



Schofield&Sims












# Complete Comprehension

Year 4

## Question sheets

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# Summarising

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

- 1 Which section of the text tells you about how towns were run?

\_\_\_\_\_

1 mark

- 2 Look at the section **Country Life**. Which sentence best summarises the content of this section? Tick **one**.

Farming became big business.

☐

Roads made it easier for farmers to transport their produce.

☐

Hunting was popular in Roman Britain.

☐

The Romans brought farming to Britain.

☐

1 mark

- 3 Look at the section **Country Life**. Number the statements to show the order in which they happened in the text.

Peasants had to rent land on big estates.

☐

The Romans brought pheasants to Britain.

☐

Farmers began to build rectangular huts instead of round houses.

☐

Farmers started to rotate their crops.

☐

1 mark

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

\_\_\_\_\_

1 mark

- 5 Draw lines to match each section to its main idea. The first one has been done for you.

The chase

building city walls

Defending towns

rebuilding houses in the Roman style in the country

Grand designs

running water and toilets in the towns

Public conveniences

hunting

2 marks

# Mix it up!

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

- 1** *To the Romans, the only civilized way to live was in a town – but the Britons didn't have any.*

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

safe

☐

educated

☐

enjoyable

☐

unacceptable

☐

1 mark

- 2** What did the Romans think about the way the Britons lived before they arrived?

---



---

1 mark

- 3** What did the Romans do to keep the Britons loyal and prevent rebellions? Tick **one**.

They involved the Britons in local government.

☐

They created a new road network.

☐

They rebuilt the Britons' houses in the Roman style.

☐

They stopped the Britons from carrying weapons

☐

1 mark

- 4** Look at the section **Country Life**. Compare how people got their food in the town and in the countryside.

<b>In the town</b>	<hr/> <hr/>
<b>In the countryside</b>	<hr/> <hr/>

2 marks

- 5** *Hunters used a variety of weapons including bows and arrows and spears. This was a great privilege: all other civilians were strictly forbidden from carrying weapons. Why do you think the other civilians were not allowed to carry weapons?*

---



---

1 mark



## Retrieval

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

- 1** Look at the second paragraph. Why did Topher's father, Bryn the Elder, refuse to fight the Romans when the Druid asked him to?

---



---

1 mark

- 2** Look at the paragraph beginning *The battle with the Catuvellauni ...*. How did Topher first help with the mosaic? Tick **one**.

He cut a stone.

☐

He placed stones in the mortar.

☐

He became an apprentice.

☐

He drew a dolphin's tail.

☐

1 mark

- 3** Who had seen a dolphin before? Tick **one**.

Cassius

☐

Topher

☐

Marcus

☐

the Druid

☐

1 mark

- 4** How did the stones need to be cut for the mosaic?

---



---

1 mark

- 5** Look at the last paragraph. Why was Bryn the Younger disgusted?

---



---

1 mark

# Mix it up!

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

- 1** “We shall be civil to them – as they say – and bide our time,” he told the family.  
Which word is closest in meaning to *civil*? Circle **one**.

patient

polite

rude

calm

1 mark

- 2** What event made Topher feel differently about the Romans?

\_\_\_\_\_

1 mark

- 3** Look at the last paragraph. What impression do you get of Bryn the Younger?  
Give **one** impression and **one** piece of evidence from the text.

Impression	Evidence
_____	_____
	_____
	_____

2 marks

- 4** Which sentence best summarises the contents of the whole extract? Tick **one**.

A statue appears in the Forum.

☐

Bryn the Elder refuses to live in a Roman house.

☐

The Druid lives in the forest.

☐

Topher and his dad start to accept the Romans.

☐

1 mark

- 5** What do you think Bryn the Younger will do while Bryn the Elder is away? Explain your answer using evidence from the text.

I think \_\_\_\_\_

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

2 marks



# Retrieval

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

- 1 Which sentence best summarises the content of the first paragraph? Tick **one**.

Volcanoes cause some of the worst natural disasters.

☐

Volcanoes are cone-shaped mountains.

☐

A volcano is a place where molten rock, ash and gas emerge from the Earth.

☐

Volcanologists study volcanoes.

☐

1 mark

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

	True	False
A volcanic eruption can take place under the sea.		
A volcanic eruption can produce no gas.		
A volcanic eruption can cause a tsunami.		
A volcanic eruption can cause people to choke.		

2 marks

- 3 Look at the section **Volcanoes and the landscape**. What **two** things make new layers of rock around volcanoes?

\_\_\_\_\_

1 mark

- 4 According to the text, how many people live close to a volcano? Tick **one**.

very few

☐

most

☐

hundreds

☐

millions

☐

1 mark

- 5 Look at the section **Living with volcanoes**. Give **two** reasons why people live near volcanoes.

1 \_\_\_\_\_

2 \_\_\_\_\_

2 marks



# Mix it up!

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

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

---



1 mark

- 2** *This sort of mountain is a volcano, but to a volcanologist (a scientist who studies volcanoes) a volcano is simply a place where molten rock, ash and gas emerge from inside the Earth.*

Why do you think the author has included the word *volcanologist*?

