














Schofield&Sims











Complete Comprehension

Year 3

Question sheets

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Summarising

Name: _____

- 1** Write a subheading for the first three paragraphs.

1 mark

- 2** Look at the paragraph beginning *Gradually the weather ...*. What is the main point of this paragraph?

1 mark

- 3** Look at the paragraph beginning *Floods leave the pebble high on a river bank*. What would be the best subheading for this paragraph? Tick **one**.

People are cooking

☐

There are lots of floods

☐

People now exist

☐

People are building shelters

☐

1 mark

- 4** Number the statements to show the order in which they appear in the text.

A second glacier is formed.

☐

There are heavy snowstorms.

☐

Mountains are created.

☐

A boy throws a pebble at a rat.

☐

1 mark

- 5** Write **one** sentence to summarise the content of the whole text.

1 mark

Mix it up!

Name: _____

- 1** Look at the second paragraph. Find and copy **one** word that makes the glacier sound terrifying.

 1 mark

- 2** Look at the third paragraph. Find and copy **two** words that describe how the glacier moves.

1 _____

2 _____

 2 marks

- 3** According to the text, how long ago did people first appear? Tick **one**.

200 000 years ago ☐

125 000 years ago ☐

12 000 years ago ☐

 1 mark

- 4** How many ice ages are described in this text?

 1 mark

- 5** *Shaggy bison graze the long grass. New people come, hunting for food. Sabre-tooth tigers watch. They can hunt what they like.*

According to the text, which are the most successful hunters? Tick **one**.

people ☐

sabre-tooth tigers ☐

bison ☐

 1 mark



- 1 Find and copy a group of words that means 'Neolithic'.

1 mark

- 2 Look at the second paragraph. What did the Bronze Age people do to the stone circles that were put up during the Neolithic period? Tick **two**.

They kept using them.

☐

They built farms on them.

☐

They added to them.

☐

They destroyed them.

☐

2 marks

- 3 Look at the section **Why were stone circles built?** Give **two** suggestions why stone circles were built.

1 _____

2 _____

2 marks

- 4 Look at the section **Stonehenge**. Complete the table using information from the text.

weight of bluestones	_____ kilograms
number of bluestones existing today	_____

2 marks

- 5 Look at the last paragraph. How far did the bluestones travel to get to Stonehenge?

1 mark

Mix it up!

Name: _____

- 1** Number the statements to show the order in which they appear in the text.

It is possible that bluestones were transported on rafts.

☐

Stone circles are very old monuments.

☐

No-one knows exactly why stone circles were built.

☐

Stonehenge is a large stone circle.

☐

1 mark

- 2** Which of the following means 'dig up'? Tick **one**.

bury

☐

excavate

☐

arrange

☐

put up

☐

1 mark

- 3** *There are lots of different ideas about why stone circles were built.*
What does this tell you about this period of history?

1 mark

- 4** Look at the paragraph beginning *People began to build Stonehenge in around 2800 BC, ...*. Find and copy **one** word that means 'enormous'.

1 mark

- 5** What do you think the next subheading would be if you could read on?

1 mark



Relationship

Name: _____

- 1** What tone is the author trying to create in this story? Explain your answer.

I think _____

because _____

2 marks

- 2** Look at the whole text. How does the author show that Zack is irresponsible?

1 mark

- 3** Which of the following options best describes the theme of this text? Tick **one**.

how to save two universes

☐

how to peel potatoes

☐

how superheroes should behave

☐

how to choose superhero insignia

☐

1 mark

- 4** Who do you think this book has been written for? Tick **one**.

people who want to read a funny story

☐

people who want to save the world

☐

people who want to learn about the world

☐

people who want to learn some new facts

☐

1 mark

- 5** How does the last paragraph encourage you to read on?

1 mark

Mix it up!

Name: _____

- 1** The fate of two universes lay in my brother's hands.
Which word is closest in meaning to *fate*? Tick **one**.

future ☐ past ☐ life ☐ power ☐

1 mark

- 2** What would Star Lad's insignia be if he needed one? Tick **one**.

S ☐ SL ☐ Z ☐ L ☐

Explain your answer using evidence from the text.

2 marks

- 3** How could Luke tell that Zack was *up to something*?

1 mark

- 4** The following table shows Luke and Zack's different feelings about how superpowers should be used. Tick **one** name for each statement.

	Luke	Zack
takes the use of superpowers very seriously		
wants to use superpowers to make things easier for himself		
knows a lot about the rules of superpowers		
needs to be reminded of his duty		

2 marks

- 5** What do you think might happen next in the story? Explain your answer using evidence from the text.

