

Expanded Noun Phrases

Expanded Noun Phrases

1a. Underline the expanded noun phrase in the sentences below.

A. The old car with the rusty door had been left abandoned in the carpark.

B. The ravens soared majestically in the clear, cloudless sky.

C. The over-excited, friendly dog circled my legs before pouncing onto my lap.



VF

1b. Underline the expanded noun phrase in the sentences below.

A. The large, over-grown garden was full of weeds and wild flowers.

B. The injured athlete that was sat with the medics watched over the race enviously.

C. The ancient city of Rome is home to attractions such as the Trevi Fountain and St. Peter's Basilica.



VF

2a. Which sentence below gives the most concise information?

A. The abbey was old and abandoned and had been empty for years which meant that it was falling in to disrepair.

B. The old, abandoned abbey, which had been empty for years, was falling into disrepair.



VF

2b. Which sentence below gives the most concise information?

A. Amsterdam is an interesting place to visit because it has a rich culture and it also has a fascinating history.

B. With its fascinating history and rich culture, Amsterdam is said to be an interesting place to visit.



VF

3a. Insert the most suitable expanded noun phrase into the sentence below.

old, decrepit house

newly-built, detached house

The _____ was scheduled to be demolished by the council as it was unsafe.



VF

3b. Insert the most suitable expanded noun phrase into the sentence below.

round, brilliant cut diamond

damaged, dull diamond

The ring with the _____ was bought by the gentleman who wanted to propose to his partner.



VF

4a. Change the adjectives in the sentence below to create a new sentence.

The newly-qualified pilot landed the plane safely despite the dangerous weather conditions.



VF

4b. Change the adjectives in the sentence below to create a new sentence.

The tall girl with the athletic frame smiled happily as she took to the podium after winning first place.



VF

Expanded Noun Phrases

Expanded Noun Phrases

1a. Rewrite the sentence below using expanded noun phrases.

The boy finished third in the race, just seconds behind his friend.

Write your sentence again using different adjectives.



A

1b. Rewrite the sentence below using expanded noun phrases.

Johnny picked up his rucksack and prepared himself for the hike.

Write your sentence again using different adjectives.



A

2a. Use the sentence below to create a new sentence, adding adjectives to describe each underlined noun.

As they approached the castle, they noticed the door was already open.



A

2b. Use the sentence below to create a new sentence, adding adjectives to describe each underlined noun.

The cat sat under the tree at the end of the garden, trying to find some shade.



A

3a. Steph says,



I have used a good expanded noun phrase because it includes three adjectives.

I had to remove some items from my large, over-sized, huge suitcase as it was over the weight limit.

Is she correct?
Explain why.



R

3b. Sean says,



I have used a good expanded noun phrase because it includes three adjectives.

The rare, red-crested tree rat, thought to be extinct, has been sighted for the first time in decades.

Is he correct?
Explain why.



R

Identifying Word Classes in Sentences

Identifying Word Classes in Sentences

1a. Underline the nouns and circle the verbs in the sentences below.

A. The filthy dog ran through the house leaving dirty footprints on the floor.

B. The old doll had only one eye open and her hair had fallen out.



VF

1b. Underline the nouns and circle the verbs in the sentences below.

A. The brand new car looked beautiful until it drove through a muddy puddle.

B. The song on the radio blared out around the building site.



VF

2a. Which word type fills the gaps in this sentence?

The children walked _____ into assembly and sat down _____.



VF

2b. Which word type fills the gaps in this sentence?

I found your school bag _____ the table, with yesterday's lunch still _____ the bottom of it.



VF

3a. Label the subject and object in the sentence below.

Everyone laughed at the hilarious clown when he performed at the circus.



VF

3b. Label the subject and object in the sentence below.

Cameron posted the important letter just before the postman emptied the post box.



VF

4a. List all of the subjects, objects, nouns, verbs, adverbs, adjectives, determiners, conjunctions and prepositions in the sentence below.

The lorry driver took a break from his long journey, so he could rest briefly and have some food at the café.



VF

4b. List all of the subjects, objects, nouns, verbs, adverbs, adjectives, determiners, conjunctions and prepositions in the sentence below.

