:

- identifying how language, structure and presentation contribute to meaning
- recognising some different forms of poetry
- identifying themes and conventions in a wide range of books

Reading Test / Content Domain links: 2a, 2b, 2f, 2g

THE DAIRY DIARY

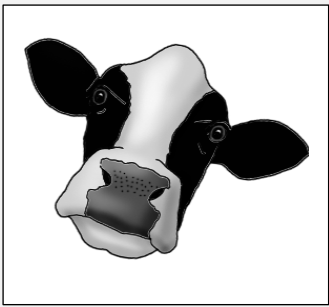
If a cow kept a diary, would it be a bit boring? Would it be like this?

Dora's Dairy Diary

Monday (or is it Tuesday?)

Dear Diary,

I'm pleased the milkmaid hasn't found you yet. A yellow diary is a good idea. I can hide you easily in the straw. I am a genius. What a lovely day I had yesterday. Lots of grass munching. Last night, I dreamt I would eat some more grass when I woke up and that's exactly what I did. Amazing! I wonder if I'll have more later. Life is just one surprise after another.



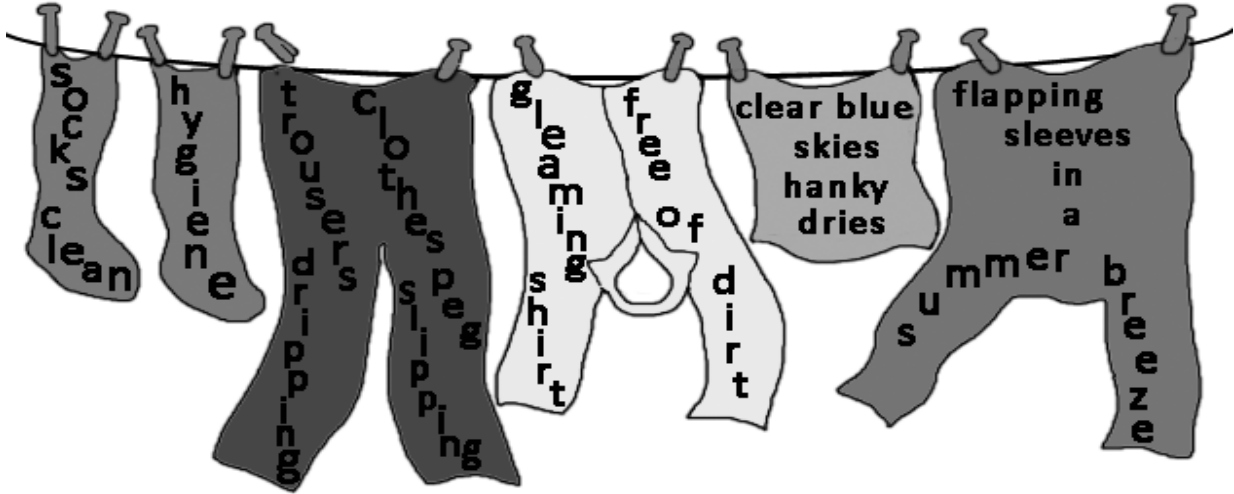
1. When was Dora writing in her diary? _____
2. Dora wrote: the milkmaid hasn't found you yet. Who does she mean by you? _____
3. Why does Dora think that a yellow diary is a good idea?

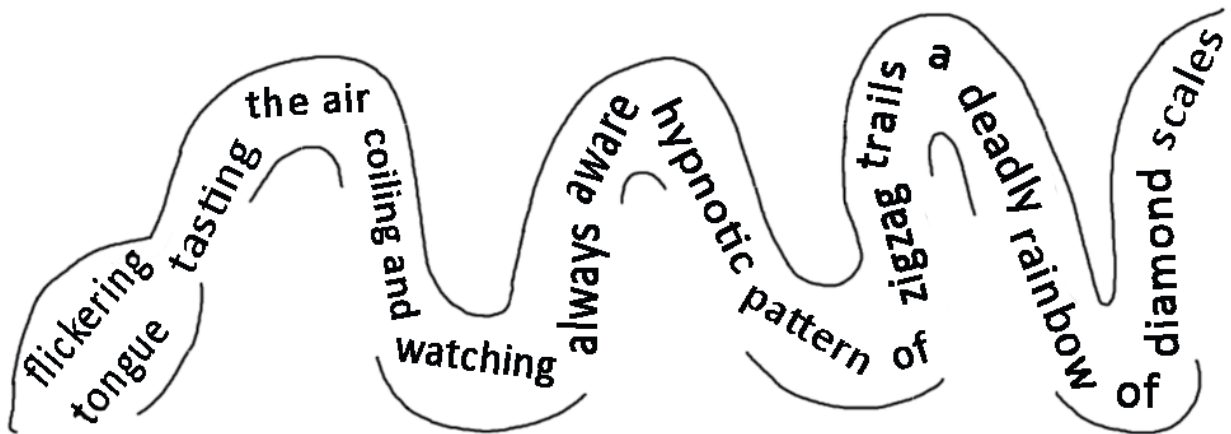
4. She believes she's been very clever. How do we know?

