



Primary  
Practice

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# English

# Practice

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## Year 3

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Answers

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Includes explanations

Schofield & Sims

# Notes for parents and carers

These answers are provided to accompany the **English Practice Year 3 Question Book**, which is part of the **Schofield & Sims Primary Practice English** series. Answers for all the books in the series can be downloaded from the **Schofield & Sims** website.

## The structure

This PDF contains answers for every question in the book. Navigate the PDF document by clicking on the hyperlink for the desired topic in the Contents page. Questions are presented in the order they appear in the book.

In most units, explanations are included for each set of questions to support understanding of the objective being covered. These explanations may suggest methods for working through each question. Explanations are also supplied for questions that children may find particularly challenging. Question number references have been added to answers when explanations from earlier questions may aid understanding.

In the 'Final practice' section, explanations have been provided for every question. Marking guidance is provided alongside the explanation to demonstrate how to allocate partial and full credit for work as applicable.

## Using the answers

Encourage children to work through each question carefully. They should begin by reading the question thoroughly and identifying key terminology before forming their answer.

Some questions in the **English Practice Year 3 Question Book** have multiple answers. The explanations accompanying the answers in this document indicate where this is the case. For these questions, accept any possible answers according to the limits laid out. There is no preference for any examples provided in this document over other possible answers not listed and no preference for answers listed first.

In addition, some questions ask children to use their own ideas in their answer. Answers will vary for these question types. Guidance is given on the criteria to apply when marking these questions.

Where children have given an answer that is not correct, it may be useful to work through the question with them to correct any misunderstandings.

## Marking the 'Writing skills' task

The 'Writing skills' task is not formally assessed. Instead, guidance is provided to help parents and carers to assess whether the child's writing is at an expected level for their year group. The guidance includes suggestions of skills and knowledge acquired throughout the book that the child could apply in their writing. To encourage children's creativity, it is not prescriptive as to which units should be covered.

## Marking the 'Final practice' section

The timing for the 'Final practice' section is intended as a guide only. Some children may prefer to work through the section with a longer time limit or without a time limit.

After completing the 'Final practice' section, children may choose to revise topics that they have identified as challenging. If they are comfortable with the material already covered, you may wish to print out and award the editable certificate from the **Schofield & Sims** website to recognise their achievement. The child may then wish to expand their learning by completing the **English Practice Year 4 Question Book**.

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## Conjunctions (pages 4–5)

### Practise

- Eva doesn't want to go to school **because** she is too tired.
  - Molly went to sleep **after** she had eaten some cake.
  - Joseph was always bored **unless** he was riding his bike.
  - We haven't seen him **since** he went to Spain last year.

Conjunctions join clauses together. They often join main clauses to subordinate clauses. A main clause makes sense on its own whereas a subordinate clause adds detail about the main clause. Read each sentence and identify the main clause and the subordinate clause. Look for the word that joins them.

- Pearl still enjoyed yoga **though** she was 90 years old.

I think someone is following me **wherever** I go!

Read each sentence and think about the underlined word. Decide whether it is joining two clauses and whether it is describing when, why or where something happened. The word 'question' in the first sentence is a noun, so it cannot be a conjunction. The words 'though' and 'wherever' are both joining extra information to the sentence, so they are conjunctions.

### Extend

- |                           |                            |
|---------------------------|----------------------------|
| In case you're back late, | so that we don't get lost. |
| It's such a long time     | I have left the lights on. |
| They sent us directions   | until it's my birthday.    |

Read the first part of each sentence and try the different options to complete it. Draw a line to match each beginning to the ending that makes the most sense.

- We take a box of chocolates **whenever** we visit my grandparents.
  - The pirate jumped **because** the parrot squawked loudly.
  - I ate a mouldy banana, **so** I don't like them any more.
  - While** my dad was asleep, we found the secret cupboard **where** he hides the biscuits.

Try the different options in each sentence and decide which one makes the most sense. Note that in sentence **d**, there are two conjunctions that both introduce subordinate clauses.

### Apply

- I will **make you a sandwich before you leave**.
  - Joanna could **not decide whether she wanted cream or custard**.

Note that 'or' is also a conjunction as it is connecting the two nouns 'cream' and 'custard'.

- You can go out **when you have finished your homework**.
  - He was wearing a hat **because the sun was shining**.
  - Victoria opened the box **where she kept her favourite toys**.

Answers will vary. Note that each of these sentences should end with a subordinate clause, not a prepositional phrase. For example: 'because the sun was shining' (a subordinate clause contains a verb) is acceptable but 'because of the sun' (a prepositional phrase does not contain a verb) is not acceptable. Read the sentences carefully to ensure that they make sense.

## Prepositions (pages 6–7)

### Practise

- The table is **beside** the bed.
  - We must leave **at** 10 o'clock.
  - During** my performance, a man kept sneezing.
  - Sunita lives **opposite** the supermarket.
  - My brother jogged **for** an hour.

Prepositions link nouns in a sentence. They show where, when or why something is happening.

Sentence	Where	When	Why
a. Leave your dirty clothes <u>by</u> the washing machine please.	✓		
b. Clara was late <u>due to</u> the terrible storm.			✓
c. I have not eaten anything <u>since</u> yesterday.		✓	

Note in sentence **b** that the preposition 'due to' is a preposition of cause. It gives the reason why Clara was late.

### Extend

3.

The town is located	with my silly tricks.
My sister is fed up	following the earthquake.
Many people left their homes	between two large mountains.

Read the first part of each sentence and try the different options to complete it. Draw a line to match each beginning to the ending that makes the most sense. 'Between' is a preposition of place in this context. 'With' is a preposition of cause and 'following' is a preposition of time.

4. a. The cruise ship travelled across the ocean.  
 b. Before sunset, I went for a walk along the beach.  
 c. It will snow tomorrow according to the weather forecast.  
 d. The knight knelt before the king.

Try the different options in each sentence and decide which one makes the most sense. In sentence **b**, 'before' is a preposition of time, whereas in sentence **d**, 'before' is used as a preposition of place meaning 'in front of'. In modern English, it is much more common to use 'in front of' rather than 'before' in this context.

### Apply

5. a. The headteacher found the lost football behind the shed.  
 b. Milly waited for an hour at the bus stop in the rain. or Milly waited at the bus stop for an hour in the rain.

6. a. After school, Samir looked inside his bag for his homework.  
 b. Thanks to my good eyesight, I spotted the earring underneath the sofa.  
 c. The new boy stood by his teacher during playtime.

Answers will vary. Each gap in the sentence can be filled either with a single word or a group of words. Ensure that the words added make sense with the preposition given.

## Adverbs (pages 8–9)

### Practise

1. a. Zara always leaves her dirty socks on the floor.  
 b. The tiny mole disappeared underground.  
 c. We finally arrived at our holiday home by the sea.  
 d. The rescue team searched everywhere for the missing walkers.  
 e. Charlie left earlier today.  
 f. The bus never arrives on time.

Remember that an adverb gives more information about a verb. Many adverbs end in -ly, but some do not. They can also say where, why, when or how the verb happens. Note that sentence **e** contains two adverbs: 'earlier' and 'today' are both adverbs of time.

Adverbs of place (where)	Adverbs of time (when)	Adverbs of cause (why)
there	later	therefore
away	then	consequently
nearby	never	however

Use a dictionary to look up the meaning of any unknown adverbs before deciding whether they show where, when or why the action is happening.

### Extend

3. a. My aunt and uncle arrived up / yesterday / before after a long journey.  
 b. Alex down / eventually / first went to karate club many years ago.  
 c. We go to Greece along / sometimes / away for our holiday.  
 d. I have a sore leg, but otherwise / next / over I am healthy.

Read each option and decide which one makes the most sense. In sentence **a**, 'yesterday' modifies the verb 'arrived' and is used to define when the event took place. In sentence **d**, 'otherwise' modifies the verb 'am' and means 'except for what has just been referred to' – in this case, the 'sore leg'.

4. **a.** Suki's grandmother **often** talked about her childhood memories.  
**b.** The infants ran **around** the playground, yelling and screaming.  
**c.** I will meet Kai **sometime** after I leave **here**.  
**d.** The campsite was pretty. **However**, I stayed at the hotel.