A brave mouse scurried quickly across the hall from a hole in the corner, despite the cat being in the same room.



VF

Identifying Word Classes in Sentences

Identifying Word Classes in Sentences

1a. Write a sentence containing each of the following word classes. Label one example of each word class.

noun	verb	adjective
adverb	preposition	determiner
conjunction	subject	object



A

1b. Write a sentence containing each of the following word classes. Label each part.

noun	verb	adjective
adverb	preposition	determiner
conjunction	subject	object



A

2a. Sara is trying to improve her writing by adding an adverb to the sentence below. Is this possible?

We crept down the hallway hoping to get past the door without being heard.

If so, where can the adverb go?
Is there more than one possibility?



R

2b. Ron is trying to improve his writing by adding a conjunction to the sentence below. Is this possible?

Her daughter really disliked going to the dentist, she had to have her tooth out.

If so, where can the preposition go?
Is there more than one possibility?



R

3a. True or false? These sentences need to have a noun. Explain your answer.

Sit down on the chair at once!

Please will you mop the floor?

Get in the car so we can set off please!



R

3b. True or false? These sentences need to have an adjective. Explain your answer.

There is a traffic jam ahead.

Security cameras are operating in this area.

The final task is completed.



R

Using the Passive Verb

Using the Passive Verb

1a. True or false?

The sentence below uses the passive verb correctly.

The ship was sailed around the world by the sailor.



VF

1b. True or false?

The sentence below uses the passive verb correctly.

The dough was put into the oven by the baker.



VF

2a. Rewrite the sentence below in the active form.

The antelope was chased by the lion in the jungle.



VF

2b. Rewrite the sentence below in the active form.

The letter was delivered by the postman yesterday morning.



VF

3a. Rewrite the sentence below in the passive form.

Nina watered the flowers in the garden.



VF

3b. Rewrite the sentence below in the passive form.

Abdul slowly opened the tall, red gate.



VF

4a. Tick the correct passive version of the active sentence below.

I ate the delicious chocolate cake.

The delicious chocolate cake was ate.

☐

The delicious chocolate cake was eaten.

☐

The delicious chocolate cake I ate.

☐

VF

4b. Tick the correct passive version of the active sentence below.

I found the car key under a rock.

The car key I found was under a rock.

☐

The car key under a rock I was found.

☐

The car key was found under a rock.

☐

VF

Using the Passive Verb

1a. Add a passive verb from the word bank to complete the sentence below.

wrote did written done

The long letter to the queen
was _____ yesterday.



A

Using the Passive Verb

1b. Add a passive verb from the word bank to complete the sentence below.

eaten took ate bring

The tin of chocolate biscuits
was _____ by the visitor.



A

2a. Choose a passive verb below and use it in a sentence with an expanded noun phrase.

hold given took

taken held gave



A

2b. Choose a passive verb below and use it in a sentence with an expanded noun phrase.

played lost found

stolen find play



A

3a. Mr Jones asks Class 6 to change the sentence below to the passive form.

The fox hunted the rabbit in the woods.

Katie says,



The rabbit hunted the fox
in the woods.

Is she correct? Explain your answer fully.



R

3b. Mrs Patel asks Class 6 to change the sentence below to the passive form.

Lucy left the trainers in the hallway.

Greg says,



The trainers left in the
hallway by Lucy.

Is he correct? Explain your answer fully.