5. Sometimes, people write down their dreams in diaries. What does Dora dream about?

GETTING INTO SHAPE

Look at these shape poems. Underneath each one, write down why you think the writer wrote the poem the way he did.





THE COMIC DINOSAUR

Shoreline, Isle of Skye

Look, Hannah. A fossil. Could be a dinosaur's footprint.

Are you sure, Joe?



Near a cave

Look, Ewen is heading for the cave.

Once I get my dinosaur costume on, I'll scare them to bits.



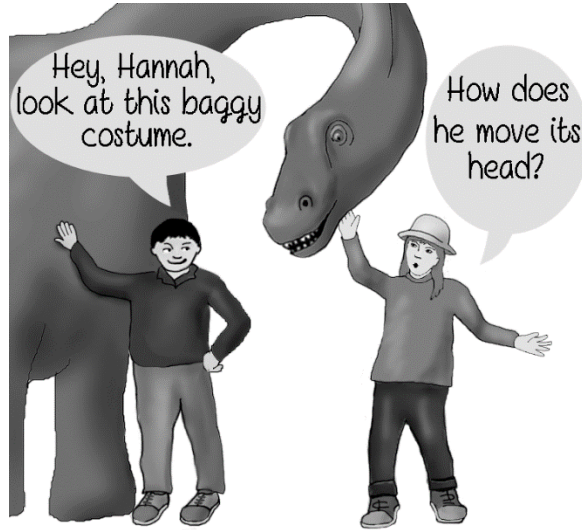
Outside the cave

Ok, get ready. It looks as if Ewen has arrived.



Hey, Hannah, look at this baggy costume.

How does he move its head?



Looking out to sea

Your costume will get soaked, Ewen!



10 minutes later

This dinosaur costume doesn't fit. I'm taking it back to the shop.



1. The black boxes contain **two** sorts of information. What are they?



2. How do we know what Ewen is thinking?

3. In the third picture, why does Joe say: 'Get ready'?

4. Why does Hannah say: 'How does he move its head'?

5. Think of someone who hasn't seen this comic. Write down for them what happens.

WE SELL EVERYTHING!

Here is a shape poem, describing what you can buy on each floor of a big store. Just as in real shops, you have to start the poem at ground floor level.



parrots, mice and guinea pigs
 witches' hats and purple wigs
 Bought too many thingumajigs?
 Why didn't you use the lift?

5th
 F
 L
 O
 O
 R

ginger beer and pink champagne
 hot air balloon and aeroplane
 stinky cheese in cellophane
 for everyone a gift

4th
 F
 L
 O
 O
 R

gardening gloves, flower seeds
 dangly ear-rings, monkey beads
 a smiley guy to serve your needs
 our manager called Neville

3rd
 F
 L
 O
 O
 R

golden trumpets, saxophones
 jammy crumpets, creamy cones
 tablets, dongles, mobile phones
 sweet dreams on every level

2nd
 F
 L
 O
 O
 R

comic books and magazines
 glittery shirts and skinny jeans
 talking fridges, TV screens
 you've never watched before

1st
 F
 L
 O
 O
 R

jelly beans and pick-and-mix
 doublehanded hockey sticks
 playing cards and magic tricks
 in the We Sell Everything Store

Gr
 F
 L
 O
 O
 R





1. Who is in charge of the store?

2. On which levels do they sell the following items?

something to drink _____

something to eat _____

something to wear _____

something to read _____

3. If you were looking for a present for someone who likes gardening, which floor would you go to?

4. The store sells some strange things. Find **three** things nobody's ever heard of before.

5. If you had just bought some jammy crumpets, how many floors would you have to go up to buy some stinky cheese to go with them?