I think _____

because _____

2 marks



Inference

Name: _____

- 1** In the first sentence the girl says, *Poor old Mrs Winter*. What does this suggest about how she feels about Mrs Winter? Tick **one**.

She thinks Mrs Winter is old.

☐

She feels sorry for Mrs Winter.

☐

She thinks Mrs Winter does not have any money.

☐

She thinks Mrs Winter is cold.

☐

1 mark

- 2** What impression do you get of the girl's character? Give **one** impression and **one** piece of evidence from the text.

Impression	Evidence
_____	_____

2 marks

- 3** *The Magic Finger is something I have been able to do all my life. I can't tell you just how I do it, because I don't even know myself.*

What does this tell you about how the girl got her special power?

1 mark

- 4** How can you tell that the girl has used the Magic Finger before?

1 mark

- 5** *And after that the Magic Finger is upon him or her, and things begin to happen ...* . Do you think the things that *begin to happen* are pleasant or unpleasant? Explain your answer using evidence from the text.

I think _____

because _____

2 marks

Mix it up!

Name: _____

- 1** What happened to Mrs Winter after the girl put the Magic Finger on her? Tick **one**.

She grew whiskers and a tail.

☐

She turned into a cat.

☐

She forgot how to spell.

☐

She got very cross.

☐

1 mark

- 2** *I cannot begin to tell you what happened after that, ...*

Rewrite this group of words in your own words.

1 mark

- 3** Read from *I can't tell you just how I do it, ...* to the end of the text. Give **two** things that happen to the girl when she uses her Magic Finger.

1 _____

2 _____

2 marks

- 4** Write **one** sentence to summarise the content of the whole text.

1 mark

- 5** What do you think might happen next in the story?

1 mark



Summarising

Name: _____

- 1 Look at the first section of the text. Name an unhealthy snack and drink.

_____ and _____

1 mark

- 2 Look at the section **How much sugar can we eat?**. Write **one** sentence to summarise the information in the table.

1 mark

- 3 Which of the following sentences best summarises the section **Reducing sugar in food**? Tick **one**.

Brush your teeth to avoid tooth decay.

☐

Some free sugars are naturally occurring.

☐

Find alternative foods with less added sugar.

☐

Choose fruit in juice, not in syrup.

☐

1 mark

- 4 Look at the last two sections about reducing sugar in drinks and food. Number the following suggestions to show the order in which they appear in the text.

Add fruit to unsweetened cereals.

☐

Reduce the amount of sugar you add to hot drinks.

☐

Limit the amount of unsweetened fruit juices and smoothies you have.

☐

Avoid having jam, syrup or chocolate spread on your toast.

☐

1 mark

- 5 Write **one** sentence to summarise the main message of this text.

1 mark

Mix it up!

Name: _____

- 1** Look at the first sentence. Find and copy **one** word that means 'become rotten'.

1 mark

- 2** Look at the first section. Why is it best to avoid adding natural maple syrup to porridge? What could you use instead of maple syrup?

2 marks

- 3** What is the maximum percentage of free sugars we should have each day?

_____ %

1 mark

- 4** Look at the section **Reducing sugar in food**. Tick to show whether each food choice is healthy or less healthy.

	Healthy	Less healthy
fruit in juice		
toast with chocolate spread		
frosted cereals		
fruit in syrup		

2 marks

- 5** What do you think the next subheading would be if you could read on?

1 mark



Retrieval

Name: _____

- 1 What is the first thing the recipe asks the reader to do?

1 mark

- 2 Look at the method. Explain what you need to do to activate the yeast.

1 mark

- 3 Look at the method. How long should you knead the dough for?

1 mark

- 4 What size should the pizza base be?

1 mark

- 5 Which statement best explains why you shouldn't use too much topping? Tick **one**.

It will make you too full.

☐

It will make the pizza soggy.

☐

It will not taste nice.

☐

It will make the pizza elastic.

☐1 mark

Mix it up!

Name: _____

- 1** Look at the ingredients list. Find and copy **one** word that means 'packet'.



1 mark

- 2** How much cheese is needed for the topping?



1 mark

- 3** Number the following tasks for making a pizza to show the order in which they appear in the text.

Activate the yeast.

Turn on the oven.

Knead the dough.

Mix in the flour.



1 mark

- 4** Which word best describes the meaning of *kneading*? Circle **one**.

squeezing

slapping

stroking

scratching



1 mark

- 5** *This helps gluten to form which makes the dough strong and elastic.*
Why do you think the dough needs to be both *strong* and *elastic*?