R

Expanded Noun Phrases

Expanded Noun Phrases

<p>1a. Underline the expanded noun phrases in the sentences below.</p> <p>A. An almighty roar came from the fierce lion, which was stalking around the fenced-in enclosure waiting to be fed.</p> <p>B. Waiting for the bus, the impatient commuters took shelter from the unexpected, freezing rain drops that battered the ground relentlessly.</p> <p>☆_{GD} VF</p>	<p>1b. Underline the expanded noun phrases in the sentences below.</p> <p>A. Without warning, a bright flash of lightning lit up the sky and was followed by a deafening crack of thunder that shook the house.</p> <p>B. The derelict building with the broken windows and cracked brickwork was the scariest place that the children had ever dared to venture.</p> <p>☆_{GD} VF</p>
<p>2a. Which sentence below gives the most concise information?</p> <p>A. Known as 'The City that Never Sleeps', New York is a fast-paced and bustling city with plenty of attractions to visit including the well-known Statue of Liberty.</p> <p>B. New York is a fast-paced city that is bustling and has lots of attractions to visit, which is why it is known as 'The City that Never Sleeps'.</p> <p>☆_{GD} VF</p>	<p>2b. Which sentence below gives the most concise information?</p> <p>A. After learning about it in school many years ago, I was excited for my trip to the historic city of Athens and I was looking forward to learning more about it.</p> <p>B. I was excited to go on a trip to Athens as I had learned about it in school many years ago and I was looking forward to learning more about the ancient and historic city.</p> <p>☆_{GD} VF</p>
<p>3a. Insert the most suitable expanded noun phrase into the sentence below.</p> <div> <div>sweltering hot sun</div> <div>breezy, cool weather</div> </div> <p>Sweating, the children decided to cool down from the _____ with an ice-cold drink from the freezer.</p> <p>☆_{GD} VF</p>	<p>3b. Insert the most suitable expanded noun phrase into the sentence below.</p> <div> <div>over-excited, noisy</div> <div>quiet, nervous</div> </div> <p>Waiting for the coach to arrive, the _____ children, who were going on a school trip, chatted happily.</p> <p>☆_{GD} VF</p>
<p>4a. Change the adjectives in the sentence below to create a new sentence.</p> <p>Before setting off, we made sure that we packed a selection of tasty sandwiches and a some cold, fresh drinks for the trip.</p> <p>☆_{GD} VF</p>	<p>4b. Change the adjectives in the sentence below to create a new sentence.</p> <p>Due to the severe weather conditions, the disappointed students had to abandon the school trip until a later date.</p> <p>☆_{GD} VF</p>

Expanded Noun Phrases

Expanded Noun Phrases

1a. Rewrite the sentence below using expanded noun phrases.

Shaking with fear, the boy – who felt like he was about to throw up – attached his safety harness and prepared himself to face the zipwire.

Write your sentence again using different adjectives.



A

1b. Rewrite the sentence below using expanded noun phrases.

Waiting patiently for her friends to arrive, Isabel placed the cupcakes onto the cake stand ready for the tea party.

Write your sentence again using different adjectives.



A

2a. Use the sentence below to create a new sentence, adding adjectives to describe each underlined noun.

Without warning, a bang erupted from the next room, making the children jump in shock.



A

2b. Use the sentence below to create a new sentence, adding adjectives to describe each underlined noun.

As they reached the summit, the hikers stood on the edge of the mountain taking in the views.



A

3a. Lucy thinks sentence A is more concise than sentence B.

A. The three-story house, which was large, had five bedrooms and a double garage, was recently sold for just over half a million pounds.

B. The large, three-story house with five bedrooms and a double garage was recently sold for just over half a million pounds.

Do you agree? Explain why.



R

3b. Jake thinks sentence B is more concise than sentence A.

A. The inhabitable house with the crumbling walls and a damp problem (which was severe) had been snapped up at auction for a bargain.

B. Although it was currently inhabitable, the house with the crumbling walls and severe damp had been snapped up at auction for a bargain.

Do you agree? Explain why.



R

Identifying Word Classes in Sentences

Identifying Word Classes in Sentences

1a. Underline the nouns and circle the verbs in the sentences below.

A. Year 9, and a few of Year 10, are going on a trip to Paris next month.

B. Did you know that the River Thames is the longest river in England?



VF

1b. Underline the nouns and circle the verbs in the sentences below.

A. When the house on our street was burgled, the police were called the next morning.

B. The old dog made a hasty run for freedom when the gate was left open.



VF

2a. Which word type fills the gaps in this sentence?

Some of ____ customers were stuck in ____ lift, so everyone had to use ____ stairs.



VF

2b. Which word type fills the gaps in this sentence?

____ the car had a large boot, we couldn't bring lots of luggage ____ we needed room for the dog.



VF

3a. Label the subject and object in the sentence below.

