














Schofield&Sims











Complete Comprehension

Year 5

Question sheets

Contents

Unit 1	Dragonology 
Unit 2	How to Train Your Dragon 
Unit 3	Life in Tudor Britain 
Unit 4	Love Letter from Mary Tudor to Her Husband, Philip of Spain 
Unit 5	The House with Chicken Legs 
Unit 6	The Wizards of Once 
Unit 7	The Polar Bear Explorers' Club 
Progress check 1	A Boy Called Christmas
Unit 8	The Wolf Wilder 
Unit 9	The Wolves of Willoughby Chase 
Unit 10	Whale Boy 
Unit 11	SeaWorld Decides to Stop Killer Whale Breeding Program 

Unit 12	Beetle Boy 
Unit 13	Beetle Boy: The Beetle Collector's Handbook 
Unit 14	The Boy at the Back of the Class 
Progress check 2	Who are Refugees and Migrants? And Other Big Questions
Unit 15	The Jamie Drake Equation 
Unit 16	Once Upon a Star 
Unit 17	Harry Houdini 
Unit 18	The Nowhere Emporium 
Unit 19	Plague! 
Unit 20	The Island at the End of Everything 
Unit 21	The London Eye Mystery 
Progress check 3	The Last Chance Hotel



Retrieval

Name: _____

- 1** When a dragon lives close by, what do people avoid wearing?

1 mark

- 2** Look at the section **Essential Equipment**. Draw lines to match each item to its description.

map

heat-protective

notebook

with geological formations

pen and ink

heat-proof cover

clothing

heat-proof

2 marks

- 3** What could a dragonologist use to interact with dragons? Tick **two**.

speech ☐

riddles ☐

spells ☐

hypnosis ☐

1 mark

- 4** Look at the section **Dangers in the Field**. What are the signs that someone has been hypnotised by a dragon? Give **two** points.

1 _____

2 _____

1 mark

- 5** According to the text, what is a successful remedy for being hypnotised by a dragon?

1 mark

Mix it up!

Name: _____

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

1 mark

- 2** Look at the section **Tell-tale Signs of Dragon Activity**. According to the text, what do dragons eat?

1 mark

- 3** Why do you think the author has included a list of essential equipment? Explain your answer using evidence from the text.

2 marks

- 4** *Luckily, there is a tried and trusted method that may be used as a remedy ...* . What effect does the group of words *tried and trusted* have on the reader?

1 mark

- 5** Read from *Luckily, there is ...* to the end of the text. Which of the following would be the most effective subheading for this section? Tick **one**.

Dragon hypnosis

☐

Identifying hypnotised people

☐

Snap out of it

☐

Curing dragon hypnosis

☐

1 mark



Comparison

Name: _____

- 1** How are Snotlout and Dogsbreath the same? Give **one** similarity.

1 mark

- 2** How do Hiccup and Fishlegs react differently to Snotlout and Dogsbreath?

1 mark

- 3** Compare how Dogsbreath acts at the beginning of the challenge with how he reacts during the challenge itself.

At the beginning of the challenge	<hr/> <hr/>
During the challenge	<hr/> <hr/>

2 marks

- 4** Look at the paragraph beginning *It was a perilous climb*. How is the tone of the story different in this paragraph?

2 marks

- 5** Think about the whole text. Compare the personalities of Hiccup and Snotlout. Give **one** difference between them.

1 mark

Mix it up!

Name: _____

- 1** What does Snotlout look like? Give **two** features.

1 _____

2 _____

1 mark

- 2** Look at the second paragraph. Which word is closest in meaning to *unmemorable*? Tick **one**.

interesting ☐ ordinary ☐ boring ☐ uncommon ☐

1 mark

- 3** Why was Snotlout in charge? Explain your answer using evidence from the text.

2 marks

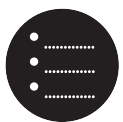
- 4** “Ugh,” grunted Dogsbreath, pounding his fists together in happy excitement. Dogsbreath was Snotlout’s chief sidekick and a great, big gorilla of a boy. What does this description tell you about Dogsbreath? Give **one** point about his personality and **one** point about his appearance.

Personality	<hr/> <hr/>
Appearance	<hr/> <hr/>

2 marks

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

1 mark



Summarising

Name: _____

- 1** Look at the first section. What would be an effective alternative subheading for this part of the text?

1 mark

- 2** Look at the sentences below. Underline the main point of these sentences.