2 marks



Word choice

Name: _____

- 1** The author writes that the Iron Man is *taller than a house* and his head is *as big as a bedroom*. Why do you think he has chosen these comparisons?

1 mark

- 2** Look at the sentences below. Underline **two** words that suggest the Iron Man is about to fall off the cliff.

He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff.

2 marks

- 3** *Down the cliff the Iron Man came toppling, head over heels.*
What does this sentence suggest about the way the Iron Man was moving down the cliff? Tick **one**.

He was falling.	<input type="checkbox"/>	He was climbing.	<input type="checkbox"/>
He was gliding.	<input type="checkbox"/>	He was leaping.	<input type="checkbox"/>

1 mark

- 4** *All the separate pieces tumbled, scattered, crashing, bumping, clanging, down on the rocky beach far below.*
What impact does this sentence have on the reader? Explain your answer using evidence from the text.

2 marks

- 5** *... the sea went on boiling and booming.*
What does this group of words tell you about the conditions at sea? Tick **one**.

The water was rough.	<input type="checkbox"/>	The water was hot.	<input type="checkbox"/>
The water was calm.	<input type="checkbox"/>	The water was salty.	<input type="checkbox"/>

1 mark

Mix it up!

Name: _____

- 1** ... the Iron Man stepped forward, off the cliff, into nothingness.
Why do you think the Iron Man stepped off the edge of the cliff?

1 mark

- 2** What was the last part of the Iron Man's body to fall off?

1 mark

- 3** While the stars went on wheeling through the sky and the wind went on tugging at the grass on the cliff-top and the sea went on boiling and booming.
Find and copy **one** word that means 'pulling'.

1 mark

- 4** Which of the following would be the most effective title for this extract? Tick **one**.

The Seagulls' Hunt ☐

The Iron Man's Head ☐

The Iron Man's Fall ☐

The High Cliff ☐

1 mark

- 5** Look at the last two sentences. What do you think might happen next in the story?
Explain your answer using evidence from the text.

I think _____

because _____

2 marks

Progress check 1

Name: _____

1 ... delicate blossoms of pink and pearl,

Which word is closest in meaning to *delicate*? Tick **one**.

fragile ☐ bold ☐ strong ☐ fruity ☐

 1 mark

2 Look at the description of the garden in the second paragraph. Name **two** things that could be found in the garden.

_____ and _____

 2 marks

3 *He had been to visit his friend the Cornish ogre, and had stayed with him for seven years.*
What might this tell you about the life of a giant? Explain your answer using the text.

 2 marks

4 Number the events to show the order in which they happen in the text.

The giant put up a sign to keep children out. ☐

The giant returned home. ☐

The giant built a wall. ☐

Children played in the garden. ☐

 1 mark

5 Do you think spring and summer will ever come back to the garden? Tick **one**.

Yes ☐ No ☐

Explain your answer using evidence from the text.

 1 mark



Inference

Name: _____

- 1** *Hissing over crisp snow in the black of night came Starjik behind his hungry team.*
What does this sentence tell you about Starjik's mode of transport?

1 mark

- 2** Why did the villagers lie *very still behind their shutters* when Starjik was in their village?

1 mark

- 3** Look at the paragraph beginning *All the village wept ...*. What do you think Ivan was thinking about when he stood in the sled-tracks?

1 mark

- 4** *... at suppertime, while his mother and father were not looking, Ivan took some of the dark bread from the big wooden board ...*
Why did Ivan take the bread when his parents weren't looking? Explain your answer.

2 marks

- 5** Look at the sentences below. Underline **one** word that suggests that this story took place a long time ago.

His mother lighted a candle for him and he carried the little flame into his room.

1 mark

Mix it up!

Name: _____

- 1** Ivan and his brother lived *in a village in the shadow of the great, dark forest*. Which word is closest in meaning to *great*? Tick **one**.

handsome ☐famous ☐enormous ☐royal ☐

1 mark

- 2** Write a title for this extract that summarises what happens in it.

1 mark

- 3** The second paragraph describes the summertime and how happy it is. Why do you think the author includes this paragraph? Tick **one**.

It makes the wintertime seem more unhappy. ☐It tells us about the summertime. ☐The summertime is important to the story. ☐It tells us where Ivan's brother can be found. ☐

1 mark

- 4** *Hissing over crisp snow in the black of night came Starjik behind his hungry team.* Why do you think the author uses the word *hissing* in this sentence?

1 mark

- 5** What do you think Ivan will do next in the story?

1 mark



Retrieval

Name: _____

- 1 Look at the fourth and fifth paragraphs. In your own words, explain how an igloo is like a blanket.