---

---



1 mark

- 3** Compare what many people think a volcano is to what volcanologists think a volcano is. Give **one** difference.

Many people think \_\_\_\_\_

---

but volcanologists think \_\_\_\_\_

---



1 mark

- 4** Look at the section **Living with volcanoes**. How can you tell that lots of cities built near volcanoes are quite old?

---

---

---



1 mark

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

---



1 mark



## Word meaning

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

- 1** *Tsunamis ... Threaten life and property.*  
What does *threaten* mean in this sentence?

\_\_\_\_\_



1 mark

- 2** Look at the section **Knowledge is Safety: Tsunami Warning Signs**. Find and copy **one** word that means 'moves back'.

\_\_\_\_\_



1 mark

- 3** *Tsunamis may be preceded by a rapid fall in sea level as the ocean recedes, exposing reefs, rocks, and fish on the sea bottom.*  
Which word could be used to replace *exposing* in this sentence? Circle **one**.

uncovering

hiding

throwing

sitting



1 mark

- 4** *After an earthquake, move quickly inland and to higher ground.*  
What does *inland* mean in this sentence?

\_\_\_\_\_



1 mark

- 5** *Tsunami warnings will be announced advising when coastal communities should evacuate to safe shelters.*  
Which group of words is closest in meaning to *evacuate*? Tick **one**.

go straight home

☐

move away from danger

☐

walk away

☐

run away

☐


1 mark

# Mix it up!

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

- 1** Name **two** things that cause tsunamis.

1 \_\_\_\_\_

2 \_\_\_\_\_

2 marks

- 2** Look at the second section. Complete the table to show **two** differences between tsunamis in deep water and tsunamis in shallow water.

Deep water	Shallow water
_____	travel slowly
have small waves	_____

2 marks

- 3** Look for a *sturdy, multi-storied, reinforced concrete building* and climb to its highest floor or the roof.

Why is it so important to make sure the building is *sturdy*?

\_\_\_\_\_

\_\_\_\_\_

1 mark

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

	True	False
Tsunamis travel slowly in the deep ocean.		
A fall in sea level follows a tsunami.		
There is no need to take notice of official announcements.		
Large pieces of rubbish can float in tsunami waters.		

2 marks

- 5** If you were asked to add information to this text, what would you write about next? Explain your answer using evidence from the text.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 marks



# Word meaning

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

- 1** Look at the third verse. Find and copy **one** word that means 'mischief'.

\_\_\_\_\_

1 mark

- 2** Look at the fourth verse. What does the group of words *wouldn't-say-boo-to-a-goosey* mean?

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

1 mark

- 3** Look at the fifth verse. Find and copy **two** words that tell you that the narrator can sometimes be angry.

\_\_\_\_\_ and \_\_\_\_\_

2 marks

- 4** *And inside there's another me, forever jealous  
who never gets enough, compared.*  
Which word is closest in meaning to *jealous*? Circle **one**.

happy

greedy

angry

unloved

1 mark

- 5** Which group of words best completes this sentence? Tick **one**.

The *me* in the sixth verse ...

thinks it's better everywhere else.

☐

wants to be where it is grassy.

☐

is the smallest doll.

☐

has fluttery eyes.

☐

1 mark

# Mix it up!

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

- 1** What do the *me* in the second verse and the *me* in the fourth verse have in common? Tick **one**.

They are both playing.

☐

They are both wasteful.

☐

They are both at school.

☐

They are both careless.

☐

1 mark

- 2** A *tiny, solid skittle doll*.  
Give **one** thing that the word *skittle* suggests about the doll.

---

---

1 mark

- 3** Look at the last line of the poem. What do you think the poet is talking about?

---

---

1 mark

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

---

---

---

2 marks

- 5** Which of the personalities would you choose to spend time with? Choose **one** verse and use evidence from the text to explain your answer.

I would choose \_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

1 mark



# Inference

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

- 1** Look at the first paragraph. Which word best describes the old couple's treatment of their animals? Circle **one**.

loving

ignorant

caring

neglectful

1 mark

- 2** What gave the old man the idea to make a snow daughter?

---



---

1 mark

- 3** "Husband," says the old woman, "there's no knowing what may be."  
Does the old woman believe that the snow girl will come alive? Tick **one**.

She is certain it will happen.

☐

She thinks it is possible.

☐

She thinks it is unlikely.

☐

She is certain it will not happen.

☐

1 mark

- 4** Look at the paragraph beginning *And they rolled up the snow ...* . Why do you think the old couple worked the snow *tenderly*?

---



---

1 mark

- 5** Look at the snow girl's song. How does it show that the snow girl is not human?

---



---

1 mark

# Mix it up!

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

- 1** Read from the beginning of the text to “*Like yours,*” said old Peter. What effect does the author create by introducing old Peter and the two children, Vanya and Maroosia? Tick **one**.

It feels like you are listening to the story with them.

☐

The characters are needed for the plot.

☐

It makes you like the old couple more.

☐

It tells you it is a folk tale.

☐

1 mark

- 2** Look at the paragraph beginning *Suddenly, in the twilight ...*. Give **two** things that the snow girl did when she came alive.

\_\_\_\_\_ and \_\_\_\_\_

1 mark

- 3** ... *her lips flushed and opened*.  
What does *flushed* mean here?