Read each option in the box and look for the one that makes the most sense in each sentence. Note that 'sometime' is not the correct answer in sentence **a**. 'Sometime' means 'at some undefined point in the future', which does not match the past tense.

### Apply

5. **a.** The boiler broke **suddenly tonight and therefore we have no heating**.

Accept any reasonable placement of the words 'tonight', 'therefore' and 'suddenly'.

- b.** My cat **often runs away but he turns up again later**.

Accept any reasonable placement of the word 'often'. Note how both sentences **a** and **b** contain multiple adverbs that modify the verbs. In sentence **a**, 'suddenly' and 'tonight' (adverbs of time) both modify the meaning of the verb 'broke', and 'therefore' (an adverb of cause) modifies the verb 'have'.

## Phrases and clauses (pages 10–11)

### Practise

Statement	Phrase	Clause
<b>a.</b> a red apple fell down		✓
<b>b.</b> heavy, dark clouds above our heads	✓	
<b>c.</b> a very small hedgehog with tiny eyes	✓	
<b>d.</b> while we were waiting		✓

Both statements **a** and **d** are clauses because they contain verbs ('fell' and 'were waiting'). Statements **b** and **c** are phrases as there are no verbs present. Note that **d** is also a subordinate clause because it does not make sense on its own as a sentence.

Sentence	Main clause	Subordinate clause
<b>a.</b> I saw a squirrel <u>when I was playing outside in the garden</u> .		✓
<b>b.</b> <u>Our neighbour's new puppy fell asleep</u> because he was so tired.	✓	
<b>c.</b> Alexandra went to the shops <u>so she could buy a pair of jeans</u> .		✓
<b>d.</b> While it was snowing, <u>the tiny mouse sheltered under a leaf</u> .	✓	

The underlined words in sentences **b** and **d** are both main clauses because they convey the main meaning of the sentences, and they make sense on their own without their subordinate clauses. In sentences **a** and **c**, the underlined words do not make sense on their own: they only make sense when they are attached to their main clauses. Note in sentence **d**, the subordinate clause comes first, starting with the conjunction. It is separated from the main clause by a comma.

### Extend

3. **a.** We were putting up our tent **(as)** the rain started to fall.  
**b.** He looked up from his book **(when)** the door creaked.  
**c.** Zainab won't be coming to the picnic **(unless)** she feels better.

Conjunctions are words that join clauses. Read the sentence and identify the different clauses. Circle the conjunction that joins them. Conjunctions are joining words that show where, when, why or how something is happening.

4. **a.** I borrowed my sister's favourite necklace **while** she was out.  
**b.** We are going back to the hotel **where** we stayed last year.  
**c.** The boat trip was boring **until** I caught a huge fish.

Try the different conjunctions in each sentence and decide which one makes the most sense.

## Apply

5. a. The excited boy crossed the road so he could buy an ice cream.
- b. It had been a long time since he had been to the cinema.
- c. Although Will didn't believe in ghosts, the spooky noise made him nervous.

Read the sentences and identify the main clause and subordinate clause in each one. Remember that a main clause gives the main information in a sentence and makes sense on its own. The subordinate clause gives extra detail and does not make sense by itself. Note that in sentence c, the subordinate clause comes first, starting with the conjunction. A comma is used after the subordinate clause when it is at the beginning of the sentence.

6. a. My favourite food is fish and chips after I have played a football match.
- b. Matt went home because his friend was coming for tea.
- c. We watched an old film while my mum and dad sat in the garden.

Answers will vary. Note that each of these should end with a subordinate clause, not a prepositional phrase. For example: 'after I have played football' (a subordinate clause contains a verb) is acceptable but 'after a football match' (a prepositional phrase does not contain a verb) is not acceptable. Read the sentences carefully to ensure that they make sense.

## Present perfect tense (pages 12–13)

### Practise

1.

yellow	better	went
agreed	said	fruit
prepared	very	happened

Many verbs in the simple past tense end with the suffix -ed. Some common verbs use an irregular form of the simple past, such as 'went' rather than 'goed' and 'said' rather than 'sayed'.

2.

Sentence	Simple past	Present perfect
a. Mary climbed to the top of the hill.	✓	
b. I have worked hard all day.		✓
c. Ben has started a new book already.		✓
d. Everyone played in the swimming pool.	✓	

To identify the present perfect tense, look for 'has' or 'had' followed by the past participle of the verb. For example, 'have worked' and 'has started'. The simple past uses the past participle of the verb on its own, such as 'climbed' and 'played'. Sometimes, the past participle is the same as the simple past form (for example: 'she climbed' and 'she has climbed') but in other cases, the past participle is different to the simple past form (for example: 'she fell' and 'she has fallen').

### Extend

3. a. We have returned from holiday early.
- b. She has passed her driving test at last.
- c. It has turned out to be a sunny day.
- d. I have decided to go to choir after school.
- Here it is essential to ensure that 'has' or 'have' are used correctly. The pronouns 'I', 'we', 'you' and 'they' use 'have', but 'she', 'he' and 'it' use 'has'.
4. a. You have watched this film before.
- b. He has asked me to come to his birthday party next week.
- c. They have reached the summit of the highest mountain in the country.
- d. Someone has been in my bedroom without asking for permission!

Decide what the past participle of the verb will be first. Note in sentence d, the past participle of 'be' is irregular so it is 'been', not 'beed'. Ensure that 'have' or 'has' are used correctly.

### Apply

5. a. I have tried to phone you so many times.
- b. Nobody has offered to help with the cake sale.
- These sentences make sense both in the simple past and in the present perfect. However, there is a difference in meaning. The present perfect is used to describe events or experiences that are still relevant now or in the future. For example: 'Nobody has offered to help' means that information is still important, compared to 'Nobody offered to help'.

6. a. I have managed to fix my broken bike.  
b. His grandmother has lived in the same house all her life.

## Headings and paragraphs (pages 14–15)

### Practise

1. a. Plants  
b. Living things  
c. Leaves  
d. Roots and stems

### Extend

2. a. Roots and stems  
b. Leaves  
c. Living things

Read the additional sentences carefully and think about their meaning. Look up any words in the dictionary to help as necessary. Think about which section of the text they fit into the best. If the subheadings have been labelled incorrectly in **Question 1** and the incorrect subheadings have been used to answer **Question 2**, answers should still be considered correct if the paragraphs have been correctly identified.

### Apply

3. a. Purring  
b. They start purring when they are a few days old.  
c. They have few sweat glands, so they breathe hard to blow heat away.

## Inverted commas for direct speech (pages 16–17)

### Practise

1. a. It's time for your bath and then bed, said my mum.  
b. The postwoman explained, Your parcel will arrive tomorrow morning.  
c. Was it you who ate the last biscuit? asked Evie.  
d. Leo cried, We need to get out of here right now!

Read the sentences aloud to help decide which words are being spoken.

2. "My name is Charlotte," said the new girl with dark hair.   
Amina whispered to me, "Can you keep a huge secret?"

Note that the second sentence is incorrect because 'the teacher asked' (the reporting clause) has been included within the inverted commas. The reporting clause shows who is speaking so it should not be included in the inverted commas. In the third sentence, 'I'm not sure' has been missed out from the words that are spoken and should be within the inverted commas.

### Extend

3. a. Dominic said, "My favourite meal is spaghetti."  
b. "Look how fast I can run!" Maddy shouted.  
c. Idara sang, "The wheels on the bus go round and round."  
d. "This is the best book ever," Jakub commented.

Copy the words carefully from the speech bubbles and ensure that the inverted commas are in the correct places. Check that the correct punctuation is included within or outside the inverted commas as shown, depending on the position of the reporting clause. When the direct speech comes first, the punctuation is placed within the inverted commas. When the reporting clause comes first, the comma is placed outside the inverted commas.

### Apply

4. a. Do you know where we are?  
b. This story is about a dragon called Flame.  
Answers will vary. Ensure that inverted commas have not been used with speech bubbles.  
5. a. Tom asked, "Do you know where we are?"  
b. "This story is about a dragon called Flame," Isla explained.

Answers will vary. Ensure that the correct punctuation is included within or outside the inverted commas depending on the position of the reporting clause. Think about the different ways that each child might say their phrase to improve the sentences: try not to use 'said' for each.