Tudor parents were very strict. You were expected to obey your parents and might be beaten if you did something wrong.

1 mark

- 3** Look at the paragraph beginning *In rich families, people could afford ...*. Which of the following would be the most effective subheading for this paragraph? Tick **one**.

Tudor people's clothing	<input type="checkbox"/>	Wealthy people's clothing	<input type="checkbox"/>
Noble people's clothing	<input type="checkbox"/>	Women's clothing	<input type="checkbox"/>

1 mark

- 4** Look at the section **What would I eat and drink?** Draw lines to match each paragraph to its main topic.

Paragraph 1	poor people's food
Paragraph 2	new foods
Paragraph 3	marzipan
Paragraph 4	rich people's food

2 marks

- 5** Think about the whole text. What would be an effective title for the extract?

1 mark

Mix it up!

Name: _____

- 1** Look at the paragraph beginning *Your household ...*. Find and copy **one** word that means 'do what someone says'.



1 mark

- 2** Look at the first section. When did most Tudor people get married? Tick **one**.

when they were 12

☐

when they were in their teens

☐

when they were 20

☐

when they were in their twenties

☐

1 mark

- 3** *At court, nobles wore the latest and most expensive fashions.*
Why do you think the nobles did this?



1 mark

- 4** Look at the section **What would I eat and drink?** Compare what rich people and poor people ate. Give **two** differences.

1 _____

2 _____



2 marks

- 5** Imagine you could read on. What might the next section in the text be called?



1 mark



Word meaning

Name: _____

- 1** ... *would soon set our marriage alight.*
What does Mary mean by *alight*?

1 mark

- 2** Look at the third verse. Find and copy **one** word that means the same as 'versus'.

1 mark

- 3** Look at the fourth verse. Find and copy **one** word that means 'successor'.

1 mark

- 4** *Then our reign as one will be equal to none, ...*

What does the group of words *equal to none* tell you about Mary's plans for their reign?

1 mark

- 5** Look at the fifth verse. Which word is closest in meaning to *united*? Circle **one**.

similar

joined

divided

uniform

1 mark

Mix it up!

Name: _____

- 1** Look at the first verse. How does Mary feel about her marriage? Explain your answer using evidence from the text.

2 marks

- 2** How does Mary suggest Philip contact her? Give **two** ways.

1 _____

2 _____

1 mark

- 3** ... *I know it's with you*
I relate.

What do these lines tell you about how Mary feels about Philip?

1 mark

- 4** Look at the fourth verse. What are the **two** main points? Tick **two**.

Mary's friends think Philip should leave.

☐

Mary wants to know whether she is neat.

☐

Mary wants a child.

☐

Mary wonders whether Philip likes someone else.

☐

2 marks

- 5** Do you think Philip will *forsake sunny Spain*? Tick **one**.

Yes

☐

No

☐

Give **two** reasons to explain your answer.

1 _____

2 _____

2 marks



Inference

Name: _____

- 1** Look at the second paragraph. What is always the same about the location of the house with chicken legs? Tick **two**.

It is snowy.	<input type="checkbox"/>	It is isolated.	<input type="checkbox"/>
It is busy.	<input type="checkbox"/>	It is windy.	<input type="checkbox"/>
It is gloomy.	<input type="checkbox"/>		

1 mark

- 2** Why do you think Marinka talks to Jack, even though he is a bird?

1 mark

- 3** Look at the paragraph beginning *He's picking at a weathered piece of rock ...*. How do you think Jack feels about Marinka?

1 mark

- 4** Think about the whole text. What impression do you get of Marinka? Give **one** impression and **one** piece of evidence from the text.

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

2 marks

- 5** Think about the whole text. Give **two** reasons why Marinka's house is not a normal house.

1

2

2 marks

Mix it up!

Name: _____

- 1** When does the house with chicken legs move? Tick **two**.

once a year

☐

during the day

☐

a number of times per year

☐

at night

☐

a thousand times

☐

1 mark

- 2** Look at the second paragraph. Find and copy **one** word that means 'collapsing'.

1 mark

- 3** *At this moment, it's perched on a rocky ledge high in some barren mountains.*
What does the word *perched* tell you about the location of the house?

1 mark

- 4** Look at the paragraph beginning *Baba says the fence is important ...*. What is the main point of this paragraph? Tick **one**.

to tell us why Marinka fixes the fence

☐

to tell us why Baba wants the fence to be fixed

☐

to tell us that Marinka misses her parents

☐

to tell us that Marinka's parents also built fences

☐

1 mark

- 5** What do you think Marinka will do later in the story? Explain your prediction using evidence from the text.