1 mark

- 2 Look at the paragraph beginning *This heat starts to melt ...*. What happens when the inside of the igloo starts to melt? Tick **one**.

The igloo falls apart.

☐

The igloo needs to be repaired.

☐

The walls of the igloo turn to ice.

☐

It is a bad thing.

☐

1 mark

- 3 Find **one** piece of evidence in the text that tells you that igloos are very strong.

1 mark

- 4 What are the building blocks of an igloo made from?

1 mark

- 5 Look at the paragraph beginning *Now the real magic happens*. Why do you need fewer blocks for each row of the igloo?

1 mark

Mix it up!

Name: _____

- 1** Draw lines to match each quotation from the text to its function. One has been done for you.

<i>Igloos were never permanent houses for the Inuit.</i>	explains how the walls of an igloo are strengthened
<i>This colder snow and ice cause the water to refreeze.</i>	gives information about the history of igloos
<i>The Inuit builder knows how to tilt the second row inward.</i>	summarises key information about how igloos are built

1 mark

- 2** Number the following instructions to show the order in which they appear in the text.

Cut a hole in the igloo to let the smoke out.	
Cut the compacted snow into blocks.	
Tilt the ring of blocks inward.	
Place the blocks in a ring on the ground.	

1 mark

- 3** Next, the builder places the first ring of blocks on a firm, level patch of icy ground. What word could be used to replace *level* in this sentence?

1 mark

- 4** What do the Inuit use instead of a door in their igloos to keep out the cold?

1 mark

- 5** Why do you think the Inuit made their winter houses out of snow and ice?

1 mark



Inference

Name: _____

- 1** When they were *finally* allowed to be together,

What does the word *finally* tell you about how the cowherd and the maid felt about seeing each other?

1 mark

- 2** Predictably enough, they soon abandoned their posts entirely

What does the word *predictably* tell you about the two characters? Tick **one**.

They had behaved like this before.

☐

They were well behaved.

☐

They were worried about leaving their posts.

☐

They were in love.

☐

1 mark

- 3** Why did the Celestial Ruler choose the *shortest night of the year* for the couple to meet?

1 mark

- 4** Why do you think the guards needed to hold the couple apart?

1 mark

- 5** Why do you think the cowherd and the weaving maid carried out their duties properly after they had been separated?

1 mark

Mix it up!

Name: _____

- 1** What duties did the cowherd and the weaving maid have to do?

 1 mark

- 2** ... each moment they spent apart was torture.
Which word is closest in meaning to *torture* in this sentence? Circle **one**.

happiness

loneliness

pain

anger

 1 mark

- 3** A thread of water appeared between the couple.
Why do you think the author chose to use the word *thread* here? Explain your answer using the text.

 2 marks

- 4** At first it was only a trickle, but it grew until it was a rushing torrent. The terrified couple each scrambled back from it and away from each other and had to keep scrambling as the river grew wider and wider.
What effect do you think this event has on the story? Tick **one**.

It shows how much the couple loved each other.

☐

It is interesting.

☐

It shows that the author likes to write.

☐

It shows how powerful the Celestial Ruler was.

☐

 1 mark

- 5** What is the moral of this story?

 1 mark



Comparison

Name: _____

- 1** Look at the section **When is New Year?**. What do Easter and Chinese New Year have in common?

1 mark

- 2** Compare the length of the two New Year celebrations. Tick **one**.

New Year in the UK is shorter than Chinese New Year. ☐

New Year in the UK is longer than Chinese New Year. ☐

New Year in the UK and China are the same length. ☐

1 mark

- 3** Looking at the text, give **two** ways in which Chinese New Year is different from New Year in the UK.

1 _____

2 _____

2 marks

- 4** Which New Year celebration offers more exciting customs for children to get involved with? Explain your answer using evidence from the text.

2 marks

- 5** Complete the table to show the different symbols of good luck in the UK and in China. Give **one** symbol for each country.

The UK	China
_____	_____

2 marks

Mix it up!

Name: _____

- 1** The New Year *brings the promise of better things and offers us the chance to turn over a new leaf.*

Is New Year a positive time? Tick **one**.

Yes ☐ No ☐

Explain your answer.

 2 marks

- 2** How could the text be presented differently to make it clearer? Give **two** ways.

1 _____

2 _____

 2 marks

- 3** Find and copy the name of the song that is sung in the UK on New Year's Eve.