## Determiners 'a' and 'an' (pages 18–19)

### Practise

1. b. an owl  
c. a rabbit  
d. an octopus  
e. an ear  
f. a unicorn



Use 'a' for words that begin with a consonant sound and 'an' for words that begin with a vowel sound. Note that it is 'a unicorn' not 'an unicorn'. The word 'unicorn' begins with the vowel 'u', but here the letter 'u' does not make the vowel sound /u/. For example, compare 'a unicorn' (/yoo/) with 'an umbrella' (/u/ sound).

### Extend

2. a. At the zoo, we saw (a) alligator, (an) bear and an elephant.
- b. I have an uncle who plays (a) online game for (a) hour every day.
- c. My grandmother lives in (an) house with (a) unfriendly cat and (an) leaky roof.

Take special care with words beginning with 'h'. In sentence **b**, 'a hour' is incorrect, as the 'h' is silent (it should be 'an hour').

3. a. My sister has an annoying habit.
- b. Our old car really is a useless machine.
- c. The prisoner made an exact copy of the guard's key.
- d. I love my home even though it is an ugly building.

The determiner chosen here depends on the initial letter or letter sound of the adjective in each noun phrase, not the noun itself. For example: 'an exact copy' not 'a exact copy'. Note in sentence **b**, it is 'a useless machine' because the 'u' in 'useless' makes the /yoo/ sound, not the vowel sound /u/.

### Apply

4. a. A screwdriver is a useful tool for many jobs around the home.
  - b. I received an important message this morning.
  - c. Would you like a hot piece of pie or some ice cream?
  - d. Luca was an honest person, so he told his mum the truth.
  - e. It was such an easy match that we won six-nil!
5. b. In my bedroom, I keep a wooden box with an ancient coin in it.
  - c. For my birthday, I was given an orange dress and a red coat.
  - d. On holiday, I saw a small shark and an octopus.

Answers will vary. Note that the answers do not need to include adjectives but there must be at least one noun phrase that takes 'a' and one noun phrase that takes 'an' in each sentence.

## Tricky spellings (pages 20–21)

### Practise

1. a. cousin
- b. chalet
- c. syrup

Saying the words aloud can be useful to work out whether they have an /u/ sound spelt 'ou', a soft /sh/ sound spelt 'ch' or a short /i/ sound spelt 'y'.

2. a. couple
- b. machine
- c. gym
- d. young

Think about the tricky spellings practised here (/u/ sound spelt 'ou', soft /sh/ sound spelt 'ch' and short /i/ sound spelt 'y'). Say the words aloud and think about where those sounds might occur in the words, and how they might be spelt. Use a dictionary to help if necessary.

### Extend

3. a. mystery The detective solved the mystery of the missing painting.
- b. trouble My friend is always getting into trouble at playtime.
- c. crochet Grandma taught me how to crochet a scarf.

Read each sentence and think about what word might be missing. Try to find words that have the sounds explained in the **Remember** box.

4.

chandelier	to grow successfully
encourage	a large light that hangs from the ceiling
flourish	a gas in the air that we breathe
oxygen	a feeling of illness caused by a disease
symptom	to make someone feel more confident

Use a dictionary to look up the meanings of words if necessary.

## Apply

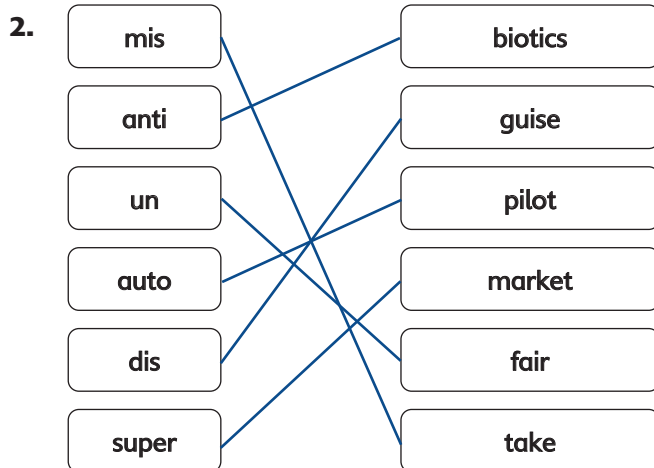
5. a. Last year, we went on holiday to Egypt to see the pyramids. We arrived in the country and went to our hotel, but it didn't look like the picture in the brochure. It was a strange place that looked like a Swiss chalet.
- When we arrived, we found out that I had to share a double room with my brother. The television didn't work and the bedsheets were as rough as sandpaper. In the evening, the hotel chef served us some steaks that were as tuff as old boots!
- b. pyramids, country, brochure, chalet, double, rough, chef, tough

## Prefixes (pages 22–23)

### Practise

- a. superhero  
b. autograph  
c. antidote  
d. uneven  
e. dismiss  
f. supervisor

Try saying the different options aloud to see which one makes the most sense or sounds familiar. Use a dictionary to help if necessary. Think about the meaning of each prefix. When un- is added to a word, it creates the opposite meaning (for example, 'tie' and 'untie'). Anti- means 'against', auto- means 'self' and super- means 'over' or 'beyond'.



mistake, antibiotics, unfair, autopilot, disguise, supermarket

Try the different prefixes with each word to see which one makes the most sense. Use a dictionary to help if necessary. Think about the meaning of each prefix. For example, mis- means 'wrongly' or 'incorrectly'.

## Extend

- a. superstar  
b. anticlockwise  
c. autobiography  
d. misspell  
e. unusual  
f. disagree

Make sure not to change the spelling of the base word or root word when adding a prefix. Think about the meaning of each prefix before adding it.

- a. superglue  
b. misbehave  
c. unequal  
d. antisocial  
e. disobey

### Apply

- a. You should put antiseptic cream on your knee if you scrape it.  
b. Some aeroplanes can fly at supersonic speeds.  
c. My grandparents bought an automatic car at the weekend.  
d. Tony's teacher talked to him about his misbehaviour in the playground.  
e. Eating too many crisps and sweets is unhealthy.  
f. Blue team were dissatisfied with their performance in the match.

Note how a prefix can be added to a base word (a word that has a meaning on its own, for example: 'misbehaviour') or to a root word (a word that has no meaning on its own, for example: 'automatic') to make a new word.

## The suffix -ly (pages 24–25)

### Practise

- quiet true sweet clever friendly  
suddenly easily closely clearly finally

Note that 'friendly' is not an adverb. It is an adjective that ends in the suffix -ly. Check by using it to describe a noun. For example: 'The friendly dog'.

- a. bravely  
b. sensibly  
c. funnily  
d. probably  
e. noisily  
f. completely

These words follow the rules in the **Remember** box. For example, 'sensible' ends in 'le', which is replaced by -ly when forming the adverb 'sensibly'.

### Extend

3. a. calmly
- b. cosily
- c. simply
- d. dramatically
- e. exactly
- f. usually
- g. angrily
- h. adorably

These words follow the rules in the **Remember** box. For example, 'simple' ends in 'le', which is replaced by -ly when forming the adverb 'simply'.

### Apply

4. a. The young dog dashed **energetically** around the park.
- b. Ava thought the jigsaw puzzle was **impossibly** difficult.
- c. I would **really** like to go to the theme park for my birthday.
- d. My parents are always telling me it's important to eat **healthily**.

Note that 'really' could be used in sentence **b**, but 'impossibly' would not make sense in sentence **c**. Remember that adverbs do not only modify the meaning of verbs. For example, here 'impossibly' is an adverb that modifies the adjective 'difficult', emphasising how difficult the puzzle is.

5. a. The thief moved **nimbly** across the rooftops away from danger.
- b. On holiday in Greece, we mainly went swimming **at the beach**.
- c. The brave knight fought **mightily** against the huge dragon.
- d. Terrified by the noise, Finn **frantically** searched for his door keys.

Look at the spelling of the adjective and use the spelling rules practised to form the adverb. For example, 'frantic' ends with 'ic' so add -ally to create the adverb 'frantically'.

## The suffix -ous (pages 26–27)

### Practise

1. a. glamorous
- b. outrageous
- c. jealous
- d. curious
- e. hazardous

Note that some root words are not obvious, so the usual rules apply for adding a suffix beginning with a vowel. For example, 'jealous'.