\_\_\_\_\_

1 mark

- 4** Which title best summarises the snow girl's song? Tick **one**.

Melting Away

☐

The Miracle's Rules

☐

The Pretty Snow Girl

☐

By Frosty Night

☐

1 mark

- 5** Look at the snow girl's song. What do you think might happen next? Explain your answer.

I think \_\_\_\_\_

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

2 marks



## Retrieval

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

- 1** Look at the first section. Why did Christmas trees become fashionable in England?

---



---



1 mark

- 2** Look at the second section. According to the text, who celebrates St Nicholas' Day? Tick **one**.

Germans

☐

some European countries

☐

Turkish people

☐

Americans

☐


1 mark

- 3** Which **two** dates are associated with the feast of Saint Nicholas?

\_\_\_\_\_ and \_\_\_\_\_



1 mark

- 4** According to the text, why does Santa wear red? Tick **one**.

He appeared in a Coca-Cola advert in red.

☐

Bishops used to wear red.

☐

Red is a Christmassy colour.

☐

Santa's favourite colour is red.

☐


1 mark

- 5** Look at the last section. Find and copy **two** Christmas meals eaten around the world.

1 \_\_\_\_\_

2 \_\_\_\_\_



2 marks



# Mix it up!

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

- 1** ... the beauty of stars twinkling through the pines ...  
What does the word *twinkling* tell you about the stars? Tick **one**.

They were travelling. ☐ They were shining. ☐  
They were dull. ☐ They were big. ☐

1 mark

- 2** Look at the second section. Summarise how Saint Nicholas became known for giving secret gifts.

---

---

1 mark

- 3** Compare the traditional outfits of Saint Nicholas and Father Christmas mentioned in the text. Give **one** similarity and **one** difference.

<b>Similarity</b>	<hr/> <hr/>
<b>Difference</b>	<hr/> <hr/>

2 marks

- 4** Look at the last section. How does the text suggest that the story about Henry VIII eating turkey might not be true?

---

---

1 mark

- 5** Imagine you are the journalist who wrote this article. Write a subheading for the next section of your article.

---

1 mark

# Progress check 1

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

- 1 Look at the sentence below. Underline **two** words that mean the same as 'shimmered'.

It was brilliantly lighted by a multitude of little tapers; and everywhere sparkled and glittered with bright objects.

1 mark

- 2 Look at the first paragraph. Which words does the author use to show that there is plenty of everything at Christmas? Tick **two**.

multitude ☐

innumerable ☐

perched ☐

imitation ☐

1 mark

- 3 What was inside the *jolly, broad-faced little men*? Tick **one**.

sugar ☐

sugar-plums ☐

sweetmeats ☐

chocolates ☐

1 mark

- 4 ... *my thoughts are drawn back, by a fascination which I do not care to resist, to my own childhood.*

How does the author feel about remembering his childhood?

\_\_\_\_\_

1 mark

- 5 Compare the mood at the beginning and end of the text. How does it change?

At the beginning of the text the mood is \_\_\_\_\_

\_\_\_\_\_

but at the end the mood is \_\_\_\_\_

\_\_\_\_\_ .

1 mark



# Relationship

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

- 1** Which sentence best describes the theme of this text? Tick **one**.

The forest is dark and scary.

☐

The little creature appears.

☐

The Great Serpent lives in the swamp.

☐

Moomins cannot stand the cold.

☐

1 mark

- 2** At first, the mood in this extract is dark and frightening. What event changes this?

---



---

1 mark

- 3** *But around them the darkness thickened all the time, the flowers glowed more faintly beneath the trees, and finally the very last one went out. In front of them gleamed a black stretch of water, and the air was heavy and cold.*

What effect do these sentences have on the atmosphere? Explain your answer using evidence from the text.

---



---



---

2 marks

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

---



---

1 mark

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

people who have been affected by floods

☐

people who want to learn facts about forests

☐

people who want to read an exciting story

☐

people who like funny stories

☐

1 mark

# Mix it up!

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

- 1** Why did it seem like twilight when the Moomins arrived at the great forest?

---



---

1 mark

- 2** Look at the third paragraph. Moominmamma tells Moomintroll that she doesn't think there are any dangerous creatures in the forest. Do you think she really believes this? Explain your answer using evidence from the text.

---



---

1 mark

- 3** Look at the fourth paragraph. What did Moomintroll see that frightened him?

---

1 mark

- 4** ... around them the darkness thickened all the time, the flowers glowed more faintly beneath the trees ...

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

brightly ☐

weakly ☐

strongly ☐

noisily ☐

1 mark

- 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** *Forest letting her hair down*

What does this line suggest about the character of the forest? Circle **one**.

She is messy.

She is shy.

She is relaxed.

She is lonely.

1 mark

**2** *But Forest don't broadcast her business*

*no Forest cover her business down*

*from sky and fast-eye sun*

Which of the following options best matches the meaning of the lines above?

Tick **one**.

The forest likes to show off.

☐

The forest is dark.

☐

The forest is loud.

☐

The forest keeps herself to herself.

☐

1 mark

**3** Look at the third verse. What do you think it would be like to be in this forest at night? Explain your answer using evidence from the text.