6. In order to get ready for a Halloween party, which floor would you go to?

7. Why do you think the writer has used the word: **thingumajigs**?

Words that capture the reader's imagination

Strand: Language for effect

National Curriculum reference:

- discussing words and phrases that capture the reader's interest and imagination

Reading Test / Content Domain links: 2a, 2b, 2g

THE ANIMAL RACE

Look at the words that have been used to show how these animals move. They are all in **bold**, but they are all mixed up. Can you sort them out?



As Hetty the Horse **slithered** across the field, Mad Marty the Monkey **galloped** through the trees. Sammy the Snake **waddled** as fast as he could, but he couldn't catch up with elegant Eva the Eagle who **plodded** as high as the clouds. Dr Derek Duck **wriggled** faster than any other duck you've ever seen, but he couldn't keep up with Betty Butterfly. She **swam** faster than anybody. Freddie Fish **swung** through the river just ahead of Tamsin the Tadpole who **fluttered** along the rushing stream. In the end, it was Terry Tortoise who **soared** across the finishing line first.

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BIG ADVENTURES

These theme parks are trying to get as many visitors as they can. See how they use words and phrases to catch your attention.

ADVENTURE CASTLE

This memorable adventure begins the moment you cross the drawbridge. In the Great Hall, choose your name and costume. Have courage! You will need it to set foot on the bouncy castle floor of each level. Inflatable guards stand in your way. And remember: being hit by the swinging, rubber cannonballs means the dungeon for you!

Caribbean Cruise

There's treasure to be found if you survive the belly-aching jokes of Bad Captain Jake, the swaying of the ship, and can read an ancient map found in a bottle floating in the sea. Watch out for the grinning crocodiles – not to be trusted! Don't forget to carry your plastic cutlass at all time, for there's a pirate lurking behind every palm tree.

Jungle Journeys

As you wander through our wonderful new attraction – Jones's Jaw-Dropping Jungle – your ears will be entertained by the sweet sounds of birds. You'll be amazed by the acrobatics of our monkeys. Giant, colourful butterflies will sip nectar from your hand. If you're brave enough, hold a tarantula or hug a snake.

RAINBOW GOLD HUNT

Get ready! Get set! It's the race of a lifetime! Bring your brain, your sense of direction and a fast pair of shoes. The moment the magic rainbow appears, you'll need to work out the clues, plan your route, tackle the impossible mirror maze and run like the wind to reach the mystery box at the end of the rainbow.

1. The Adventure Castle is described as an experience you'll never forget. What word do they use?



2. In the Great Hall, once you've chosen a name for yourself and a costume, what else will you need?

3. The writer wants to make your time there sound like a challenge. What will happen if you're not careful?

4. On the Caribbean Cruise you have to put up with the **belly-aching** jokes of Bad Captain Jake. What does **belly-aching** mean? Tick one.

so bad they will make you sick

so funny your sides will hurt

5. What does **swaying** mean?

6. What words are used to describe these things you need to watch out for?

crocodiles

pirates

7. In the description of Jungle Journeys, what word is used instead of **very good**?

8. What do you notice about the phrase: **Jones's Jaw-Dropping Jungle**?

9. The writer of Jungle Journeys dares you to do **two** things. What are they?

10. In the Rainbow Gold Hunt, how does the writer make it sound like the start of a race?

11. **Draw** lines matching up the things you'll need in the Rainbow Gold Hunt to the different tasks.

your brain

run like the wind

sense of direction

tackle the mirror maze

fast pair of shoes

work out the clues

12. Why doesn't the writer tell us what is inside the mystery box?

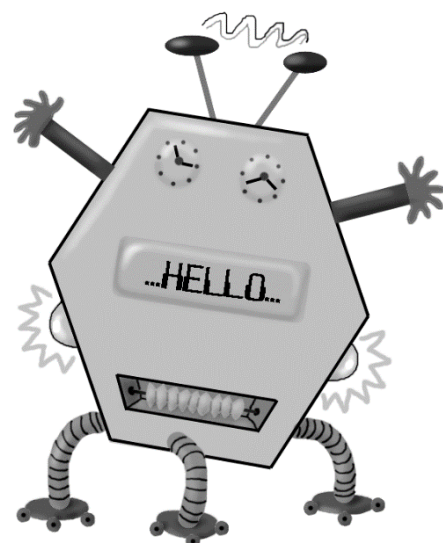
A FANTASTIC MACHINE

Here is someone trying to sell a strange machine. See if you understand the words and phrases she is using.