2 marks



Prediction

Name: _____

- 1** Look at the paragraph beginning *Until the Warriors came*. If the Witches return, do you think the Warriors will be able to defeat them again? Explain your answer using evidence from the text.

2 marks

- 2** Do you think the Wizards will become extinct like the Witches? Explain your answer using evidence from the text.

2 marks

- 3** Look at the poster. If the Wizard boy enters the Iron Warrior Empire, what is likely to happen to him?

1 mark

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

Feathers Flying

☐

Evil Returns

☐

A Fight with the Witches

☐

The Warriors Run

☐

1 mark

- 5** What do you think will happen after the Wizard boy and the Warrior girl meet?

1 mark

Mix it up!

Name: _____

- 1** ... darker than inkspots, darker than midnight, darker than space itself, ...
What effect does the author create with this choice of words?

1 mark

- 2** Look at the fourth paragraph. Find and copy **one** word that shows that the Witches' magic did not work on iron.

1 mark

- 3** ... which they were chopping down as fast as they could with their iron axes, ...
How do you think the Wizards felt about this? Explain your answer using the text.

2 marks

- 4** Look at the whole of Queen Sychorax's poster. Write a title for the poster to summarise what it tells us.

1 mark

- 5** Draw lines to match each creature to its description. One has been done for you.

wizards	are peaceful and slow
sprites	use magic for evil
giants	use good magic
witches	came from across the seas
warriors	burn like stars

2 marks



Inference

Name: _____

- 1** Look at the first paragraph. How does Stella feel at this point in the story? Give **one** feeling and **one** piece of evidence from the text.

Feeling	Evidence
_____	_____ _____

 2 marks

- 2** Look at the third paragraph. Why is it important that Stella has a middle name?

 1 mark

- 3** Look at the fourth paragraph. Why is Stella hiding in the turret? Tick **one**.

She is upset with Mrs Sap.

☐

She doesn't want to go to Aunt Agatha's house.

☐

She is avoiding Felix.

☐

She is playing hide and seek.

☐

 1 mark

- 4** Why do you think Mrs Sap was not happy when Felix brought Gruff home?

 2 marks

- 5** Think about the whole text. What impression do you get of Stella? Give **one** impression and **one** piece of evidence from the text.

Impression	Evidence
_____	_____ _____

 2 marks

Mix it up!

Name: _____

- 1** *More specifically, she wanted to be a navigator.*
Give **two** reasons why Stella wanted to be a navigator.

1 _____

2 _____

1 mark

- 2** Look at the paragraph beginning *And if she wasn't meant to ...*. Find and copy **one** word that means 'unusual'.

1 mark

- 3** Look at the paragraph beginning *And if she wasn't meant to ...*. What is the main point of this paragraph?

1 mark

- 4** *... and he had come lumbering over almost as soon as Stella had sat down, ...*
What does the word *lumbering* suggest about Gruff's movements? Give **two** points.

1 _____

2 _____

2 marks

- 5** Do you think Stella will become an explorer? Explain your prediction using evidence from the text.

2 marks

Progress check 1

Name: _____

- 1** Look at the paragraph beginning *Maybe you don't call him ...*. Find and copy **one** word that means the same as 'complicate'.


1 mark

- 2** According to the text, who started calling Father Christmas by another name?


1 mark

- 3** Read from *Now, Nikolas was a happy boy ...* to the end of the text. How do you think Nikolas feels about his life? Explain your answer using evidence from the text.


2 marks

- 4** "Can I have one?"

Write a sentence to show what Nikolas's parents might say in response.


2 marks

- 5** Think about the whole text. What would be an effective title for this extract?


1 mark



Retrieval

Name: _____

- 1** Look at the paragraph beginning *A wolf wilder is not ...*. Give **two** things a wolf wilder might be missing.

1 _____

2 _____

1 mark

- 2** According to the text, where are wolves hunted?

1 mark

- 3** Read from the paragraph beginning *But a wolf ...* to *... sent away to the wolf wilder*. When do wolves get sent to the wolf wilder?

1 mark

- 4** Look at the paragraph beginning *Aristocrats in Russia ...*. Give **one** thing that might happen to your body if you kill a wolf.

1 mark

- 5** Draw lines to match each person or group of people to the correct statement.