The difficult decision was made by the council to close the public swimming pool.

What other word class do these words belong to?



VF

3b. Label the subject and object in the sentence below.

The exceptionally tall girls showed their skills during the netball match.

What other word class do these words belong to?



VF

4a. List all of the subjects, objects, nouns, verbs, adverbs, adjectives, determiners, conjunctions and prepositions in the sentence below.

The house was situated privately in its own estate with immaculate gardens and two large outbuildings behind the property. The gates were guarded by security so that no one could enter.



VF

4b. List all of the subjects, objects, nouns, verbs, adverbs, adjectives, determiners, conjunctions and prepositions in the sentence below.

Dan took a shower, in the downstairs bathroom, which suddenly stopped working yesterday morning. Although the water was still running it was extremely cold.



VF

Identifying Word Classes in sentences

1a. Write a paragraph containing each of the following word classes. Label one example of each word class.

noun	verb	adjective
adverb	preposition	determiner
conjunction	subject	object



A

2a. Victoria is trying to improve her writing by adding a preposition to the sentence below. Is this possible?

The girls ran off to hide.

If so, where can the preposition go?
Is there more than one possibility?



R

3a. True or false? These sentences need to have an object. Explain your answer.

Dad was painting the bathroom.

The farmer was tired after milking the cows.

Mum was baking a cake whilst it rained.



R

Identifying Word Classes in Sentences

1b. Write a paragraph containing each of the following word classes. Label one example of each word class.

noun	verb	adjective
adverb	preposition	determiner
conjunction	subject	object



A

2b. Chris is trying to improve his writing by adding an object to the sentence below. Is this possible?

The napkins blew off in the wind.

If so, where can the object go?
Is there more than one possibility?



R

3b. True or false? These sentences need to have a conjunction. Explain your answer.

Unless you finish you cannot go outside.

He has been sad since he left his job.

They wondered if they could go home.



R

Expanded Noun Phrases

Expanded Noun Phrases

1a. Underline the expanded noun phrase in the sentences below.

A. The old car with the rusty door had been left abandoned in the carpark.

B. The ravens soared majestically in the clear, cloudless sky.

C. The over-excited, friendly dog circled my legs before pouncing onto my lap.



VF

1b. Underline the expanded noun phrase in the sentences below.

A. The large, over-grown garden was full of weeds and wild flowers.

B. The injured athlete that was sat with the medics watched over the race enviously.

C. The ancient city of Rome is home to attractions such as the Trevi Fountain and St. Peter's Basilica.



VF

2a. Which sentence below gives the most concise information?

A. The abbey was old and abandoned and had been empty for years which meant that it was falling in to disrepair.

B. The old, abandoned abbey, which had been empty for years, was falling into disrepair.



VF

2b. Which sentence below gives the most concise information?

A. Amsterdam is an interesting place to visit because it has a rich culture and it also has a fascinating history.

B. With its fascinating history and rich culture, Amsterdam is said to be an interesting place to visit.



VF

3a. Insert the most suitable expanded noun phrase into the sentence below.

old, decrepit house

newly-built, detached house

The _____ was scheduled to be demolished by the council as it was unsafe.



VF

3b. Insert the most suitable expanded noun phrase into the sentence below.

round, brilliant cut diamond

damaged, dull diamond

The ring with the _____ was bought by the gentleman who wanted to propose to his partner.



VF

4a. Change the adjectives in the sentence below to create a new sentence.

The newly-qualified pilot landed the plane safely despite the dangerous weather conditions.



VF

4b. Change the adjectives in the sentence below to create a new sentence.

The tall girl with the athletic frame smiled happily as she took to the podium after winning first place.



VF

Expanded Noun Phrases

Expanded Noun Phrases

1a. Rewrite the sentence below using expanded noun phrases.

The boy finished third in the race, just seconds behind his friend.

Write your sentence again using different adjectives.



A

1b. Rewrite the sentence below using expanded noun phrases.

Johnny picked up his rucksack and prepared himself for the hike.

Write your sentence again using different adjectives.