### Extend

2. a. The entertainer put on a **humorous** show for the young children.
- b. "This pie is **enormous**! I will never finish it," Liam exclaimed.
- c. My sister said the answer is **obvious**, but I can't work it out.
- d. We are lucky that it's a **gorgeous** day for our picnic.
- e. Farah's birthday was a **joyous** occasion.

Read the sentences carefully and think about their meaning. Decide which of the options in the box makes the most sense. Use a dictionary if necessary.

3. **no change:** poisonous, mountainous, venomous  
**drop 'e':** adventurous, nervous, ridiculous  
**drop 'y' for 'i':** envious, various, furious

Look at the spelling of the root word and use the spelling rules in the **Remember** box to decide which bucket it belongs in. For example: 'nerve' ends with an 'e', so the 'e' is 'dropped' before the 'ous' is added to make 'nervous'.

### Apply

4.
 

hilarious	very intelligent or skilful
spontaneous	many
numerous	extremely funny
ingenious	unplanned

Read the meanings carefully and think about which adjective makes the most sense with each one. Use a dictionary if necessary.

5. a. The hilarious clown at Rehana's birthday party did an ingenious trick.
- b. Sometimes my family goes on a spontaneous trip to the city.
- c. I saw numerous plants and animals when I went rockpooling.

Answers will vary. Ensure that each word is used as an adjective, either as part of a noun phrase (for example: 'a hilarious movie') or after a verb when describing something (for example: 'the movie was hilarious').

## Doubling consonants with suffixes (pages 28–29)

### Practise

1. collectible, witnesses, expected, vanishing, package, foolish, poisonous, musicalal, renewable, narrowest, accessory  
Find the root word and locate the suffix. Remember that it should begin with a vowel.
2. a. Can you tell me what **happened** / **happenned** this morning?  
b. Freya is **controlling** / **controllong** the drone using her mobile phone.  
c. We were **forbiddan** / **forbiden** from leaving our hotel during the hurricane.  
d. This podcast has hundreds of thousands of **listenners** / **listeners**.  
e. I was **expeled** / **expelled** from the game for cheating.  
f. Stuart is **limiting** / **limitting** the amount of chocolate he eats.

Use the spelling rule in the **Remember** box to identify the correct spellings. Note how in sentences **b**, **c** and **e**, the consonants are doubled before the vowel suffix is added. This is because the stress is on the second syllable ('control', 'forbid', 'expel'). In sentences **a**, **d** and **f**, the stress is on the first syllable ('happen', 'listen', 'limit'), so the consonants are not doubled.

### Extend

3. 

I am shiver	er
I have forgot	ing
I am a garden	ten

Try the different options to complete each word. Use a dictionary if necessary. The 't' in 'forgot' is doubled because the stress is on the second syllable ('forgot').

4. b. The beginner driver took a wrong turn on to a motorway.
- c. The famous footballer committed to staying at the same club.
- d. That is the thickest, yellowest custard I have ever seen!

In sentence **c**, the 't' in 'commit' is doubled because the stress is on the second syllable ('commit'). By contrast, in sentence **d**, the 'w' in 'yellow' is not doubled because the stress is on the first syllable ('yellow').

### Apply

5. a. When I was little, I preferred pasta to potatoes.
- b. She had forgotten to take her PE kit to school.
- c. Am I bothering you?

Answers will vary. Some of the words with suffixes that have already been practised in **Questions 1 to 4** can be used in the independent writing here. Check that the words are spelt correctly using the spelling rules in the **Remember** box.

## Homophones and near homophones (pages 30–31)

### Practise

1. 

plane	break
scene	hear
brake	plain
here	seen
2. a. Eliza has a part in the first scene of the play.  
b. This ice cream is just a plain flavour.  
c. In case of emergency, break the glass and push the button.  
d. Have you seen the baby's toy plane anywhere?  
e. When driving a car, you should always brake before you come to a corner.  
f. If you stand here, you can hear birds singing in the trees at the end of the garden.

Read the sentences to understand their meaning. Look at **Question 1** and try different options to determine which word makes the most sense in each sentence. Use a dictionary to check the meaning of each homophone if necessary.

## Extend

3.

ball	to come together
meat	to cry loudly
bawl	a round object used as a toy
meet	animal flesh used for food

Read the homophones and think about their meanings. Connect the words to the correct definitions. Look up the meanings of the words in a dictionary if necessary.

4. a. We might **knot** / **not** have time to see the new film today, unfortunately.
- b. I think it's **great** / **grate** that you have decided to join the local football club to improve your skills and technique.
- c. On our summer holiday, the **rain** / **rein** didn't stop falling for the whole week.
- d. For our **mane** / **main** meal every day, we now eat lots of vegetables rather than meat or fish.

Read the homophones and think about their meanings. Look up the meanings of the words in a dictionary if necessary.

## Apply

5. b. **great** and **grate**  
 c. **main** and **mane**  
 d. **rain** and **rein**  
 e. **break** and **brake**  
 f. **plain** and **plane**

Think about some of the homophones and near homophones already practised in **Questions 1 to 4** to help answer the question.

## Word families (pages 32–33)

### Practise

1. a. child**care**      **careful**      **carer**  
 b. re**light**      star**light**      **lightning**  
 c. **useful**      mis**use**      un**used**  
 d. **play**group      re**play**ed      out**play**

Look for the word that occurs as a root word in each. Note how the root word can come at the beginning ('**play**group'), middle ('re**play**ed') or end of the word ('out**play**').

2. a. **flicker**  
 b. **appalling**  
 c. **disgusting**  
 d. **kindling**

The root word in set **a** is 'like', which is not found in 'flicker'. In set **b**, the root is 'appoint', not 'app'. In set **c**, the root is 'discuss'. 'Disgusting' sounds like the other two words, but it is not linked in meaning, so it is not part of the word family. In set **d**, the root word 'kind' appears in all three words, but 'kindling' is not linked in meaning with notions of 'kindness', so it is not part of the word family.

## Extend

3. a. **instructions**  
 b. **reappeared**

Each sentence includes a word from the same word family that helps correct the word that has been spelt incorrectly. For example, 'construct' in sentence **a** gives a clue to the correct spelling of 'instructions'.

4. a.

Root word: <b>music</b>	Root word: <b>make</b>	Root word: <b>lock</b>
musical musician unmusical	makeup remake holidaymaker	locker gridlock unlocked

- b. **amusing**

'amusing' is the word that does not belong to any of the word families. Although it contains the letters 'mus', its root word is not 'music' and its meaning is not related to music.

## Apply

5. a. **helpful, unhelpful, helper, helpless, helping**  
 b. **action, react, inactive, actor, activity, activist, interactive**  
 c. **uncover, discoveries, bedcover, coverup, coverage, recovery**

Answers will vary. Accept any word with the correct root word.

## Similes and onomatopoeia (pages 34–35)

### Practise

1. a. My grandfather is **as wise as an owl**.  
 b. Irfan's brother could eat **like a horse**.  
 c. **As quick as lightning**, Jemma leapt out of the way.  
 d. The plan worked **like a dream**.

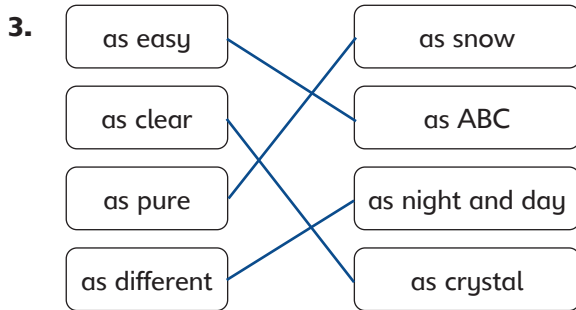
As outlined in the **Remember** box, it is useful to look for 'as ... as' or the word 'like' to find a simile.

2.

Onomatopoeia words	Not onomatopoeia words
drip crunch honk zip swoosh chirp boing hum	shout answer listen say

Onomatopoeia is all about the sound that is made by the word. Note that even though words like 'shout' and 'say' indicate a sound is being made, the words themselves do not sound like the sound being made.

### Extend



- 4.
- On the hob, the juicy steaks **sizzled** in the frying pan.
  - A tiger with pale yellow eyes **growled** at the frightened hunter.
  - The car **smashed** through the gate and **screeched** to a halt.
  - The children **murmured** with excitement as they waited to meet their new headteacher.