 1 mark

- 4** Which of the following options gives the best description of Chinese New Year? Tick **one**.

a time for families to celebrate ☐

a time to celebrate the dragon ☐

a big party lasting one night ☐

children receive money ☐

 1 mark

- 5** ... *chains of performers snake through the streets under a colourful dragon costume.*
Why do you think the author has used the word *snake* in this sentence?

 1 mark



Word meaning

Name: _____

- 1** Look at the second verse. Write **one** word that the poet could have used instead of *fowls*.



1 mark

- 2** Look at the third verse. Which word is closest in meaning to *muffled*? Circle **one**.

shrieking

loud

warm

faint



1 mark

- 3** *Half shapes growing into bats
and balls, into wheels and tops ...*

Explain what is happening to the bats and balls at this point in the poem.



1 mark

- 4** *... must cease by night's veto.*

Explain the meaning of this line.



1 mark

- 5** *Oil lamps come up glowing ...*

Which of the following options best describes the meaning of this line? Tick **one**.

Oil lamps are being cleaned.

☐

Lamps are shiny.

☐

Lights are coming on.

☐

Oil lamps are warm.

☐


1 mark

Mix it up!

Name: _____

1 *Here now skyline assembles fire.*

What do you think this line means? Explain your answer using evidence from the text.

I think _____

because _____

2 marks

2 Name **two** things that people were making in the poem.

1 _____

2 _____

2 marks

3 *Cows call calves locked away.*

Why do you think the calves have been locked away? Tick **one**.

To punish them.

☐

So that they can be milked.

☐

To keep them safe and warm.

☐

Because they are noisy.

☐

1 mark

4 Write **one** sentence to explain what this poem is about.

1 mark

5 The poem ends with the line *Children go a little sad*. Do you think the children will still be sad the next morning? Tick **one**.

Yes

☐

No

☐

Explain your answer using evidence from the text.

2 marks



Inference

Name: _____

1 *And at last – One!*

What do the words *at last* tell you about how time is passing?



1 mark

2 Look at the second paragraph. How do you know that Tom is lonely during the night?



1 mark

3 Look at the paragraph beginning *He was uneasy in the knowledge ...*. How does Tom feel when the clock strikes 13? Tick **one**.

He feels that he should do something about it.

☐

He feels out of breath.

☐

He is very still.

☐

He feels that something is about to happen to the house.

☐


1 mark

4 Why does Tom find it so hard to believe that the clock has struck 13?



1 mark

5 Why is the 13th hour an *hour of freedom* for Tom? Explain your answer.



2 marks

Mix it up!

Name: _____

- 1** Look at the second paragraph. Tick to show whether each statement is true or false.

	True	False
Tom was amused when the clock struck the wrong hour.		
Tom had a habit of counting the strikes of the clock at night.		
The clock struck 12 times and then stopped.		

2 marks

- 2** *Thirteen! proclaimed the clock, ...*
Why is the word *proclaimed* more effective than 'struck' in this sentence?

1 mark

- 3** *Tom's mind gave a jerk: had it really struck thirteen?*
What word could be used instead of *jerk* in this sentence? Tick **one**.

twitch ☐ alarm ☐ reminder ☐ shriek ☐

1 mark

- 4** Look at the last paragraph. According to Tom, what was the flaw in Uncle Alan's reasoning?

1 mark

- 5** What do you think Tom will do next? Explain your answer using the text.

I think _____

because _____

2 marks



Word meaning

Name: _____

- 1** The process of mummification was extremely important to the ancient Egyptians, who paid vast amounts of money to have their bodies properly preserved. What word could be used to replace *vast* in this sentence?



1 mark

- 2** Look at the sentences below. Underline **one** word that means 'flexible'.

After 40 days the body was washed again, then covered with oils to keep it supple. It was then stuffed with dry material, such as leaves, to reshape it.



1 mark

- 3** Look at the paragraph beginning *Finally, the body was wrapped up, ...*. Find and copy **one** word that means 'charms'.



1 mark

- 4** Which of the following modern-day materials is most similar to papyrus? Tick **one**.

wood ☐

resin ☐

gold ☐

paper ☐



1 mark

- 5** Religious rituals were performed at the funeral. What word could be used to replace *rituals* in this sentence?



1 mark

Mix it up!

Name: _____

- 1** Look at the first paragraph. Why do you think the mummification process was conducted by a priest?

 1 mark

- 2** Why do you think that the tent was called *the Place of Purification*?

 1 mark

- 3** Name **two** things that were taken out of the body during mummification.

1 _____

2 _____

 2 marks

- 4** What was 'natron' and why was it used?

 1 mark

- 5** Look at the whole text. Number the following statements to show the order in which they happen in the text.