---



---



---

2 marks

**4** *and when howler monkey*

*wake her up with howl*

*Forest just stretch and stir*

Why do you think the forest is not alarmed by the monkeys' howls?

---



---

1 mark

**5** What is the author's message in the last line of the poem?

---



---

1 mark

# Mix it up!

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

- 1** Give **two** things that the character 'Forest' does.

1 \_\_\_\_\_

2 \_\_\_\_\_

2 marks

- 2** *But Forest don't broadcast her business*

What does the word *broadcast* mean in this sentence? Tick **one**.

keep secret ☐

whisper ☐

tell everyone ☐

hide ☐

1 mark

- 3** *and when night come*

*and darkness wrap her like a gown*

What does the group of words *wrap her like a gown* suggest about the darkness in the forest at night?

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

1 mark

- 4** If the character 'Forest' told you one of her secrets, what do you think it would be? Explain your answer using evidence from the text.

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

2 marks

- 5** What do you think would be the most effective alternative title for the whole poem?

\_\_\_\_\_

1 mark



- 1 Look at the first paragraph. Why doesn't Pod shut the gates on the way out?

---



---



1 mark

- 2 *Arrietty felt warm tears behind her eyelids and a sudden swelling pride: so this, at last, was The Clock!*

Find and copy **one** word from the sentence that tells you how Arrietty feels about seeing the clock.

---



1 mark

- 3 What **two** things has the clock done for the last two hundred years?

1 

---

2 

---



2 marks

- 4 Look at the fourth paragraph. What does Arrietty see when she crouches beneath the archway? Tick **two**.

a wooden floor ☐

an open front door ☐

grass ☐

humans ☐



1 mark

- 5 Look at the sixth paragraph. Which of the following options best describes the way in which Pod runs across the floor to the doormat? Tick **one**.

like a lion ☐

like a tree ☐

like a dry leaf in the wind ☐

like a chestnut ☐



1 mark

# Mix it up!

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

- 1** “Never shut a gate on the way out,” he explained in a whisper, “you might need to get back quick” ...

What does this tell you about the adventure Pod and Arrietty are embarking on? Explain your answer using evidence from the text.

---

---

---

2 marks

- 2** Look at the sentence below. Underline **one** word that means the same as ‘glimmered’.

The hollow darkness around her vibrated with sound; it was a safe sound – solid and regular; and, far above her head, she saw the movement of the pendulum; it gleamed a little in the half light, remote and cautious in its rhythmic swing.

1 mark

- 3** Look at the sentence beginning *The hollow darkness around her ...* . Find and copy **one** word that tells you the space inside the clock is large.

---

1 mark

- 4** Look at the paragraph beginning *Arrietty watched and waited*. What time is it?

---

1 mark

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

Arrietty waits under the clock.

☐

Pod appears on the doormat.

☐

Pod and Arrietty go through the gates.

☐

Arrietty crouches and sees bright sunshine outside.

☐

1 mark





## Prediction

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

- 1** Do you think the blue-haired people will need Max's help? Tick **one**.

Yes ☐ No ☐

Explain your answer using evidence from the text.

---



---

1 mark

- 2** Do you think that Max will tell anyone else at his school about the blue-haired people? Explain your answer using evidence from the text.

---



---

1 mark

- 3** Read from the paragraph beginning *It all happened in the blink of an eye ...* to the end of the text. What do you think the blue-haired people will do next? Explain your answer using evidence from the text.

---



---



---

2 marks

- 4** Which of the following would be the most appropriate title for the next chapter in the story? Tick **one**.

The Boy in Blue Makes a Model ☐

Max Speaks to the Boy ☐

Max Is Terrified ☐

Max Watches a Film ☐

1 mark

- 5** Read from *It was a boy ...* to the end of the text. Do you think Max will end up becoming friends with the boy? Explain your answer using evidence from the text.

---



---

1 mark

# Mix it up!

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

- 1** Max grabbed the microscope goggles from Mr Darrow's desk and marched over to the castle.

What effect do the words *grabbed* and *marched* have in this sentence?

---



---

1 mark

- 2** He crouched down, pulled the goggles over his head and focused on the floor beneath him. What does the word *focused* mean in this sentence? Tick **one**.

concentrated

☐

peeked

☐

glanced

☐

stopped

☐

1 mark

- 3** Look at the second paragraph. Find and copy **two** things Max sees inside the tiny huts.

1 \_\_\_\_\_

2 \_\_\_\_\_

2 marks

- 4** Look at the whole text. What impression do you get of how Max feels about Mr Darrow? Give **one** impression and **one** piece of evidence from the text.

Impression	Evidence
_____	_____
	_____
	_____

2 marks

- 5** Look at the whole text. What title could be used to summarise this extract?

---

1 mark



## Inference

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

- 1** Look at the note from Miss Joan. Why do you think Miss Joan gave Flossie the diary? Tick **two**.

to protect her from Hitler and the Nazis

☐

to take her mind off her dad being away

☐

to make her feel happier and less lonely

☐

to help her look after her baby brother

☐

2 marks

- 2** ... *I reckon they'll think I nicked it!*

Why does Flossie say people will think she stole the diary? Explain your answer using evidence from the text.