Note in sentence **c**, there are two onomatopoeia words: 'smashed' and 'screeched'. Look for the words in the sentence that sound like the sound being made.

### Apply

- 5.
- My bath was as cold as **the winter sea**.
  - Emma can run like **a cheetah**.
  - After PE, I was as hungry as **my dog at dinnertime**.
  - The washing on the line smells like **freshly cut grass**.

Answers will vary. Accept any answer that shares the quality in the comparison. For example: in sentence **b**, both a cheetah and a runner are fast. It can be useful to explore this in discussion if it is not immediately clear whether the quality is shared.

## Year 3 word list (pages 36–37)

### Practise

- 1.
- answer
  - appear
  - difficult
  - early
  - enough
  - possible
  - probably
  - remember
  - special
  - surprise

Look at the letters at the beginning of each word to put them in order alphabetically. If the first two letters are the same, look at the second two letters. Use a dictionary to help if necessary.

### Extend

- 2.
- often
  - actual
  - famous
  - believe
  - question

Read the definitions and assess each word in the box to see which one might match its meaning. Use a dictionary to help if necessary.

- 3.
- Your new video game should **arrive** in the post tomorrow.
  - My teacher says learning my times tables by heart is **important**.
  - Why don't we make your **favourite** cake for your birthday?
  - February** is often a very cold time of the year.
  - My aunt completed a **bicycle** race around the centre of our town.

Read the sentences carefully and try each of the options from the box in the space to see which one makes the most sense.

### Apply

- 4.
- The women decided to build a bridge across the river.
  - He looked through the window into a strange room.
  - Imagine if you had the strength to smash through a mountain.

Answers will vary. Ensure that each sentence uses the words from the word pyramid correctly (as the right word class) and that the sentence makes sense.

## Thematic language (pages 38–39)

### Practise

- newer newest
  - uglier ugliest
  - shinier shiniest
  - bigger biggest
  - flatter flattest

Where the adjectives end in 'y', the 'y' is changed to an 'i' before the suffix is added. Also, note how both 'big' and 'flat' end in a single vowel and a single consonant, so the final consonant is doubled before adding the suffix.

- spring
  - summer
  - autumn
  - winter

Note that the seasons do not require capital letters as they are not proper nouns. Ensure each word is spelt correctly. Pay particular attention to the silent 'n' at the end of 'autumn'.

- leaves
  - tomatoes
  - centuries
  - feet
  - cliffs
  - fish

Most of these plurals are not formed by simply adding -s to the singular forms of these words. Apart from 'cliffs', they all require different irregular plural endings. Note that, although some words that end in 'f' do take an irregular ending, 'cliff' is not one of them.

### Extend

- ferocious
  - mysterious
  - hideous
  - delicious

- |          |  |
|----------|--|
| blossom  | an animal that feeds its young on milk, like humans, cats and dolphins |
| moisture | flowers on a tree or a plant   |
| mammal   | an angry argument  |
| quarrel  | very small drops of water  |

Read the definitions and think about which of the words might have the same meaning. Use a dictionary if necessary.

### Apply

- The **dough** for the chocolate cookies is in the fridge.
  - Last night, we ate at the new **restaurant** near the river.
  - I will buy the **ingredients** for macaroni cheese at the supermarket.
  - Solar panels are used to **capture** energy from the sun.
  - I was surprised to see that the lawn was completely covered in **frost** this morning.

Read each sentence carefully and try the words from the box in each one. Decide which word makes the most sense. Note in sentence **a** that 'ingredients' is an incorrect answer because the verb is in the third person singular ('is'). If the word 'ingredients' was correct, the verb form would have to be in the third person plural ('The ingredients are in the fridge').

## Topic words (pages 40–41)

### Practise

- | Words with meanings I know | Words with meanings I can guess  | Words with meanings I don't know       |
|----------------------------|----------------------------------|--|
| delicate<br>farthest       | energy<br>traditional<br>retreat | hemisphere<br>motion<br>tribe<br>fumes |

Answers will vary. It is important to look up the meanings of any words that are not known or are uncertain to build and enrich vocabulary.

### Extend

- |       |         |
|-------|---------|
| head  | witness |
| sleep | ache    |
| eye   | walker  |

Compound words were taught in Key Stage 1 and are commonly seen in writing. Try putting different pairs of words together and see if any are recognisable as new words.

3. a. **Antarctica**  
 b. **Philippines**  
 c. **Argentina**  
 d. **Malaysia**

4. equi-                      -ment  
 equi-                      -ment                      reasons for believing something is true or not  
 equi-                      -ment                      when day and night are the same length  
 equi-                      -ment                      where people, animals and plants live  
 equi-                      -ment                      a plant that has leaves for the whole year  
 equi-                      -ment                      green  
 equi-                      -ment                      nox  
 equi-                      -ment                      dence

Read the definitions and use existing knowledge to match them to the words. Use a dictionary for any words that are unknown.

### Apply

5. a. The glacier had carved a deep valley through the mountains.  
 b. The grapes were ripening on the vine in the summer sunlight.  
 c. The flowers in the meadow had a beautiful perfume.  
 d. Blood is a red fluid that runs through your veins.
6. a. Many wild animals were lucky to survive the forest fire.  
 b. You combine flour, water and yeast to make bread dough.  
 c. The police say they have proof that Grandad stole that elephant!  
 d. Earthquakes and tsunamis are called natural disasters.

Read each of the options in the box and use a dictionary to look up their meaning if necessary. Think about which of the words would make the most sense to complete each sentence.

### The Selfish Giant, by Oscar Wilde (pages 44–45)

1. **Autumn**  
 The pronoun 'she' refers to the noun 'Autumn'. The author does this to make the season sound like a person, so that Autumn becomes a character that makes choices and speaks in the story. This is known as personification.
2. **a bird**  
 Scan the text for the word 'linnet' and read around it to find the meaning.

3. **from the blossom and the flowers in the garden**  
 Readers can infer that the 'delicious perfume' is coming from the blossom on the trees and the flowers in the garden. Note that full answers should refer to both the blossom, which is on the trees, and the flowers, which are on the grass. It is not correct to say 'from the garden' without referring to the more precise sources of the smell.

4. **He could hear 'some lovely music'/'(the most) beautiful music (in the world)'/a bird singing and he could smell a 'delicious perfume'/a lovely smell. or Because the Hail stopped (dancing) and the North Wind ceased (roaring).**

Answers should refer to two different changes the Giant notices. Answers can quote directly from the text or can reword events in the text.

5. **Because some children had come into the garden through a hole in the wall and were playing in the trees.**

Answers should refer to both how the children got into the garden through a hole in the wall and how they are interacting with the trees. Accept answers that include references to how the garden has responded if it is also explained what the garden is responding to. For example: 'The trees have covered themselves with blossom because the children have come into the garden through a hole in the wall'.

6. **He felt sorry for the little boy.**

If something 'melts your heart', it makes you feel affection or sympathy towards it. The little boy struggling to reach the tree invokes that feeling in the Giant. He may also have felt sad for building the wall, but the connotation of this expression is compassion, not sadness.

7. **Because his eyes were full of tears, so he didn't see the Giant.**

8. **sneaked**

Use the context to work out the meaning. For example: the Giant 'crept downstairs and opened the front door quite softly' because he is trying not to frighten the children. He behaves in the same way by 'stealing up' behind the boy so as not to frighten him.

9. **Because he realises he has been selfish/'wicked' and he wants to share his garden with the children/he wanted the children to come back so they could play together.**

Answers will vary. Answers should refer to both how the Giant realises his error (he selfishly put a wall around his garden) and how he now wants the children to use it.



10. Sharing with others makes everyone happy.

## Grammar in Action

One morning the Giant was lying awake in bed when he heard some lovely music.

In this sentence there is a fronted adverbial ('One morning'), followed by a main clause ('the Giant was lying awake in bed'), followed by a subordinate clause ('when he heard some lovely music'). The conjunction that links the two clauses is 'when'.

## Awesome Autumn, by Bruce Goldstone (pages 48–49)

1. a. summer  
b. winter

Find a description of where autumn fits within the order of the seasons. Scan the text for the names of other seasons. The relevant information is in the first paragraph.