Peter the Great

believe that killing a wolf is bad luck

aristocrats

had seven white wolves

wolf wilders

smell of raw meat

1 mark

Mix it up!

Name: _____

- 1** Look at the paragraph beginning *A wolf wilder ...*. Give **one** difference between a circus ringmaster and a wolf wilder.

1 mark

- 2** *Always the wolf goes mad at the imprisonment, and eventually it bites off and eats a little piece of someone who was not expecting to be eaten. The question then arises: what to do with the wolf?*

Find and copy **one** word that means 'comes up'.

1 mark

- 3** Look at the paragraph beginning *Aristocrats in Russia ...*. What is the main point of this paragraph? Tick **one**.

It's about what the wolf wilders do.

☐

It's about killing wolves.

☐

It's about sending wolves to the wolf wilder.

☐

It's about how killing a wolf brings bad luck.

☐

1 mark

- 4** *... instead it is packed up like a parcel by nervous butlers, ...*
Why do you think the butlers are nervous at this point in the story?

1 mark

- 5** *They teach them how to howl, because a wolf who cannot howl is like a human who cannot laugh.*

What effect does this sentence have on the reader?

1 mark



Word meaning

Name: _____

- 1** ... the wolves, grown savage and reckless from hunger.
Which word is closest in meaning to *savage*? Tick **one**.

severe ☐

fierce ☐

tame ☐

loud ☐

1 mark

- 2** Look at the second paragraph. Find and copy a group of words that describes the noises the wolves were making.

1 mark

- 3** Look at the paragraph beginning *The little girl turned ...*. Find and copy **one** word that means the same as 'observe'.

1 mark

- 4** *I can hardly see my tongs.*
What does the word *hardly* tell you about how well Pattern can see her tongs?

1 mark

- 5** *Her square chin also gave promise of a powerful and obstinate temper, not always perfectly controlled.*
What word could be used to replace *perfectly* in this sentence?

1 mark

Mix it up!

Name: _____

- 1** What is the name of Miss Bonnie's home?

1 mark

- 2** ... two brilliant blue eyes, equally ready to dance with laughter or flash with indignation. What does this group of words tell you about Miss Bonnie's personality?

1 mark

- 3** "I hope the train hasn't been delayed by wolves, ..."

Do you think the train will be delayed by the wolves? Explain your answer using evidence from the text.

2 marks

- 4** Think about the whole text. What impression do you get of Miss Bonnie? Give **one** impression and **one** piece of evidence from the text.

Impression	Evidence
_____	_____ _____ _____

2 marks

- 5** Think about the whole text. Which of the following would be the most effective title for this extract? Tick **one**.

The Wolves Wait	<input type="checkbox"/>	Winter and the Wolves	<input type="checkbox"/>
Miss Bonnie	<input type="checkbox"/>	Waiting for a Visitor	<input type="checkbox"/>

1 mark



Word choice

Name: _____

1 *Eugenia cried out ...*

What does the group of words *cried out* tell you about Eugenia's emotions?

1 mark

2 *Their black snouts exploded ...*

What does this group of words tell us about the sound the whales made? Tick **two**.

It was quiet. ☐

It was noisy. ☐

It was sudden. ☐

It was slow. ☐

It was deep. ☐

1 mark

3 Look at the paragraph beginning *Although it was hard ...*. Give **two** words that show that the whales were large.

1 _____

2 _____

1 mark

4 Look at the last paragraph. Find and copy a group of words that show that the atmosphere has changed.

1 mark

5 *... a cloud like a huge purple bruise.*

What does this group of words tell you about the weather?

1 mark

Mix it up!

Name: _____

- 1** Look at the paragraph beginning *In amongst ...*. Find and copy **one** word that means 'group'.



1 mark

- 2** How did Michael recognise Freedom?



1 mark

- 3** *"That's my whale – Freedom!" he cried.*
How did Michael feel when he saw Freedom again? Explain your answer using evidence from the text.



2 marks

- 4** Think about the last paragraph. How has the atmosphere changed?



1 mark

- 5** Think about the whole text. Do you think the *Louisa May* will get back to safety? Tick **one**.

Yes ☐ No ☐

Give **two** pieces of evidence from the text to support your opinion.



2 marks



Relationship

Name: _____

- 1** The director of ... (Peta), Mimi Bekhechi, welcomed the news, but called for those still in captivity to be allowed ocean access.

Why do you think Mimi Bekhechi's opinion has been included?