Do you feel you are juggling seven things in the air at once? Does life feel like being stuck in a hamster wheel that never stops spinning? Is there no time to sit back, slow down and watch the flowers grow? Well, the answer to your prayers is on its way!

When I press this button, your eyeballs will swivel and your hair will curl. You will want to fall on your knees or send chocolates and champagne to its inventor. For this is a dream, a wish-come-true, the rainbow's end.

This machine does it all: deals with those unwanted calls, records all your precious moments, helps you rise and shine in the morning, gives Fido his daily exercise, provides snacks on demand and does all the household chores. It will fly you to the holiday destination of your choice. No need to throw clothes into a bag, rent a room or inflate the beach ball. All you have to do is hold on tight.



1. The saleswoman asks in **two** different ways if you are busy. What does she say?



2. What words does she use to describe relaxing?

3. What phrase does she use that means she knows how to solve your problem?

4. How does she describe being amazed and excited?

5. She describes **two** ways in which you might want to thank the inventor of the machine. What are they?

6. How does she make buying the machine sound like finding gold?

7. Write down phrases that mean the following:

take the dog for a walk _____

take photographs _____

clean the house _____

answer the phone _____

make food _____

wake you up _____

8. When you get ready to go on holiday, what will the machine do about your suitcase?

9. What will the machine do about your hotel?

10. What does **inflate** mean?

11. What is the main disadvantage of letting the machine take you on holiday?

12. Give this machine a name.

Explaining how words and phrases enhance meaning

Strand: Language for effect

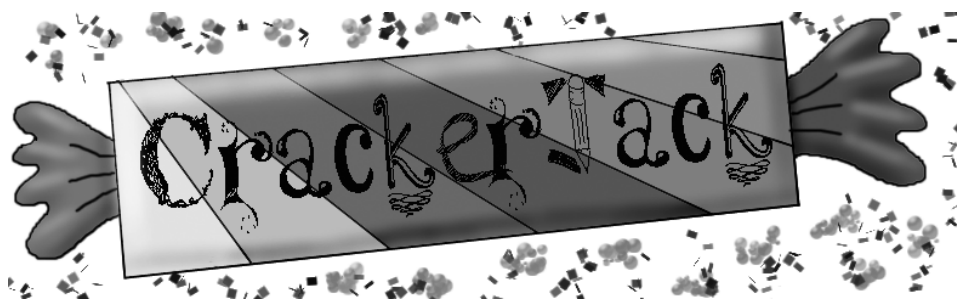
National Curriculum reference:

- discussing words and phrases that capture the reader's interest and imagination

Reading Test / Content Domain links: 2a, 2b, 2g

THE CRACKERJACK BAR

The makers of this snack claim that buying one is a special experience. See how they use words and phrases to make it sound amazing.



Do you want your friends to spot you with one of those awful, second-rate, ho-hum, dull-wrapped SNACK DISASTERS?

NO YOU DON'T!

The moment you catch a glimpse of the dazzling, bewitching Crackerjack Bar wrapper, you know life has just got a million times better. The Crackerjack Bar is the super sensation of the century.

Scrumptious, mouth-watering, yummy, tasty: these are just a few of the words our customers use – when their mouths aren't full of Crackerjack Bar!

When we saw how other snacks leave you feeble, lifeless and flat out on your sofa, we decided to come to the planet's rescue.

The Crackerjack Bar is guaranteed (or your money back) to keep you bright-eyed, rosy-cheeked and in perfect shape.

GET YOURS TODAY!

1. What does the writer call other snack bars in order to make them sound bad?



2. The writer tries to make you feel embarrassed about buying other snacks. How does he do that?

3. The writer says that, before you even eat one, you will be attracted to the wrapper. What **two** words does he use to describe the wrapper?

4. Write down **four** words that mean **delicious**.

_____ _____
_____ _____

5. How does the writer warn you not to eat other snacks?

6. Write down **three** phrases that suggest the Crackerjack Bar is good for your health.

_____ _____

BABY BEAR IN FAIRYTALE LAND

Baby Bear has just gone for a walk. See if you can work out the names of all the characters he talks about.