2. September

Scan the text for the name of a month and then read around it to check it is relevant to answering the question. Note that 'December' is also a month mentioned in this part of the text, but the context is about the end of autumn, so this is incorrect.

3.

Sentence	True	False
The autumn equinox is around 22nd December.		<input checked="" type="checkbox"/>
Autumn ends on the winter solstice.	<input checked="" type="checkbox"/>	
The winter solstice is the shortest day of the year.	<input checked="" type="checkbox"/>	

Read the sentences in the question carefully. They are all about the beginning and end of autumn. Focus on the part of the text that describes this time. Look at each sentence in turn and find evidence in the text to determine whether the sentence is true or false.

4. chlorophyll

Scan the text for the word 'chemical' and then read around it for the answer. Care should be taken copying the exact spelling of the word.

5. Plants get their energy from sunlight.  
Chlorophyll/The green chemical traps the energy.

Note that it is not correct to say 'food' or 'chlorophyll' or 'leaves'. The text makes it clear that plants make their own 'food' using chlorophyll in their leaves, but the 'energy' that drives this process comes from 'sunlight'.

6. deciduous

Skim the text for the key word 'drop'. Read around it to find the definition of the word. An alternative strategy is to find the words given in the text and work out their definitions from evidence in the text.

7. Because their leaves are delicate and would die in the cold.

Again, the key word for this question is 'drop'. Keep scanning the text for more instances of the word 'drop'. Read around it to find the answer to the question. Answers should refer to both the delicate nature of the leaves and how the cold would destroy them.

8. They provide food.

They soak up rainwater.

Scan the text for the word 'environment' and then read around it for the answer. Ensure that two answers are ticked as specified in the rubric.

9. The leaves are covered in wax that protects them from the cold and stops the moisture in the leaves from freezing.

Skim the text for the key word 'evergreen' and read around it to find the answer. Answers should refer to both the wax on the leaves and how that wax protects the leaves from freezing. It is not acceptable to describe the leaves as 'tough' without reference to the wax and its protective role.

10. It helps the geese save energy.

Locate the correct part of the text using the subheadings and the knowledge that geese are a type of bird. Skim the paragraph to find the correct answer. Answers do not need to describe how the pattern reduces air resistance, only that it saves the geese energy.

## Grammar in Action

Birds take turns flying *in front*.

In this sentence the adverb of place ('in front') describes where the birds are 'flying'.

## Comparing texts: seasons (page 51)

1. forty

Accept answer written as a word or in numerals. This information is found in the final line of the first verse of the poem.

2. The poet is happy because winter is over and spring is arriving.

Readers can infer that the poet is happy or pleased because he writes positively about the events he is witnessing. For example: 'birds

twitter', 'lake ... glitter', 'blue skies prevailing', 'There's joy in the mountains' as winter gives way to scenes of spring. There is no evidence that the poet is sad about the disappearance of the snow or that he is tired because he is working. The poet may be pleased that the rain has stopped, but his happiness is based on a wider range of factors.

3. **going to bed in the light in summer**

Although the poet mentions getting up in the dark in the first two lines, the rest of the poem is about the opposite (going to bed in the light) and how unfair the poet feels that is.

4. **a. The poet sees birds hopping on the tree or a clear blue sky.**

**b. The poet hears grown-up people's feet in the street.**

5. **play**

### Vocabulary in Action

#### *Like an army defeated*

*The snow hath retreated,*

This simile compares the melting snow to a 'defeated army' that has 'retreated'. Note how the simile comes first. This is a stylistic choice made by the poet. Looking for the word 'like' before a comparison helps to locate a simile in writing.

### The Abominables, by Eva Ibbotson (pages 54–55)

1. **a secret valley**

Scan the text for the words 'Narvi Dar' and read around them to find the meaning.

2. **Because there was no pollution.**

Identify the quotation in the question and locate it in the text. Read around the quotation to find the correct answer. While the text does not mention pollution directly, the items listed ('smoke', 'petrol fumes', 'chemicals') should be recognised as things that cause pollution. It can then be inferred that the lack of pollution in the valley is the cause of Lady Agatha's slow ageing process. The third option is a strong distractor as the text mentions that Lady Agatha is 'still healthy and strong' after one hundred years. However, the text does not present this as the cause of her long life.

3. **a helicopter or a strange red bird**

Note that either answer is acceptable because the text implies that Lady Agatha would not have known what a helicopter was.

4. **a. Lady Agatha worries that people will find/discover the secret valley.**

**b. She thinks people will hurt the yetis/do cruel and terrible things to the yetis/put the yetis in zoos/a circus/a funfair/hunt and kill the yetis for sport.**

Answers will vary. Note that answers should refer to both how the secret existence of the valley will be uncovered and how this may have a negative effect on the yetis. Answers can paraphrase or quote directly from the text.

5. **Go climbing in the High Places or go exploring so that people don't see them/so that they stay safely hidden (from humans).**

Readers can infer that Lady Agatha's warning to stay in the valley and not go exploring is because she does not want the yetis to be seen by the growing number of people visiting the area.

6. **Other people would not be friendly like her.**

The quotation in this question implies that Lady Agatha regrets not warning the yetis that humans are not all the same and that some people would harm or exploit them rather than be friendly.

7. **(a family of) yetis**

Scan the text for the names of these characters. They all appear in the paragraph beginning 'In a way it was Lady Agatha's fault ...'. In that paragraph, they are all eating yak-milk pudding together. This indicates that they are the yetis that Agatha lives with in the secret valley.

8. **Because she had five helpings of yak-milk pudding.**

Use the context to work out the reason Lucy went sleepwalking ('Nobody can have five helpings of pudding and sleep soundly.')

9. **climbed**

Scan the text for the quotation and read around it to find the meaning. For example, Lucy sleepwalks 'across the meadows' and steps out 'on to the eternal snows', having 'scaled' the cliffs. This implies that she has climbed up from a lower position to a higher one where there is always snow.

10. **The humans will find the yetis because of Lucy's footprints. or The yetis will look for the humans because Ambrose wanted to meet humans.**

Answers will vary. Accept any plausible answer that is based on a detail from the extract.

### Punctuation in Action

*"But I want to meet humans," said Ambrose.*

The inverted commas are placed around the words that Ambrose says. Note how the comma at the end of his words is included within the inverted commas.

## Bigfoot, by Malcolm Yorke (pages 58–59)

1. a porcupine or a bear

Identify the key words in the question ('searching', 'pack') and skim the text to locate them. Read around the key words to find the correct answer. Answers should name both animals.

2. jailer

Scan the text for the word 'captor' and read around it to find the meaning. It is clear from the context that Albert Ostman is being kept prisoner, so the bigfeet are like jailers.

3. The (oldest male) bigfoot (that was keeping him prisoner) ate some tobacco and became ill.

Answers will vary. Answers should refer to both the bigfoot eating tobacco and how this made the bigfoot ill.

4. Sasquatch and Oh-mah-ah

5. Because a bigfoot has never been caught (dead or alive).

6.

the area of north-west American forests	37 centimetres
the height of a bigfoot	888 000 square kilometres
the length of a bigfoot's footprint	2.5 metres

7. a. plants  
b. fish  
c. small animals (such as marmots)

Note that the third food source should be 'small animals', not just 'animals', as this is an important distinction in terms of the accuracy of the answer.

8. for a joke or to sell pictures to newspapers

9. Huge, hairy beasts or half ape, half human or similar to a yeti or even bigger than a yeti or 2.5m or 8 feet tall or covered in hair or flat faces or short necks or wide shoulders or big feet or feet measuring 37 centimetres or  $14\frac{1}{2}$  inches long or five toes on each foot or sole of the foot flatter than a human one.

Answers will vary. Answers should include at least three relevant pieces of information from the text. Ensure any information refers to only the physical characteristics of the bigfeet.

10. Stories like Albert Ostman's or from Native Americans or film of a bigfoot like Roger Patterson's or experts who say it can't be someone in a fur suit or plaster casts of the bigfoot's footprints or eyewitnesses who have seen bigfeet eating or tape recordings of the noises bigfeet make or footprints found in mud, sand and snow.

Answers will vary but should include any three relevant pieces of information from the text. Note that evidence that suggests bigfeet might exist can be either physical (plaster casts, film, recordings) or anecdotal (stories from a variety of sources).