---



---

1 mark

- 3** ... *lovely Diary, I've written the sad bit, so if my candle keeps burning, I can tell you about me!*

At what time of day do you think Flossie is writing?

---

1 mark

- 4** Look at the whole text. Give **two** pieces of evidence from the text that suggest that General Mole is a rich man.

1 \_\_\_\_\_

2 \_\_\_\_\_

2 marks

- 5** Look at the last paragraph. Explain why only the *very young* and the *very old* are left on the estate.

---



---

1 mark

# Mix it up!

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

- 1** Look at the paragraph beginning *Our Prime Minister ...*. Give **two** things that happened to Flossie immediately after she waved her dad off.

1 \_\_\_\_\_

2 \_\_\_\_\_

2 marks

- 2** *The paper is a flipping miracle: it's all smooth, with no woody bits.*  
What is the effect of the word *flipping* here?

\_\_\_\_\_

\_\_\_\_\_

1 mark

- 3** *Dad says that if there ain't no war, he'll be back in the shake of a lamb's tail.*  
Which of the following options would be the best replacement for the group of words *in the shake of a lamb's tail*? Tick **one**.

in the spring ☐

before you know it ☐

in a long while ☐

never ☐

1 mark

- 4** What do Flossie and Miss Joan have in common?

\_\_\_\_\_

\_\_\_\_\_

1 mark

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

I think \_\_\_\_\_

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

2 marks



## Inference

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

- 1** *Grandfather was right when he said something was up.*  
What does this sentence tell you about what is going to happen next?

---

---

  
1 mark

- 2** Look at the paragraph beginning *Then today it happened.* Why do you think people were asked to go to the church to hear the news?

---

---

  
1 mark

- 3** *But suddenly I felt a strange stillness and silence all around me. It was almost as if everyone had stopped breathing.*  
How do you think the people at the meeting were feeling at this point? Tick **one**.

bored ☐ shocked ☐ sleepy ☐ grumpy ☐

  
1 mark

- 4** Why do you think the practice landings couldn't happen while the villagers stayed in their houses?

---

---

  
1 mark

- 5** Look at the last paragraph. Do you think the bigwig thought that the people in Lily's village would want to move? Tick **one**.

Yes ☐ No ☐

Explain your answer using evidence from the text.

---

---

---

  
2 marks

# Mix it up!

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

- 1** The paragraph beginning *Grandfather was right ...* describes how life was dull for Lily until she heard the big news. Why do you think the author takes time to describe this? Tick **one**.

It is important to the story.

☐

It is interesting.

☐

The author likes to write.

☐

It makes a contrast and shows how exciting the news is.

☐

1 mark

- 2** Look at the paragraph beginning *Then today it happened*. Who had to go to the meeting in the church?

\_\_\_\_\_

1 mark

- 3** Look at the paragraph beginning *The place was packed out*. Find and copy a group of words that tells you that Lily thought the man had a boring voice.

\_\_\_\_\_

1 mark

- 4** Look at the whole text. What title could be used to summarise the extract?

\_\_\_\_\_

1 mark

- 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** *Polly felt a little cold thrill at the nape of her neck.*  
Which of the following words best describes how Polly felt? Tick **one**.

happy ☐

excited ☐

irritated ☐

angry ☐



1 mark

- 2** *"Vanished?" Her voice came out very high and thin.*  
Why do you think Polly's voice came out *very high and thin* when she heard that the village had vanished?

---

---



1 mark

- 3** *"... signs for those with ears to hear and eyes to see."*  
In your own words, explain what the man means by this.

---

---



1 mark

- 4** Look at the last sentence. Find and copy **one** word that shows Polly found the man confusing.

---



1 mark

- 5** Read from *"Away down there – under all this – "* to the end of the text. What impression do you get of the man? Give **one** impression and **one** piece of evidence from the text.

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



2 marks

# Mix it up!

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

- 1** ... her eyes locked to his ...  
Which sentence best matches the meaning of this group of words? Tick **one**.

Polly closed her eyes.

☐

Polly glanced at the man.

☐

Polly locked the man up.

☐

Polly stared at the man.

☐

1 mark

- 2** According to legend, when can you hear the bells of the lost village?

\_\_\_\_\_

1 mark

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

Polly Meets an Old Villager

☐

Polly Hears About a Lost Village

☐

Polly Visits a Village called Grimstone

☐

Polly Learns How to Find the Lost Village

☐

1 mark

- 4** What kind of atmosphere does the author create in this extract? Explain your answer using evidence from the text.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 marks

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 marks



# Progress check 2

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

- 1** A village long-submerged under a massive reservoir is again slowly emerging from its watery grave.  
Why do you think the writer calls the reservoir a *watery grave*?
- \_\_\_\_\_
- \_\_\_\_\_
- 1 mark

- 2** Hundreds of villagers were evicted from their homes and most of the buildings were blown up ...  
How do you think the people who lived in Mardale Green felt when they were forced to leave?
- \_\_\_\_\_
- \_\_\_\_\_
- 1 mark

- 3** Underline **one** word that shows that the weather was extremely hot.
- But the ghostly village is again reappearing as water levels drop dramatically amid this summer's sweltering heat.
- 1 mark