1 mark

- 2** Look at the paragraph beginning *Jon Reilly, then president of SeaWorld San Diego, ...*. What was the viewpoint of Jon Reilly? Tick **one**.

breeding should be suspended ☐

breeding should be banned ☐

breeding should be reduced ☐

breeding should continue ☐

1 mark

- 3** What do you think the journalist's opinion is of SeaWorld's decision? Explain your answer using evidence from the text.

2 marks

- 4** Why do you think this article was written? Give **two** reasons, using the text.

2 marks

- 5** How has the article been designed to make you want to find out more? Give **one** point and **one** piece of evidence from the text to support your answer.

2 marks

Mix it up!

Name: _____

- 1 What is the name of the president of SeaWorld Entertainment Inc.?

1 mark

- 2 Read from the paragraph beginning “*SeaWorld must open its tanks ...*” to “*... the majority were bred in captivity by the company*”. What would be an effective subheading for these paragraphs?

1 mark

- 3 “*The decision to end its orca breeding program globally ... is a monumental and important first step forward ...*”
What does the word *monumental* tell you about SeaWorld’s decision?

1 mark

- 4 ... *propelled the theme park’s treatment of orcas into the public eye ...* .
Which word is closest in meaning to *propelled*? Tick **one**.

pushed ☐

motivated ☐

turned ☐

inspired ☐

1 mark

- 5 How do you feel about SeaWorld’s ban on orca breeding? Explain your opinion using evidence from the text.

2 marks



Summarising

Name: _____

- 1** Look at the first paragraph. Write one sentence to summarise what this section of the story tells you.

1 mark

- 2** Read from the paragraph beginning *When the police arrived ...* to *... Dr Cuttle had gotten out of that vault.* What is the main point of this part of the story? Tick **two**.

Dr Cuttle's disappearance was mysterious. ☐

Darkus Cuttle had vanished. ☐

Dr Cuttle had disappeared. ☐

Dr Cuttle's disappearance was unexplained. ☐

1 mark

- 3** Read from the sentence beginning **SCIENTIST DISAPPEARS!** ... to *... they wailed.* Summarise why the journalists were excited about Darkus' dad going missing.

1 mark

- 4** Read from the sentence beginning **ORPHANED BOY** ... to *... they wailed.* What is the main focus of these sentences?

1 mark

- 5** Look at the last two paragraphs. What is the main theme of this part of the story?

1 mark

Mix it up!

Name: _____

- 1** Look at the first paragraph. Why do you think the story begins with this paragraph?

1 mark

- 2** Look at the second paragraph. At what time did Dr Cuttle speak to his secretary?

1 mark

- 3** Look at the sentences below. Underline **two** words that mean the same as 'question'.

The puzzle of the disappearing scientist made the front page of every newspaper. The unsolvable mystery drove journalists crazy, and not one of them could explain how Dr Cuttle had gotten out of that vault.

1 mark

- 4** Look at the paragraph beginning *Five years earlier, ...*. What impression do you get of Darkus? Give **one** impression and **one** piece of evidence from the text.

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

2 marks

- 5** Think about the whole text. What do you think will happen to Darkus next? Explain your opinion using evidence from the text.

2 marks



Word meaning

Name: _____

- 1** Look at the section **Delicious grub**. Find and copy **one** word that means 'rotting'.

1 mark

- 2** ... *this giant grub is edible* ...
What does the word *edible* mean in this sentence? Tick **one**.

You can play with the grub. ☐

You can drink the grub. ☐

You can eat the grub. ☐

You can squeeze the grub. ☐

1 mark

- 3** *He has an extraordinary glasshouse where he replicates tropical conditions for his exotic beetles.*
What does the word *replicates* mean in this sentence?

1 mark

- 4** Look at the illustration label beginning *Found in Africa's tropical ...*. What word could be used to replace *markings* in this sentence?

1 mark

- 5** Look at the last paragraph. Find and copy **two** words that mean 'strange'.

1 _____

2 _____

2 marks

Mix it up!

Name: _____

- 1** ... can grow exceedingly large.
What does this group of words tell you about the beetle larvae?

 1 mark

- 2** Look at the paragraph beginning *Goliath larvae feed ...*. Why do you think this paragraph was included in the text?

 2 marks

- 3** Look at the illustration labels. Give **two** differences between male and female Goliath beetles.

 2 marks

- 4** What do male Goliath beetles use their horns for?

 1 mark

- 5** Look at the last paragraph. What would be an effective subheading? Tick **one**.