### Grammar in Action

Albert Ostman was expecting a quiet time when he headed *into* a forest *near* Vancouver, Canada, *for* a camping trip *in* 1924.

In this sentence, 'into', 'near', 'for' and 'in' introduce prepositional phrases that tell you more about the nouns they are with. Note that 'when' is not a preposition. It is a conjunction that introduces the subordinate clause ('when he headed ...').

### Heads or Tails?, by Kit Wright (page 61)

1. hound

The first line of the poem uses the word 'dog' and its synonym 'hound'.

2. pound

Use the context to work out the meaning of an unfamiliar word. Here, Dave Dirt 'first brought it home from the pound', which shows where he got the dog from.

3. The dog looks very ugly.

The second verse shows that people have a variety of views about what the dog looks like (for example: a 'plant', a 'dressing gown'). In the third verse, it is explained that, despite this, everyone agrees that the dog looks very ugly ('a hideous sight').

4. The dog loves Dave Dirt and follows him round (in rain and sun and snow).

Answers should refer to the dog's love for its owner and how the dog is loyal.

5. Because you can't tell if you are looking at the dog's head or its tail.

Answers will vary. Answers should refer to how it is impossible to tell which way round the dog is.

### Spelling in Action

witch weigh bee

## The Magic Faraway Tree, by Enid Blyton (pages 64–65)

- crooked
- Everything in the Land of Goodies can be eaten, like the houses or fences.

Scan the text for the phrase 'Land of Goodies' and read around it to find the answer.

- noticed

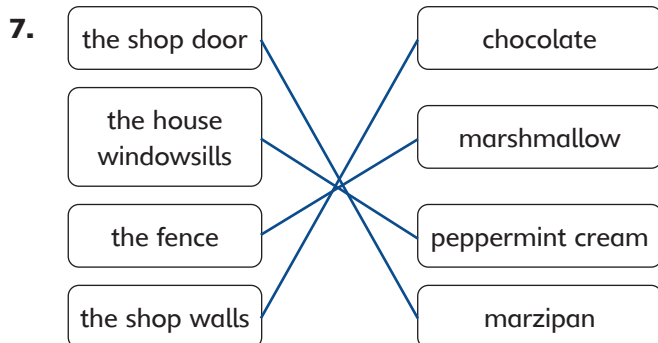
Use the context to work out the meaning. For example, the children 'called out in surprise' suggests that they are reacting to the bushes and trees they have just noticed, rather than something they have been watching, examining or looking at for a long time.

- muffins
  - cakes
  - ice-cream

Read the three pieces of direct speech in which the children describe what is growing on the trees. Note that berries or lollipops is incorrect because the text clearly refers to a bush rather than a tree.

- plates
- Joe, because he said 'lovely' when he ate them. or because he 'liked lollipops very much'.

Scan the text for the word 'lollipops' and read around it for the name of a specific person. Joe is the only person mentioned by name. Look for evidence that shows how much he liked the lollipops. Evidence can come from the direct speech or from the phrase 'very much', which emphasises how much Joe liked the lollipops.



Scan the text for the four objects and read around them to find the answers.

- He was 'flat and golden brown and had raisin-like eyes', meaning he was a gingerbread man like the ones the children's mother made them.

Answers should describe the character's appearance and also refer to Joe's comment that the character was familiar because their mother made the children gingerbread people like the character.

- Beth's name appeared on the cake in pink sugar letters.
- Moon-Face. He was worried about the number of cakes because he says, "We shall never be able to eat all these."

This answer can be found in the direct speech in the final paragraph. Scan the text for the word 'cake' and read around to find the answer.

## Vocabulary in Action

... it was really little lollipops, all neatly growing together (like a bunch of grapes).

In this sentence the lollipops are compared to a bunch of grapes. Readers should look for the words 'like' or 'as ... as' to help locate similes where one thing is being compared to another.

## Breakfasts Around the World, by Giles Clare (pages 68–69)

- fancy

Scan the text for the word 'extravagant' and read around it to work out the meaning. It is clear from the context that 'extravagant' is an antonym of 'simple' (as 'small' is an antonym of 'large' earlier in the sentence).

- Because they have just been cooked/fried.

The previous sentence states that the *churros* are 'freshly fried' at the market, so it can be inferred that they are still warm because they have just been made.

- oats, fat and blood

Answers should refer to all three ingredients.

- cinnamon
  - ginger
  - sugar

Note that 'water', 'milk' and 'tea leaves' are incorrect as these are the main ingredients of *chai* rather than ingredients that are added.

- mate

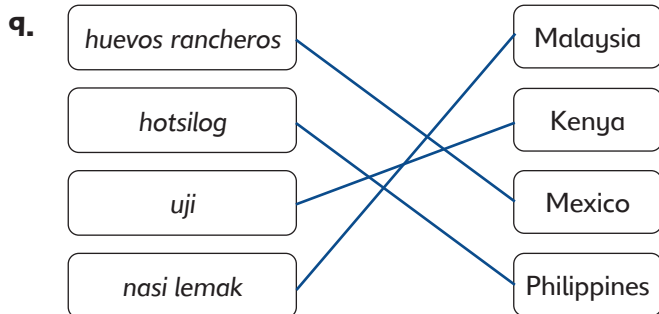
- in the late morning and in the middle of the afternoon

Answers should refer to both times of day, not just morning or afternoon. It is also acceptable to write 'at breakfast time' and 'at teatime'.

- banana(s)

- China and Argentina
  - Spain and Kenya

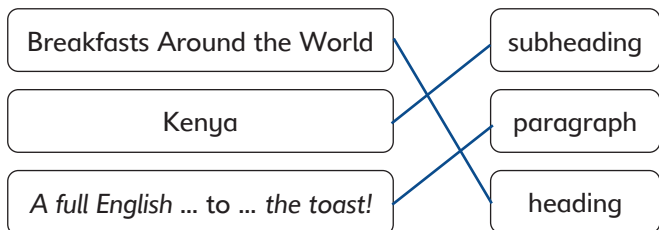
Scan the text for the words 'late breakfast' and 'fried dough'. Also think about close synonyms that convey the same information. For example, families in China often have brunch (a late breakfast or early lunch) and in Spain, *churros* are made from fried dough sticks.



10. **four**

Eggs are listed as breakfast ingredients in the paragraphs about Mexico, the United Kingdom, Malaysia and the Philippines.

### Grammar in Action



These features help to organise the text. Here, each subheading introduces a paragraph that is about a particular country.

### Deep in Our Refrigerator, by Jack Prelutsky (page 71)

1. They keep it 'just in case' or because they think it's not 'old enough' to throw away yet.  
Scan the text to find the line quoted in the question. It is in the first verse of the poem. Read around the line to find the reasons.
2. (fuzzy clumps of multicoloured) mould  
Scan the text for the word 'notice' and read around it to find the answer. Note that 'the smell' is not correct. They 'notice' the smell, but this is not something that is visibly growing like the clumps of mould.
3. unpleasant   
Answers should infer from the context that 'special' has a negative connotation here. As the food is rotting, the smell would be unpleasant.
4. when it becomes (a nasty mass of) slime

5. ancient

Look in the last verse for a description of something very old and find the word that is used to describe it.

### Spelling in Action

- a. mostly
- b. finally
- c. apparently
- d. probably

The first three words take the suffix *-ly* without any need to adjust the spelling of the adjectives. However, 'probable' ends with 'le', so the 'le' is replaced with the suffix *-ly*.

### Writing skills: The Strange Creature (pages 72–73)

This 'Writing skills' task is inspired by the 'strange creatures' theme in the **Unit 6** reading comprehension texts. The child may wish to revisit those texts to gather ideas for their writing. They might think about what their creature looks, smells, feels and sounds like. They should also describe how it eats, lives, and behaves. Encourage the child to think about their audience and make their writing as engaging and accurate as possible. Ensure that children have understood that it is a descriptive piece of writing, ideally written in the third person, rather than a story about an explorer finding a creature. The child may have included some words from **Year 3 word list (pages 36–37)** and **Topic words (pages 40–41)**. Check that these words have been spelt and used in context correctly.