Spells from the Book of the Dead were put in the deceased's hands.

The body was washed with sweet-smelling wine.

The body was stuffed with dry material.

The liver, lungs, intestines and stomach were stored in jars.

 1 mark

Progress check 2

Name: _____

- 1** “Won’t know until you look,” Tulip reasoned.
Which of the following words is closest in meaning to *reasoned*? Tick **one**.

said ☐ sulked ☐ explained ☐ shouted ☐

 1 mark

- 2** *It felt wrong and wonderful to be poring over a dead person’s heart.*
Explain why looking at Tutankhamun’s heart felt *wrong and wonderful* to Lil.

It felt wrong because _____

It felt wonderful because _____

 2 marks

- 3** Look at the sentences below. Underline **two** words that describe what the heart looked like.

There was Kyky’s heart, sitting in the palm of my hand, the size of a hen’s egg. It looked like a clod of earth – flaky and mottled-brown – or the rusty tip of a centuries-old spear.

 2 marks

- 4** Look at the paragraph beginning *There was Kyky’s heart, ...*. Find and copy **one** word that means the same as ‘amazing’.

 1 mark

- 5** Compare how Oz and Tulip react to seeing Kyky’s heart.

Oz	Tulip
_____	_____
_____	_____
_____	_____
_____	_____

 2 marks



Word choice

Name: _____

- 1** As if in answer the white blanket at the end of the bed became a lion,
Why do you think the lion is described as a *white blanket* here? Explain your answer.

1 mark

- 2** Look at the paragraph beginning *The lion eyed Bertie ...* . Find and copy **one** word that shows that the lion is happy to see Bertie.

1 mark

- 3** Look at the sentences below. Underline the group of words that tell you that the lion is starving.

"I did all I could," Monsieur Merlot said, shaking his head. "But look at him now. Just skins and bones like me. All my animals they are gone,"

1 mark

- 4** All my animals they are gone, except Le Prince Blanc. He is all I have left.
What do these sentences suggest about Monsieur Merlot's feelings for the lion?
Tick **two**.

The lion is precious to him.

☐

The lion is his least favourite animal.

☐

The lion is his last remaining animal.

☐

He is bored with the lion.

☐

2 marks

- 5** Bertie sat down on the bed, put his arms around the lion's neck and buried his head in his mane.

What does this sentence suggest about the lion's mane?

1 mark

Mix it up!

Name: _____

- 1** Look at the first paragraph. What does this tell you about Mr Merlot's room?
Tick **two**.

It was dark.

☐

It was quiet.

☐

It was large.

☐

It was near a river.

☐

2 marks

- 2** The lion *rose from the bed, sprang down and was padding towards us, ...* .
Which word could be used to replace *sprang* in this sentence? Tick **one**.

spring

☐

leapt

☐

jump

☐

fell

☐

1 mark

- 3** Write **one** sentence to summarise the content of the whole extract.

1 mark

- 4** Think about the whole text. How does Bertie feel about Monsieur Merlot? Explain your answer using evidence from the text.

2 marks

- 5** Do you think Millie's feelings about the lion will change in the next part of the story? Explain your answer.

1 mark



Retrieval

Name: _____

- 1** Look at the first sentence. What do animal welfare supporters want to do about the use of wild animals in travelling circuses?

1 mark

- 2** Why is Animal Defenders International pleased with the ban? Tick **one**.

Ministers have been promising it for a long time.

☐

Animal living space in circuses is too small.

☐

People don't like animals in circuses.

☐

There are only two circuses that still use animals.

☐

1 mark

- 3** Only two circuses in the UK have wild animal licences. Find and copy their names.

 and

1 mark

- 4** When the article was written, which animals were **not** found in UK circuses? Tick **one**.

zebus

☐

zebras

☐

raccoons

☐

rabbits

☐

1 mark

- 5** "The welfare needs of non-domesticated, wild animals cannot be met within a travelling circus – in terms of housing or being able to express normal behaviour." Why do vets think that circuses do not meet the needs of wild animals? Give **two** reasons.

1

2

2 marks

Mix it up!

Name: _____

- 1 Which sentence gives the most effective summary of the ban? Tick **one**.

Travelling circuses will be banned from using wild animals for five years. ☐

Travelling circuses will be banned from using wild animals because they are dangerous. ☐

Travelling circuses will be banned from using wild animals from 19 January 2020. ☐

Zoos will be banned from using wild animals from 19 January 2020. ☐

1 mark

- 2 “We congratulate the UK Government on consigning this outdated act to the past where it belongs.”

What does *outdated* mean in this sentence?