This is where I live with my mum and dad. Maybe you heard about the burglar who ate our porridge and



broke my chair. When we went for a ramble in the woods, we met an oinking thing collecting sticks for his house. He said there were no bricks left. Round the corner, there was a hairy character with sharp teeth. He was out of breath. He complained about not being able to find Grandma's house. I don't know whose grandma. Down by the river, we crossed the bridge. Some ugly creature appeared and got into a rage about three animals making a terrible noise on its bridge. It went off when it saw the size of my dad. That's where I found the glass slipper. Mum has seen a young, cleaning woman in the village. Maybe it belongs to her. As our house came into view, a boy was in the middle of the path, swapping a cow for a bag of beans. I told him I didn't think it was worth it. When I entered our house, I was hoping my porridge would be cool. In fact, I was hoping it would still be there!



1. Who was the **burglar** that Baby Bear mentioned?

2. He met an **oinking thing**. Which fairytale does it belong to?

3. Who is the **hairy character with sharp teeth**?

4. Why was the hairy character with sharp teeth out of breath?

5. Baby Bear didn't know whose **Grandma** was being talked about. Whose grandma was she?

6. Who was the **ugly creature** Baby Bear met at the bridge?

7. Who were the **animals making a terrible noise on its bridge**?

8. Who was the **young, cleaning woman in the village**?

9. Baby Bear saw a boy with a cow. What fairytale is he in?

Themes and conventions

Strand: Themes and conventions

National Curriculum reference:

- identifying themes and conventions in a wide range of books

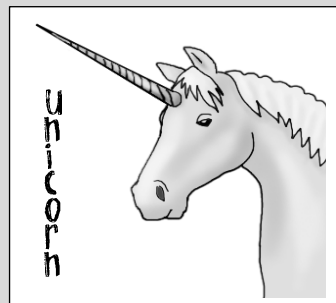
Reading Test / Content Domain links: 2a, 2b, 2c, 2f, 2g

MONSTERS AND FANTASY CREATURES

Here are some fantasy creatures, both good and bad. They often turn up in fantasy stories. The questions that follow are all about their magical powers.



The Greeks thought of the basilisk as the King of Snakes. It was born from a rooster's egg and hatched by a toad. It could kill any creature by looking at it. Its breath wilted plants. The only way to destroy it was to hold up a mirror in front of its eyes so that it died of fright.



The Greeks also believed in the existence of unicorns. They had heard stories of them living in India. They were considered to be magical creatures with special powers: the ability to heal the sick and purify poisonous water. Only young girls could tame them.



Brownies are invisible elves that live in farmhouses in Scotland. While the family is asleep, they do the housework. They always protect the family. If a brownie is badly treated or offered payment for their work, they disappear. Only children are able to see them.



In Russian folk tales, the firebird is miraculous. With eyes of crystal, its feathers are silver and gold. It is nocturnal, lighting up the land wherever it flies. When it sings, pearls fall from its beak. Hearing its song can cure illness and return sight to the blind.

1. All of these creatures had magical powers. Draw lines to link each creature with its power.

Basilisk	invisible except to children
Unicorn	it made blind people see
Brownie	its breath wilted plants
Firebird	it could purify poisonous water

2. What **two** strange things had to happen to produce a basilisk?



3. What was the only way you could destroy a basilisk?

4. If it existed, why would it be dangerous to be near a basilisk?

5. Where did the Greeks think unicorns came from?

6. Only one sort of person could tame a unicorn. Who?

7. Where do brownies live?

8. How are brownies helpful to the families they live with?

9. Write down **two** reasons why they might disappear.

10. What does the firebird look like?

11. What is supposed to happen when the firebird flies at night?

12. What happens when the firebird sings?

13. Most of these fantasy creatures were believed to be helpful to human beings. **Circle** the one that was not helpful.

basilisk

unicorn

brownie

firebird

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Strand: Range of texts

National Curriculum objectives:

- [listening to and] discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends [and retelling some of these orally]

Reading Test / Content Domain links: 2a, 2b, 2c, 2d, 2e, 2f, 2g

A note about the tests:

The KS2 English Reading Test Framework 2016 (table 9) sets out the proportion of marks for each domain, with the higher percentages given to **retrieving and recording information** and **making inferences**. This is reflected in the test questions presented here.