- Beetles at the Natural History Museum ☐
- Hector's collection ☐
- Aerobatic displays ☐
- An unusual specimen ☐

 1 mark



Inference

Name: _____

- 1** Look at the paragraph beginning *Standing behind her ...*. How might Ahmet be feeling at this point in the story? Explain your answer using evidence from the text.

 2 marks

- 2** Look at the sentence beginning *Especially people that stare and scowl ...*. Why was Clarissa scowling?

 1 mark

- 3** *I happened to have some lemon sherbets in my bag that morning and I thought I would try and give him one at break-time.*
Why might it be a good idea for the narrator to do this?

 1 mark

- 4** Read the last sentence. How might the narrator be feeling at this point in the story? Explain your answer using evidence from the text.

 2 marks

- 5** What impression do you get of Ahmet? Give **one** impression and **one** piece of evidence from the text.

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

 2 marks

Mix it up!

Name: _____

- 1** But before we could start guessing about what was going on, ...
Which word is closest in meaning to *guessing*? Tick **one**.

talking ☐smiling ☐predicting ☐checking ☐
1 mark

- 2** Compare how Clarissa and the narrator react when Ahmet arrives. Give **one** difference.


1 mark

- 3** Look at the paragraph beginning *Most of the time ...*. What was interesting about Ahmet's eyes?


1 mark

- 4** Think about the whole text. What do you think the narrator will do next to try to become Ahmet's friend?


1 mark

- 5** Think about the whole text. What would be an effective alternative title for this extract?


1 mark

Progress check 2

Name: _____

- 1 Where did Benjamin Zephaniah's parents come from?

1 mark

- 2 Read from the paragraph beginning *My mum came from ...* to the paragraph ending *... have a difficult life*. How can you tell that Benjamin Zephaniah is glad his mother went to England?

2 marks

- 3 *People of different backgrounds live together naturally, ...*
Which word is closest in meaning to *different*? Tick **one**.

diverse ☐

ordinary ☐

rare ☐

special ☐

1 mark

- 4 Look at the paragraph beginning *People of different backgrounds live together naturally, ...*. What is the main point of this paragraph?

1 mark

- 5 Look at the section **It can happen to anyone**. Why do you think this section has been included in the text? Explain your answer using evidence from the text.

2 marks



- 1 Look at the first paragraph. When was our solar system created?

1 mark

- 2 What is the name of the part of the solar system where life can exist?

1 mark

- 3 Read from the paragraph beginning *It used to be ...* to the end of the text. Complete the table using information from the text.

number of days until Dad gets back	
number of kilometres Dad is above the Earth	
number of years since Charlotte was born	

1 mark

- 4 Read from the paragraph beginning *So far, everything's ...* to the end of the text. Give **two** things that are happening on Friday.

1 mark

- 5 Think about the whole text. Tick to show whether each statement is fact or opinion.

	Fact	Opinion
Earth is in the Goldilocks zone.		
Mum is a star.		
The temperature on Venus is 400 degrees.		
Dad is an astronaut.		

2 marks

Mix it up!

Name: _____

- 1** ... got super-hot and turned into a star, ...
Which word is closest in meaning to *turned*? Tick **one**.

transformed ☐ rotated ☐ exploded ☐ flew ☐

1 mark

- 2** Look at the third paragraph. Give **one** similarity and **one** difference between Saturn and Earth.

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

2 marks

- 3** Look at the fourth paragraph. What is the main point of this paragraph?

1 mark

- 4** Think about the whole text. How does Jamie feel about his dad? Give **one** feeling and **one** piece of evidence from the text.

Feeling	Evidence
<hr/>	<hr/> <hr/> <hr/>

2 marks

- 5** Do you think Jamie's dad will return home on time? Explain your prediction using evidence from the text.

2 marks



Word meaning

Name: _____

- 1** Look at the fourth verse. Find and copy **one** word that means the same as 'illuminate'.

 1 mark

- 2** ... *the universe would have to cool*
Which word is closest in meaning to *cool* in this line? Tick **one**.

freeze ☐

chill ☐

thaw ☐

ice ☐

 1 mark

- 3** Look at the seventh verse. Find and copy **one** word that means 'assembled'.

 1 mark

- 4** *And still our Sun gives us delight ...*
What does the word *delight* mean in this line?

 1 mark

- 5** ... *it's at the heart of everything ...*
What word could be used to replace *heart* in this line?

 1 mark

Mix it up!