- 4** Read from the sentence beginning *When the Haweswater Dam was built ...* to *... joined together with flexible joints*. Tick to show whether each statement is true or false.
- |  | True                     | False                    |
|--|--------------------------|--------------------------|
| The dam could hold 58 billion litres.        | <input type="checkbox"/> | <input type="checkbox"/> |
| The reservoir is four miles long.            | <input type="checkbox"/> | <input type="checkbox"/> |
| The dam wall measures 27.5 metres high.      | <input type="checkbox"/> | <input type="checkbox"/> |
| The dam was built from 90 separate sections. | <input type="checkbox"/> | <input type="checkbox"/> |
- 2 marks

- 5** Read from *Lake District writer and walker ...* to the end of the text. What was the main reason that Alfred Wainwright did not like the Haweswater reservoir?
- \_\_\_\_\_
- \_\_\_\_\_
- 1 mark



## Retrieval

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

- 1** Look at the first section. Which country is the biggest consumer market for ivory? Tick **one**.

Kenya ☐

Indonesia ☐

India ☐

China ☐

1 mark

- 2** Look at the section **Habitat loss and conflict with communities**. Give **two** reasons why elephant habitat is being lost.

1 \_\_\_\_\_

2 \_\_\_\_\_

2 marks

- 3** According to the text, what is happening as a result of elephants and people increasingly coming into contact with each other?

\_\_\_\_\_

\_\_\_\_\_

1 mark

- 4** Look at the last two sections. Complete the table using the text.

amount of food consumed by elephants each day	up to _____ kg
number of people killed by elephants in _____ each year	over 100 people
number of elephants shot by Kenyan authorities each year	between _____ and _____ elephants

2 marks

- 5** Look at the last paragraph. According to the text, how many Asian elephants are left on the planet?

\_\_\_\_\_

1 mark

# Mix it up!

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

- 1** *Elephants sometimes raid farmers' fields and damage their crops – affecting the farmers' livelihoods – and may even kill people. Elephants are sometimes killed in retaliation.*  
Which word is closest in meaning to *retaliation*? Tick **one**.

revenge ☐

anger ☐

hatred ☐

emergency ☐

☐ 1 mark

- 2** Look at the third section. Why do the elephants' raids have a bad effect on the farmers' livelihoods?

---

---

---

☐ 1 mark

- 3** Look at the section **Battles over ever decreasing land**. Find and copy **one** word that suggests the elephants do not have enough land.

---

☐ 1 mark

- 4** Look at the section **Battles over ever decreasing land**. Compare how Westerners feel about elephants with how people who share land with elephants often feel about them.

---

---

---

☐ 1 mark

- 5** Which sentence best summarises the overall theme of the text? Tick **one**.

Elephants are a threat to all humans. ☐

Selling ivory is illegal. ☐

Forest elephants are in decline. ☐

Human activities harm elephant populations. ☐

☐ 1 mark



# Inference

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

- 1** Look at the paragraph beginning *The elephant had almost reached Tad ...*. What do you think was the job of the man in the tall hat?

---



---



1 mark

- 2** Khush the elephant is described as *like a wall of rock*. What does this suggest about Tad's feelings about Khush? Tick **one**.

Tad was in awe of Khush.

☐

Tad thought Khush was cute.

☐

Tad was pleased with Khush.

☐

Tad was angry with Khush.

☐


1 mark

- 3** Look at the paragraph beginning *Tad was mesmerized*. Why wouldn't Tad have noticed if Mrs Bobb had hit him with a mallet?

---



---



1 mark

- 4** ... *the man in the tall hat raised his voice, suddenly and sharply. "But I still have not revealed the most amazing fact about Khush—"*

Why did the man raise his voice *suddenly and sharply* to say this to the crowd?

---



---



1 mark

- 5** How did Tad feel about the girl being lifted up by the elephant?

---



---



1 mark

# Mix it up!

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

- 1** Look at the paragraph beginning *It came ambling along ...* . What does the word *ambling* mean here? Tick **one**.

stamping ☐      strolling ☐      marching ☐      striding ☐ 1 mark

- 2** Look at the paragraph beginning *The elephant had almost reached Tad ...* . Give **two** details to describe the showman's appearance.

1 \_\_\_\_\_

2 \_\_\_\_\_ 2 marks

- 3** *Its side was like a wall of rock, grooved with a thousand interwoven wrinkles. A few hairs sprouted from the rock, like lichens on an ancient crag ...*  
Why do you think the author chose to describe the elephant as *an ancient crag*?

\_\_\_\_\_  
\_\_\_\_\_ 1 mark

- 4** How were the crowd's feelings about the elephant different at the beginning and the end of the text?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ 1 mark

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

I think \_\_\_\_\_

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_ . 2 marks



## Retrieval

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

- 1** *I was quite happy in my new place, and if there was one thing that I missed it must not be thought I was discontented ...*

What was the thing that Black Beauty missed in his new place?

\_\_\_\_\_

1 mark

- 2** Look at the first paragraph. For how long did Black Beauty get to be completely free?