A

2a. Use the sentence below to create a new sentence, adding adjectives to describe each underlined noun.

As they approached the castle, they noticed the door was already open.



A

2b. Use the sentence below to create a new sentence, adding adjectives to describe each underlined noun.

The cat sat under the tree at the end of the garden, trying to find some shade.



A

3a. Steph says,



I have used a good expanded noun phrase because it includes three adjectives.

I had to remove some items from my large, over-sized, huge suitcase as it was over the weight limit.

Is she correct?
Explain why.



R

3b. Sean says,



I have used a good expanded noun phrase because it includes three adjectives.

The rare, red-crested tree rat, thought to be extinct, has been sighted for the first time in decades.

Is he correct?
Explain why.



R

Identifying Word Classes in Sentences

Identifying Word Classes in Sentences

1a. Underline the nouns and circle the verbs in the sentences below.

A. The filthy dog ran through the house leaving dirty footprints on the floor.

B. The old doll had only one eye open and her hair had fallen out.



VF

1b. Underline the nouns and circle the verbs in the sentences below.

A. The brand new car looked beautiful until it drove through a muddy puddle.

B. The song on the radio blared out around the building site.



VF

2a. Which word type fills the gaps in this sentence?

The children walked _____ into assembly and sat down _____.



VF

2b. Which word type fills the gaps in this sentence?

I found your school bag _____ the table, with yesterday's lunch still _____ the bottom of it.



VF

3a. Label the subject and object in the sentence below.

Everyone laughed at the hilarious clown when he performed at the circus.



VF

3b. Label the subject and object in the sentence below.

Cameron posted the important letter just before the postman emptied the post box.



VF

4a. List all of the subjects, objects, nouns, verbs, adverbs, adjectives, determiners, conjunctions and prepositions in the sentence below.

The lorry driver took a break from his long journey, so he could rest briefly and have some food at the café.



VF

4b. List all of the subjects, objects, nouns, verbs, adverbs, adjectives, determiners, conjunctions and prepositions in the sentence below.

A brave mouse scurried quickly across the hall from a hole in the corner, despite the cat being in the same room.



VF

Identifying Word Classes in Sentences

Identifying Word Classes in Sentences

1a. Write a sentence containing each of the following word classes. Label one example of each word class.

noun	verb	adjective
adverb	preposition	determiner
conjunction	subject	object

1b. Write a sentence containing each of the following word classes. Label each part.

noun	verb	adjective
adverb	preposition	determiner
conjunction	subject	object



A



A

2a. Sara is trying to improve her writing by adding an adverb to the sentence below. Is this possible?

We crept down the hallway hoping to get past the door without being heard.

If so, where can the adverb go?
Is there more than one possibility?

2b. Ron is trying to improve his writing by adding a conjunction to the sentence below. Is this possible?

Her daughter really disliked going to the dentist, she had to have her tooth out.

If so, where can the preposition go?
Is there more than one possibility?



R



R

3a. True or false? These sentences need to have a noun. Explain your answer.

Sit down on the chair at once!

Please will you mop the floor?

Get in the car so we can set off please!

3b. True or false? These sentences need to have an adjective. Explain your answer.

There is a traffic jam ahead.

Security cameras are operating in this area.

The final task is completed.



R



R

Using the Passive Verb

Using the Passive Verb

1a. True or false?

The sentence below uses the passive verb correctly.

The ship was sailed around the world by the sailor.



VF

1b. True or false?

The sentence below uses the passive verb correctly.

The dough was put into the oven by the baker.



VF

2a. Rewrite the sentence below in the active form.

The antelope was chased by the lion in the jungle.



VF

2b. Rewrite the sentence below in the active form.

The letter was delivered by the postman yesterday morning.



VF

3a. Rewrite the sentence below in the passive form.

Nina watered the flowers in the garden.



VF

3b. Rewrite the sentence below in the passive form.

Abdul slowly opened the tall, red gate.



VF

4a. Tick the correct passive version of the active sentence below.

I ate the delicious chocolate cake.

The delicious chocolate cake was ate.

☐

The delicious chocolate cake was eaten.