This task also provides the child with an opportunity to put many other topics from **Units 1 to 4** into practice. They may have used: conjunctions to join main and subordinate clauses (for example: '**When** the Elephant Bird is attacked, it uses its claws to defend itself.');

adverbs to explain more about how, where, when or why something is happening (for example: 'The Elephant Bird **often** hides in tall trees');

headings and paragraphs to organise the description (for example: 'Diet', 'Habitat', 'Behaviour'); a wide range of suffixes (for example: *-ly*, *-ous*, *-est*). In each case, check that the child has correctly used the grammar, punctuation, spelling or vocabulary.

## Final practice (pages 74–80)

1. "Good morning, everyone. Welcome back to school," announced Mrs Trotter.
- This question is testing the ability to use inverted commas to show the words that are spoken. Here, two sentences are included within one set of inverted commas. Note also how the comma sits within the inverted commas before the reporting clause. Award 1 mark for both of the opening and closing inverted commas correctly inserted.

2. It is important that people eat a healthy diet.   
Larry is an old man who swims every day.

This question is testing the ability to use the determiner 'a' or 'an' in the correct way. In the first sentence, 'an unicorn' is incorrect because the first sound in 'unicorn' is not a vowel sound, so it should be 'a unicorn'. In the fourth sentence, 'a hour' is incorrect because 'hour' starts with a vowel sound, so it should be 'an hour'. Award 1 mark for two sentences correctly ticked.

3. I have done all the washing up, so I am ready to start cooking.

This question is testing the ability to recognise the verb phrase in the present perfect tense, which is formed using 'has/have' and the past participle. Award 1 mark for the phrase correctly underlined.

- 4.
- |       |         |
|-------|---------|
| un    | power   |
| super | please  |
| dis   | plugged |

This question is testing the ability to add the correct prefix to a base or root word. Prefixes change the meaning of the base or root word. Note that you do not change the spelling of the base or root word when adding a prefix. Award 1 mark for all the boxes correctly matched.

- 5.
- During the night, the old oak tree fell over  
because the wind was so strong.

This question is testing the ability to recognise the difference between a main and a subordinate clause and the conjunction that links them. Note that the subordinate clause 'because the wind was so strong' does not make sense as a sentence on its own. 'During the night' is not a clause because it does not contain a verb – it is a prepositional phrase. Award 1 mark for all three correct answers.

Sentence	Adverb	Conjunction
a. It's a long time since I went <u>there</u> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Matt has <u>never</u> seen the film before.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. Mum was fed up <u>until</u> I gave her the bunch of flowers.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
d. Tomorrow is the biggest match of the season, <u>in case</u> you forgot.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

This question is testing the ability to recognise the difference between an adverb and a conjunction in context. 'There' and 'never' add more information to the verbs they describe. 'Until' and 'in case' are conjunctions that come at the beginning of subordinate clauses. Award 1 mark for all four correctly ticked.

7. Angus always arrived at the bus stop in a rush by eight o'clock.

This question is testing the ability to identify prepositions in context. These prepositions describe where something happened ('at'), how ('in') and when ('by'). Award 1 mark for all three prepositions correctly identified.

8. a. beginner  
b. drummer  
c. gardener  
d. singer

This question is testing the ability to decide whether the consonant at the end of each word needs to be doubled when adding a suffix. Award 1 mark for all four correct answers.

9. Harrison's hair was as black as coal.

This question is testing the ability to recognise a simile. Here, Harrison's hair is compared to the colour of coal using the construction 'as ... as', making this a simile. Award 1 mark for the correct answer.

10. The **whether** / **weather** forecast does **not** / **knot** say if it will **reign** / **rain** on Thursday.

This question is testing the ability to recognise the correct spellings in pairs of homophones depending on the context. Award 1 mark for all three words correctly identified.

11. Sofia **usually** (usual) enjoys going to school. She leaves the house **happily** (happy) and always behaves **sensibly** (sensible) in class.

This question is testing the ability to add the suffix *-ly* correctly depending on the ending of the word. For example: the 'y' in 'happy' is changed to an 'i' before adding *-ly*. Award 1 mark for all three answers correct.

12. a. dangerous  
b. humorous  
c. famous  
d. furious

This question is testing the ability to add the suffix *-ous* correctly depending on the word. For example, the 'e' in 'fame' is dropped before adding *-ous*. Award 1 mark for all four correct answers.

13. a simile   
onomatopoeia   
a clause

This question is testing the ability to recognise some of the functions of some parts of a sentence. The sentence contains a clause ('The thunder rumbled'); 'rumbled' is an onomatopoeic word; 'like a hungry giant's stomach' is a simile. The verb 'rumbled' is in the simple perfect tense, not the present perfect. Award 1 mark for all three correct answers.

14. A young chef called Archie wanted to visit the pyramids in Egypt.

This question is testing the ability to spell some words with tricky spellings, such as the soft /sh/ sound spelt 'ch' as in 'chef'. Award 1 mark for all words spelt correctly.

15. a. February  
b. surprise  
c. favourite  
d. answer

This question is testing the ability to spell some of the words in the National Curriculum Years 3 and 4 word list correctly. Award 1 mark for all four correct answers.

16. It means that Billy really is feeling nervous because he says he is not, but then he goes into the forest slowly.

This question is testing the ability to make a simple inference (read between the lines). Billy says that he is not nervous. However, he is described as entering the forest 'very very slowly', which implies that he is, in fact, nervous about entering it. Award 1 mark for reference to Billy being nervous, but without any reason given. Award 2 marks for reference to Billy being nervous and a reason given. Maximum 2 marks.

17. (an enormous empty green) cathedral

This question is testing the ability to identify key details from the text. Scan the text to find the specific facts (here, a type of building) and ensure any copied words are spelt correctly. Award 1 mark for the correct answer.

18. ventured

This question is testing the ability to work out the meaning of a word that may be unfamiliar using the words that surround it (the context). Award 1 mark for the correct answer.

19. (massive) trees, roots, brambles, boughs, bushes

Accept any three correct answers. This question is testing the ability to identify key details from the text. Scan the text to find the specific facts (here, obstacles that Billy dodges, skips over or bends under) and ensure any copied words are spelt correctly. Award 1 mark for two correct answers. Award 2 marks for three correct answers. Maximum 2 marks.

20. onomatopoeia

This question is testing the ability to recognise a type of figurative language that uses words that sound like what they mean. Award 1 mark for the correct answer.

21. Billy feels really scared because he saw something that 'froze his blood'.

This question is testing the ability to make a simple inference (read between the lines). Whatever Billy saw 'froze his blood and made icicles in his veins', so it can be inferred from this figurative language that he is very frightened. To provide evidence, copy an exact word or phrase from the text and put it between single inverted commas. Award 1 mark for reference to Billy being frightened, but without relevant evidence from the text. Award 2 marks for reference to Billy being frightened and relevant evidence provided. Maximum 2 marks.

22. It means lots of people go into the forest, but nobody comes out.

This question is testing the ability to understand a sentence with an unusual word order. Ordinarily and logically, the sentence would be ordered with people 'going in' followed by people 'coming out'. Here the author has reversed the order to make the sentence rhyme with the previous sentence. Award 1 mark for the correct answer.

23. the (creature/monster called a)  
(Terrible Bloodsuckling Toothplucking  
Stonechuckling) Spittler

This question is testing the ability to identify key details from the text. Scan the text to find the specific facts (here, a name) and ensure any copied words are spelt correctly. Award 1 mark for the correct answer.

24.

Statement	True	False
Billy thinks the beast blows smoke.	✓	
Billy thinks the beast is silent.		✓
Billy thinks the beast is faster than him.	✓	

This question is testing the ability to retrieve information from the text. Read each sentence in the question before re-reading the extract in full. As each occurrence happens, tick the table to show that it is true or false. Award 1 mark for three correct answers. Award 2 marks for all four correct answers. Maximum 2 marks.

25. I think that Billy will escape the Forest of Sin and he will never go back because he is too scared. or I think Billy will escape the Forest of Sin and then go back in because he wants to know what the Spittler looks like/if it is real. or I think the Spittler will catch Billy because it is faster than him. or I think Billy will realise that the noises are coming from something else and his mother made up the Spittler.

Accept any plausible prediction based on details in the text. This question is testing the ability to make a prediction about what is likely to happen next based on the text that has been read so far. Award 1 mark for a plausible prediction. Award 2 marks for a plausible prediction with evidence from the text. Maximum 2 marks.