1 mark

- 3 Was it common for UK circuses in the UK to keep wild animals before the ban? Explain your answer using the text.

1 mark

- 4 Look at the sentence beginning *But opinion polls ...*. Find and copy **one** word that tells you that people do not agree with wild animals being used in circuses.

1 mark

- 5 This article is about the UK. Do you think wild animals will be banned from circuses all over the world in a few years? Explain your answer.

1 mark



Word meaning

Name: _____

- 1** Look at the first paragraph. Find and copy **one** word that means 'angrily'.

1 mark

- 2** Which of the following words best describes how Alice felt about solving riddles?
Tick **one**.

bored

☐

pleased

☐

annoyed

☐

uninterested

☐

1 mark

- 3** "Do you mean that you think you can find out the answer to it?" said the March Hare.
"Exactly so," said Alice.

Write a word or a group of words that could be used instead of *exactly so*.

1 mark

- 4** Look at the paragraph beginning *The Hatter was the first to break the silence*.
What does the group of words *break the silence* mean?

1 mark

- 5** Look at the last paragraph. Find and copy **one** word that tells you the March Hare was sad.

1 mark

Mix it up!

Name: _____

- 1** Look at the first paragraph. How did Alice feel when the characters cried, "No room! No room!"? Explain your answer using the text.

2 marks

- 2** Tick to show whether each statement is true or false.

	True	False
Alice thought the Hatter was very polite.		
Alice liked solving riddles.		
The dormouse was asleep.		
The Hatter's watch was broken.		

2 marks

- 3** ... Alice thought over all she could remember about ravens and writing-desks, which wasn't much.

Why was Alice thinking about *ravens and writing-desks*?

1 mark

- 4** According to the Hatter, how did the March Hare break his watch?

1 mark

- 5** Think about the whole text. Which words could be used to summarise Alice's experience at the tea party? Tick **two**.

frightening

☐

cheerful

☐

curious

☐

strange

☐

1 mark



Inference

Name: _____

- 1** *They're sisters, well into their eighties,
but to us kids, they seem beyond time.*
Why do the sisters seem *beyond time* to the children?

1 mark

- 2** Why do you think the old ladies' house was full of old newspapers, magazines and books?

1 mark

- 3** What impression do you get of the old ladies? Give **one** impression and **one** piece of evidence from the text.

Impression	Evidence
<hr/>	<hr/> <hr/> <hr/>

2 marks

- 4** How do you know that the old ladies want the tea party to be a fancy occasion?

1 mark

- 5** Why do you think the poet's brother thinks the ladies are witches?

1 mark

Mix it up!

Name: _____

- 1** *Their faded yellow prints paw at us ...*

Which word is closest in meaning to *faded* in this sentence? Tick **one**.

colourful ☐ dark ☐ discoloured ☐ bright ☐

1 mark

- 2** *The eldest sister Sara is confined to a wheelchair.*

What does the word *confined* mean in this sentence?

1 mark

- 3** What does Sara do each day?

1 mark

- 4** Which of the following best describes what this poem is about? Tick **one**.

Alice in Wonderland ☐

an adult remembering their childhood ☐

the poet's brother ☐

cake ☐

1 mark

- 5** "... we'll have to wait until we get the invite."

Do you think that an invitation to the party the sisters describe will ever arrive?
Tick **one**.

Yes ☐ No ☐

Explain your answer using evidence from the text.

1 mark



Inference

Name: _____

- 1** Look at the sentences below. Underline the group of words that suggests that Barney had not asked permission to go to the pit.

After breakfast Barney slipped out of the house and went off to the pit.

1 mark

- 2** “You’ve got a cold, Stig. No wonder, when you live in this damp place. You need a good fire.”

Why did Barney tell Stig that a *good fire* would help him?

1 mark

- 3** “All right, I’ll do it then,” said Barney. “I expect it’s quite easy.”

What was Barney trying to do with the iron bolt and the flint? Tick **one**.

- sharpen the axe ☐
- light a fire ☐
- keep warm ☐
- lock the door ☐

1 mark

- 4** What did Barney’s grandfather mean when he said that *wood warms you twice, once when you cut it and once when you burn it*?

1 mark

- 5** Look at the whole text. Give **two** pieces of evidence that show Stig was feeling sorry for himself.

1 _____

2 _____

2 marks

Mix it up!

Name: _____

- 1 Which **two** things could be found in the bottom of the pit? Tick **two**.

old cans ☐

bracken ☐

nettles ☐

dead grass ☐

newspaper ☐

2 marks

- 2 *It was a sneeze like a cannon going off, and it made the cave echo.*
What is the effect of the author's choice of words in this sentence?