Name: _____

- 1** Look at the whole text. According to the poem, which came first? Tick **one**.

the Big Bang ☐

the Earth ☐

the universe ☐

the Sun ☐

☐ 1 mark

- 2** *A sea of stars ...*
What does this group of words tell you about the stars?

☐ 1 mark

- 3** Look at the verse beginning *Giant rocks ...* . What would be an effective subheading for this verse?

☐ 1 mark

- 4** Read from *Giant rocks and fire blew ...* to the end of the poem. Why is the Sun so important to Earth? Give **two** points.

☐ 1 mark

- 5** ... so what are YOU?
YOU'RE A STAR!
Why do you think the poem ends with these lines?

☐ 1 mark



Retrieval

Name: _____

- 1** Look at the paragraph beginning *Harry Houdini was born ...*. Why did the Weisz family move to the United States of America?

1 mark

- 2** Give **two** ways in which Ehrich helped to support his family.

1 _____

2 _____

1 mark

- 3** Look at the paragraph beginning *After spending a year ...*. Who first noticed how gifted Harry was?

1 mark

- 4** What made Houdini's locked box trick so dangerous? Tick **two**.

It was nailed shut.

☐

He had to wear a straightjacket.

☐

He had to wear leg irons.

☐

It was put in a cage.

☐

He was tied up with ropes.

☐

1 mark

- 5** Complete the table using information from the text.

Harry's name when he was born	
his age when he changed his name to Harry Houdini	
his age when he died	

2 marks

Mix it up!

Name: _____

- 1** Look at the first paragraph. Find and copy **one** word that shows that Houdini's tricks were bold.

1 mark

- 2** Look at the paragraph beginning *Harry Houdini was born ...*. Which of the following would be the most effective subheading for this section of the text? Circle **one**.

Changing
names

Childhood

Moving to
America

Joining the
circus

1 mark

- 3** Compare Harry's tricks at the start of his career with those later in his career. Give **one** difference.

1 mark

- 4** *His work inspired some of the most famous magicians, escapologists and illusionists today, such as David Blaine and Derren Brown.*
Why do you think the biography ends in this way?

1 mark

- 5** Think about the whole text. Do you think Harry enjoyed his work? Tick **one**.

Yes ☐ No ☐

Give **two** pieces of evidence from the text to support your opinion.

2 marks



Inference

Name: _____

- 1** By evening time, a curious crowd had begun to gather around the mysterious building. Why do you think this happened?


1 mark

- 2** Look at the paragraph beginning *The shop was indeed ...*. Why do you think the emporium looked like this?


1 mark

- 3** And then silence fell ...
Why did the crowd go quiet?


1 mark

- 4** Read from the sentence beginning *Two days later, ...* to the end of the story. What impression do you get of the stranger? Give **one** impression and **one** piece of evidence from the text.

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


2 marks

- 5** Think about the end of the extract. What was the price that the people paid to go into the emporium?


1 mark

Mix it up!

Name: _____

- 1** Look at the second sentence. What does the group of words *word travelled quickly* tell you about how the villagers reacted?


1 mark

- 2** Look at the sentence below. Underline **one** word that means 'detailed'.

Blocking the doorway was a golden gate so fine and intricate that some wondrous spider might have spun it.


1 mark

- 3** Give **two** things the people who entered the emporium did just before stepping through the door.

1 _____

2 _____


1 mark

- 4** Read from the sentence beginning *Two days later, ... to ... history of the place*. What would be an effective subheading for this part of the story?


1 mark

- 5** Think about the whole text. What do you think will happen next? Explain your answer using evidence from the text.


2 marks



Retrieval

Name: _____

- 1 In the past, what did many people think caused diseases?

1 mark

- 2 Give **two** scary names that people gave to outbreaks.

1 _____

2 _____

1 mark

- 3 Look at the section **The Worst Outbreaks**. When did the Black Death end?

1 mark

- 4 Read from the section **Tooth Truth** to the end of the text. Which outbreaks did *Yersinia pestis* cause? Give **two**.

1 mark

- 5 Think about the whole text. Tick to show whether each statement is true or false.

	True	False
The Justinian plague killed 2 million people.		
The Justinian plague was caused by <i>Yersinia pestis</i> .		
Flu is as bad as the plague.		
Rats brought the plague to Constantinople.		

2 marks

Mix it up!

Name: _____

- 1** *It's not nice when you get sick. But if you ever feel sorry for yourself, then this book might just make you feel a little better.*

Why do you think the text begins with these sentences?