☐

The delicious chocolate cake I ate.

☐

VF

4b. Tick the correct passive version of the active sentence below.

I found the car key under a rock.

The car key I found was under a rock.

☐

The car key under a rock I was found.

☐

The car key was found under a rock.

☐

VF

Using the Passive Verb

1a. Add a passive verb from the word bank to complete the sentence below.

wrote did written done

The long letter to the queen
was _____ yesterday.



A

Using the Passive Verb

1b. Add a passive verb from the word bank to complete the sentence below.

eaten took ate bring

The tin of chocolate biscuits
was _____ by the visitor.



A

2a. Choose a passive verb below and use it in a sentence with an expanded noun phrase.

hold given took

taken held gave



A

2b. Choose a passive verb below and use it in a sentence with an expanded noun phrase.

played lost found

stolen find play



A

3a. Mr Jones asks Class 6 to change the sentence below to the passive form.

The fox hunted the rabbit in the woods.

Katie says,



The rabbit hunted the fox
in the woods.

Is she correct? Explain your answer fully.



R

3b. Mrs Patel asks Class 6 to change the sentence below to the passive form.

Lucy left the trainers in the hallway.

Greg says,



The trainers left in the
hallway by Lucy.

Is he correct? Explain your answer fully.



R

Expanded Noun Phrases

Expanded Noun Phrases

1a. Underline the expanded noun phrases in the sentences below.

A. An almighty roar came from the fierce lion, which was stalking around the fenced-in enclosure waiting to be fed.

B. Waiting for the bus, the impatient commuters took shelter from the unexpected, freezing rain drops that battered the ground relentlessly.



VF

1b. Underline the expanded noun phrases in the sentences below.

A. Without warning, a bright flash of lightning lit up the sky and was followed by a deafening crack of thunder that shook the house.

B. The derelict building with the broken windows and cracked brickwork was the scariest place that the children had ever dared to venture.



VF

2a. Which sentence below gives the most concise information?

A. Known as 'The City that Never Sleeps', New York is a fast-paced and bustling city with plenty of attractions to visit including the well-known Statue of Liberty.

B. New York is a fast-paced city that is bustling and has lots of attractions to visit, which is why it is known as 'The City that Never Sleeps'.



VF

2b. Which sentence below gives the most concise information?

A. After learning about it in school many years ago, I was excited for my trip to the historic city of Athens and I was looking forward to learning more about it.

B. I was excited to go on a trip to Athens as I had learned about it in school many years ago and I was looking forward to learning more about the ancient and historic city.



VF

3a. Insert the most suitable expanded noun phrase into the sentence below.

sweltering hot sun

breezy, cool weather

Sweating, the children decided to cool down from the _____ with an ice-cold drink from the freezer.



VF

3b. Insert the most suitable expanded noun phrase into the sentence below.

over-excited, noisy

quiet, nervous

Waiting for the coach to arrive, the _____ children, who were going on a school trip, chatted happily.



VF

4a. Change the adjectives in the sentence below to create a new sentence.

Before setting off, we made sure that we packed a selection of tasty sandwiches and a some cold, fresh drinks for the trip.



VF

4b. Change the adjectives in the sentence below to create a new sentence.

Due to the severe weather conditions, the disappointed students had to abandon the school trip until a later date.



VF

Expanded Noun Phrases

Expanded Noun Phrases

1a. Rewrite the sentence below using expanded noun phrases.

Shaking with fear, the boy – who felt like he was about to throw up – attached his safety harness and prepared himself to face the zipwire.

Write your sentence again using different adjectives.



A

1b. Rewrite the sentence below using expanded noun phrases.

Waiting patiently for her friends to arrive, Isabel placed the cupcakes onto the cake stand ready for the tea party.

Write your sentence again using different adjectives.



A

2a. Use the sentence below to create a new sentence, adding adjectives to describe each underlined noun.

Without warning, a bang erupted from the next room, making the children jump in shock.



A

2b. Use the sentence below to create a new sentence, adding adjectives to describe each underlined noun.

As they reached the summit, the hikers stood on the edge of the mountain taking in the views.