1 mark

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

Stig got out of his nest. ☐

Stig looked at Barney strangely. ☐

Barney ran to the shed. ☐

Barney went to the shelter. ☐

1 mark

- 4 "*Here you are, Stig!*" he called, as he came up to Stig still huddled on the bank.
What does the word *huddled* mean in this sentence?

1 mark

- 5 How do you think Barney's grandfather will react if he finds out that Barney has taken his axe?

1 mark



Prediction

Name: _____

- 1** How do you think the men will behave in the next part of the story? Tick **two**.

They will continue to work together.

☐

They will start arguing.

☐

They will race each other.

☐

They will start to move the slab downhill.

☐

2 marks

- 2** Look at the paragraph beginning *He could see now that it wasn't going to be the same ...*. Do you think the men will lose control of the rock when they start to bring it downhill? Explain your answer using evidence from the text.

1 mark

- 3** Do you think the tribesmen will get the stone in position before sunrise? Tick **one**.

Yes

☐

No

☐

Explain your answer using evidence from the text.

1 mark

- 4** What do you think the king will do if the men do not finish moving the rock before sunrise? Explain your answer using evidence from the text.

2 marks

- 5** Look at the last paragraph. What do you think Barney will do next?

1 mark

Mix it up!

Name: _____

- 1** He noticed then that nobody was making suggestions, nobody was arguing, nobody was even giving orders.

Why do you think nobody was talking?

1 mark

- 2** Which word is closest in meaning to *slabs*? Tick **one**.

lumps ☐ mounds ☐ bricks ☐ pebbles ☐

1 mark

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

The rock was laid in front of the king. ☐

Barney got trodden on. ☐

The men sang. ☐

Barney heard Lou's voice. ☐

1 mark

- 4** Why do you think the rope-men and the pole-men *fell on their faces towards the king*?

1 mark

- 5** Look at the whole text. Which of the following would be the most appropriate title for this extract? Tick **one**.

Moving the Stones Downhill ☐

Transporting the Standing Stones ☐

Meeting the King ☐

Barney Is Exhausted ☐

1 mark



Retrieval

Name: _____

- 1** Look at the first paragraph. Find and copy a group of words that tells you where life first appeared.



1 mark

- 2** Which **two** creatures were formed when the fire melted the ice?

1 _____

2 _____



1 mark

- 3** Look at the paragraph beginning *Ymir was not the only living thing ...*. What food or drink did Ymir have?



1 mark

- 4** Who was the *ancestor of the gods*?



1 mark

- 5** Look at the paragraph beginning *Odin and Vili and Ve, ...*. Where did Odin and his brothers live? Tick **one**.

Ginnungagap ☐

Muspell ☐

Vili ☐

Niflheim ☐



1 mark

Mix it up!

Name: _____

- 1** Look at the first paragraph. Write **one** sentence to summarise the content of this paragraph.

 1 mark

- 2** *Ymir slept, and while it slept, it gave birth ...*
Who were Ymir's children?

 1 mark

- 3** *There was no sea and no sand, no grass nor rocks, no soil, no trees, no sky, no stars. There was no world, no heaven and no earth, ...*
Why do you think the author has chosen to repeat the word *no* in this description?

 1 mark

- 4** Which of the following words best describes Ginnungagap? Tick **one**.

wet ☐ fiery ☐ pleasant ☐ empty ☐

 1 mark

- 5** How do you think Odin and his brothers feel about living in Ginnungagap. Explain your answer using evidence from the text.

 2 marks

Progress check 3

Name: _____

1 *Hundreds of years ago, around CE 800, bands of fierce warriors began raiding and looting in Europe.*
Give **one** word that could be used to replace *raiding* or *looting*.

1 mark

2 Look at the first paragraph. Which of the following sentences is the best summary of this paragraph? Tick **one**.

The Vikings were gentle people.	<input type="checkbox"/>
The Vikings were warriors.	<input type="checkbox"/>
The Vikings were only happy when they were fighting.	<input type="checkbox"/>
The Vikings were good sailors.	<input type="checkbox"/>

1 mark

3 Name **two** materials that Vikings used to make objects for their homes.

_____ and _____

1 mark

4 *Vikings were expert sailors.*
Why do you think good sailing skills were important to the Vikings? Give **two** reasons using evidence from the text.

2 marks

5 Look at the section **Longships**. Find evidence from the text to support each statement about the longships.

	Evidence
Longships were very cramped.	_____ _____
The shallow hulls of the longships made it easier to invade villages.	_____ _____

2 marks