1 mark

- 2** *But smallpox is one of the success stories ...*

What does the group of words *success stories* tell you about smallpox?

1 mark

- 3** *One of the frightening things about diseases is that people once had no idea what caused them.*

Why would this be *frightening*?

1 mark

- 4** Look at the section **Looking Good (Not!)**. What is the main point of this section?

1 mark

- 5** *Rats may have carried the disease to Constantinople, but the culprit was really a tiny bacterium called Yersinia pestis.*

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

- thief ☐
- captive ☐
- offender ☐
- germ ☐

1 mark



Inference

Name: _____

- 1** *But nobody comes here because they want to.*
Why do people go to the island?


1 mark

- 2** *My nanay told me this is how they brought her, but says it is always the same, no matter who you are or where you come from.*
What do you think Nanay means when she says this?


1 mark

- 3** Look at the paragraph beginning *From your house ...*. How do you think the people felt? Tick **two**.

frustrated

☐

excited

☐

devastated

☐

terrified

☐


1 mark

- 4** *The men who row it cover their noses and mouths with cloths stuffed with herbs so they don't have to share your breath.*
Why do the men do this?


1 mark

- 5** Think about the whole text. What impression do you get of the island of Culion? Give **one** impression and **one** piece of evidence from the text.

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


2 marks

Mix it up!

Name: _____

- 1** ... filled with sea turtles and dolphins, or forest-covered hills lush with birds that call through air thick with warmth.

What does this group of words tell you about the island?

 1 mark

- 2** Read from the paragraph beginning *From your house ...* to the paragraph ending ... *They understand*. What is the main topic of this section of the story?

 1 mark

- 3** What is the eagle made from? Tick **one**.

white flowers ☐

white stones ☐

white pebbles ☐

white petals ☐

 1 mark

- 4** ... the oceans are blue and clear as summer skies ...

A very similar group of words is used at the beginning and end of the story. Why do you think it has been repeated?

 2 marks

- 5** ... the trees brim with fruit.

What does the word *brim* mean in this group of words?

 1 mark



Inference

Name: _____

- 1** Read from the paragraph beginning *The next best thing to look at ...* to the end of the story. What impression do you get of Ted? Give **one** impression and **one** piece of evidence from the text.

Impression	Evidence
_____	_____

2 marks

- 2** *A stranger came up to us in the queue, offering us a free ticket.*
Why do you think the stranger did this?

1 mark

- 3** *We shouldn't have done this, but we did.*
How did Ted feel about taking the ticket? Explain your answer using the text.

2 marks

- 4** *We saw the people bunch up as the capsule came back down, ...*
Why did the people do this? Circle **one**.

to see the
view

to get out
easily

to get into
the picture

to see the
spokes

1 mark

- 5** *But Salim wasn't among them.*
How did Ted and Kat feel at this point in the story? Explain your answer using the text.

2 marks

Mix it up!

Name: _____

- 1** According to the text, how long does it take to go round in the London Eye?

1 mark

- 2** Look at the paragraph beginning *We took Salim ...*. Find and copy **one** word that means the same as 'closed'.

1 mark

- 3** Think about the whole text. Compare Ted and Kat's feelings about the London Eye. Give **one** similarity and **one** difference.

Similarity	<p>_____</p> <p>_____</p>
Difference	<p>_____</p> <p>_____</p>

2 marks

- 4** Think about the whole text. What would be an effective title for this extract?

1 mark

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

2 marks

Progress check 3

Name: _____

- 1** ... *Henri Mould, the balding head chef, bent double with old age, barking out orders ...*
What does the group of words *barking out orders* tell you about Henri's personality?

1 mark

- 2** Look at the paragraph beginning "*Seth – those tarts! ...*". Find and copy **one** word that means the same as 'scrawny'.

1 mark

- 3** Draw lines to match each character to their role in the story. One has been done for you.

Seth	owner of the hotel
Henri	chef
Tiffany	daughter of the owners
Horatio	kitchen boy

1 mark

- 4** Look at the paragraph beginning *Henri moved across the kitchen ...*. How does Henri feel about Dr Thallomius? Give **one** feeling and **one** piece of evidence from the text.

Feeling	Evidence
_____	_____

2 marks

- 5** Look at the paragraph beginning "*And the chap with him ...*" and the paragraph beginning "*That'll be Mr Gregorian Kingfisher.*". Compare how Seth and Henri describe Mr Kingfisher. Give **one** difference.

1 mark