\_\_\_\_\_

1 mark

- 3** Look at the first two paragraphs. Which of the following options best describe John's behaviour towards Black Beauty? Tick **two**.

kind ☐    discontented ☐    patient ☐    cruel ☐

1 mark

- 4** Look at the paragraph beginning *It was a great treat to us ...*. Find and copy **two** things that Black Beauty did when he was allowed into the paddock.

1 \_\_\_\_\_

2 \_\_\_\_\_

2 marks

- 5** Look at the whole text. Tick to show whether each statement is true or false.

	True	False
Black Beauty didn't like his new place.		
Black Beauty pranced about when he hadn't had enough exercise.		
John tickled Black Beauty's feet.		
In his new place, Black Beauty had to wait in the stable until he was wanted.		

2 marks

# Mix it up!

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

- 1** *Then as soon as we were out of the village, he would give me a few miles at a spanking trot ...*  
Which group of words could replace *spanking trot* in this sentence? Tick **one**.

slow walk

☐

brisk run

☐

prancing jump

☐

silly dance

☐

1 mark

- 2** Look at the first two paragraphs. What was John's job?

\_\_\_\_\_

1 mark

- 3** *It was a great treat to us to be turned out into the home paddock or the old orchard ...*  
Why do you think this was such a treat for Black Beauty?

\_\_\_\_\_

\_\_\_\_\_

1 mark

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

Losing My Liberty

☐

Playing in the Paddock

☐

Training with John

☐

Hating My New Home

☐

1 mark

- 5** Look at the whole text. Why do you think the author wrote this story?

\_\_\_\_\_

\_\_\_\_\_

1 mark



## Word meaning

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

- 1 Look at the sentences below. Underline **one** word that means 'disappeared'.

Every morning after breakfast, Wilbur walked out to the road with Fern and waited with her till the bus came. She would wave goodbye to him, and he would stand and watch the bus until it vanished round a turn.

1 mark

- 2 *If she took her doll for a walk in the doll carriage, Wilbur followed along.*  
What is a *doll carriage*?

1 mark

- 3 Look at the paragraph beginning *Sometimes, on these journeys, ...*. Find and copy **one** word that means 'children'.

1 mark

- 4 *Wilbur tagged along at Fern's heels.*  
What does this sentence mean? Explain in your own words.

2 marks

- 5 ... *Wilbur amused himself in the mud along the edge of the brook, where it was warm and moist and delightfully sticky and oozy.*  
Which word is closest in meaning to *moist*? Tick **one**.

cosy ☐

stinky ☐

damp ☐

dry ☐

1 mark



# Mix it up!

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

- 1** Look at the first paragraph. Give **two** points to describe the yard Mr Arable made for Wilbur when he was moved outside.

1 \_\_\_\_\_

2 \_\_\_\_\_

2 marks

- 2** *It relieved her mind to know that her baby would sleep covered up, and would stay warm.*  
What does this sentence tell you about Fern's feelings for Wilbur?

\_\_\_\_\_

\_\_\_\_\_

1 mark

- 3** *Every day was a happy day, and every night was peaceful.*  
How does the mood of the story change after this line?

\_\_\_\_\_

\_\_\_\_\_

1 mark

- 4** How are Fern's feelings about Wilbur different from Mr Arable's feelings? Give evidence from the text to support your answer.

	Feelings about Wilbur	Evidence
<b>Fern</b>	_____ _____ _____	_____ _____ _____
<b>Mr Arable</b>	_____ _____ _____	_____ _____ _____

2 marks

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 marks



## Word choice

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

- 1** Look at the paragraph beginning *The Baudelaire children looked out ...*. Find and copy **two** groups of words that show that Justice Strauss' house was very attractive.

1 \_\_\_\_\_

2 \_\_\_\_\_

2 marks

- 2** *The entire building sagged to the side, like a crooked tooth.*  
What effect does this choice of words have on the reader? Explain your answer using evidence from the text.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 marks

- 3** *"That would be very pleasant," Violet said, very sadly.*  
What do the words *pleasant* and *sadly* suggest about Violet? Use the rest of the paragraph to help you.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 marks

- 4** *Mr. Poe tipped his hat to Justice Strauss, who smiled at the children and disappeared into her lovely house.*  
Why do you think the author chooses to tell us again about the *lovely house* next door?

\_\_\_\_\_

\_\_\_\_\_

1 mark

- 5** *There was a pause, and then the door creaked open and the children saw Count Olaf for the first time.*  
How does the author's use of the words *pause* and *creaked* make the reader feel about the character of Count Olaf? Tick **one**.

angry

☐

happy

☐

bored

☐

nervous

☐

1 mark

# Mix it up!

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

- 1** Look at the first paragraph. Which **two** modes of transport suggest that this text could be set a long time ago?

\_\_\_\_\_ and \_\_\_\_\_

1 mark

- 2** Find and copy **two** places that the children pass on their way to Count Olaf's house.

1 \_\_\_\_\_

2 \_\_\_\_\_

2 marks

- 3** Look at the paragraph beginning *Violet opened the door of the automobile ...*. Why did Violet introduce herself and her siblings to Justice Strauss when she got out of the car?

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

1 mark

- 4** Read from *Violet opened the door ...* to the end of the text. Which event changed Violet's mood from hopeful to disappointed?

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

1 mark

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

Finding a Loving New Family for the Orphans ☐

The Nice Neighbour's Nice House ☐

Going to Meet Count Olaf ☐

Going to Live with Justice Strauss ☐

1 mark



## Word meaning

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

- 1** Look at the conversation between Meg and Jo at the beginning of the text. Find and copy **one** word that shows that Meg is making a suggestion to Jo.

\_\_\_\_\_

1 mark

- 2** *Yet it seemed a lonely, lifeless sort of house, for no children frolicked on the lawn, no motherly face ever smiled at the windows, and few people went in and out, except the old gentleman and his grandson.*

What does the word *frolicked* mean in this sentence? Tick **one**.

went ☐      played ☐      liked ☐      sat ☐

1 mark

- 3** Look at the sentences below. Underline **one** word that means 'imagination'.

To Jo's lively fancy, this fine house seemed a kind of enchanted palace, full of splendors and delights which no one enjoyed. She had long wanted to behold these hidden glories, and to know the Laurence boy, who looked as if he would like to be known, if he only knew how to begin.

1 mark

- 4** Look at the paragraph beginning *To Jo's lively fancy, ...*. What does the word *eager* mean here?

\_\_\_\_\_

1 mark

- 5** *... Jo began to think he had gone away, when she one day spied a brown face at an upper window, looking wistfully down into their garden, where Beth and Amy were snow-balling one another.*

Which word could replace *wistfully* here? Tick **one**.

happily ☐

playfully ☐

longingly ☐

enviously ☐

1 mark

# Mix it up!

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

- 1** *On the other side was a stately stone mansion, plainly betokening every sort of comfort and luxury, from the big coach house and well-kept grounds to the conservatory and the glimpses of lovely things one caught between the rich curtains.*  
Find and copy **two** examples of comforts and luxuries found at Mr Laurence's mansion.

1 \_\_\_\_\_

2 \_\_\_\_\_

2 marks

- 2** ... the glimpses of lovely things one caught between the rich curtains.  
What does the word *glimpses* tell you about Jo's experience of the Laurence house?  
Tick **one**.

She is a frequent visitor.

☐

She has never been into the house.

☐

She visits occasionally.

☐

She thinks the house is very grand.

☐

1 mark

- 3** How is Jo's house different from the Laurence house? Explain your answer using evidence from the text.

---



---



---

2 marks

- 4** Look at the whole text. What impression do you get of Jo's personality? Give **one** impression and **one** piece of evidence from the text.

Impression	Evidence
_____	_____
	_____
	_____

2 marks

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

---



---

2 marks



## Comparison

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

- 1** Look at the section **What is a castle?**. What did the king, lord and knight have in common?

---



---

1 mark

- 2** Look at the section **What isn't a castle?**. How were castles different from palaces? Give **two** differences.

1 

---

2 

---

2 marks

- 3** What did Church leaders and kings have in common in the Middle Ages?

---



---

1 mark

- 4** Look at the section **The evolution of castles**. What was the main difference between motte-and-bailey castles and the other types of castle? Tick **one**.

They were made of wood. ☐

They were more luxurious. ☐

They had stronger defences. ☐

They had thicker walls. ☐

1 mark

- 5** According to the text, what was the good thing about a motte-and-bailey castle compared to the other types of castle?

---



---

1 mark

# Mix it up!

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

- 1** *"It's a symbol of my might," the king says as he sweeps his hand across a map of his realm – a map dotted with many castles.*

Are the castles important to the king? Explain your answer.

---



---

 1 mark

- 2** In the Middle Ages, what was more precious than gold?

---

 1 mark

- 3** *No matter your rank in this 'feudal' society, the castle loomed large in your life.*  
Which word best describes the meaning of *society* in this sentence? Tick **one**.

place ☐

community ☐

haven ☐

family ☐

 1 mark

- 4** Look at the section **What isn't a castle?** How did Church leaders show their power in the Middle Ages?

---

 1 mark

- 5** The author uses two different writing styles in the first section and the second section. Why do you think he does this? Tick **two**.

to help bring the past to life for the reader

☐

to confuse the reader

☐

to show that castles were important to different people in different ways

☐

to show that peasants thought castles were unimportant

☐

 2 marks

## Progress check 3

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

- 1** *Many a long night he lay awake, willing time to slow down: but time neither waits nor hurries on for any man.*

What does this tell you about how Gawain feels about leaving Camelot?

---

---

1 mark

- 2** *The last night before he was to leave they held a great feast in his honour ...*  
In your own words, explain what *in his honour* means in this sentence.

---

1 mark

- 3** Look at the paragraph beginning *The next morning, ...*. Name **two** things the servants put on Gawain.

1 \_\_\_\_\_

2 \_\_\_\_\_

2 marks

- 4** Which sentence best summarises the content of this extract? Tick **one**.

Gawain wishes time would speed up.

☐

Gawain leaves to protect his honour.

☐

The court wishes Gawain would leave.

☐

The servants help Gawain to escape his duty.

☐

1 mark

- 5** What do you think will happen to Sir Gawain? Explain your answer using evidence from the text.

---

---

---

2 marks