A

3a. Lucy thinks sentence A is more concise than sentence B.

A. The three-story house, which was large, had five bedrooms and a double garage, was recently sold for just over half a million pounds.

B. The large, three-story house with five bedrooms and a double garage was recently sold for just over half a million pounds.

Do you agree? Explain why.



R

3b. Jake thinks sentence B is more concise than sentence A.

A. The inhabitable house with the crumbing walls and a damp problem (which was severe) had been snapped up at auction for a bargain.

B. Although it was currently inhabitable, the house with the crumbling walls and severe damp had been snapped up at auction for a bargain.

Do you agree? Explain why.



R

Identifying Word Classes in Sentences

Identifying Word Classes in Sentences

1a. Underline the nouns and circle the verbs in the sentences below.

A. Year 9, and a few of Year 10, are going on a trip to Paris next month.

B. Did you know that the River Thames is the longest river in England?



VF

1b. Underline the nouns and circle the verbs in the sentences below.

A. When the house on our street was burgled, the police were called the next morning.

B. The old dog made a hasty run for freedom when the gate was left open.



VF

2a. Which word type fills the gaps in this sentence?

Some of ____ customers were stuck in ____ lift, so everyone had to use ____ stairs.



VF

2b. Which word type fills the gaps in this sentence?

_____ the car had a large boot, we couldn't bring lots of luggage _____ we needed room for the dog.



VF

3a. Label the subject and object in the sentence below.

The difficult decision was made by the council to close the public swimming pool.

What other word class do these words belong to?



VF

3b. Label the subject and object in the sentence below.

The exceptionally tall girls showed their skills during the netball match.

What other word class do these words belong to?



VF

4a. List all of the subjects, objects, nouns, verbs, adverbs, adjectives, determiners, conjunctions and prepositions in the sentence below.

The house was situated privately in its own estate with immaculate gardens and two large outbuildings behind the property. The gates were guarded by security so that no one could enter.



VF

4b. List all of the subjects, objects, nouns, verbs, adverbs, adjectives, determiners, conjunctions and prepositions in the sentence below.

Dan took a shower, in the downstairs bathroom, which suddenly stopped working yesterday morning. Although the water was still running it was extremely cold.



VF

Identifying Word Classes in sentences

1a. Write a paragraph containing each of the following word classes. Label one example of each word class.

noun	verb	adjective
adverb	preposition	determiner
conjunction	subject	object



A

2a. Victoria is trying to improve her writing by adding a preposition to the sentence below. Is this possible?

The girls ran off to hide.

If so, where can the preposition go?
Is there more than one possibility?



R

Identifying Word Classes in Sentences

1b. Write a paragraph containing each of the following word classes. Label one example of each word class.

noun	verb	adjective
adverb	preposition	determiner
conjunction	subject	object



A

2b. Chris is trying to improve his writing by adding an object to the sentence below. Is this possible?

The napkins blew off in the wind.

If so, where can the object go?
Is there more than one possibility?



R

3a. True or false? These sentences need to have an object. Explain your answer.

Dad was painting the bathroom.

The farmer was tired after milking the cows.

Mum was baking a cake whilst it rained.



R

3b. True or false? These sentences need to have a conjunction. Explain your answer.

Unless you finish you cannot go outside.

He has been sad since he left his job.

They wondered if they could go home.



R

Using the Passive Verb

Using the Passive Verb

1a. True or false?

The sentence below uses the passive verb correctly.

The stained glass window smashed this morning because the tennis ball thrown too hard.



VF

1b. True or false?

The sentence below uses the passive verb correctly.

The cheese sandwiches finished before the cakes and biscuits brought out of the kitchen.



VF

2a. Rewrite the sentence below in the active form.

The horse was fed by the man before it was ridden through the enormous, grassy fields.



VF

2b. Rewrite the sentence below in the active form.

The dirty dishes were washed by Jamie after the delicious roast dinner was eaten.



VF

3a. Rewrite the sentence below in the passive form.

Harry put the warm, fluffy coat on before he opened the brown, wooden door.



VF

3b. Rewrite the sentence below in the passive form.

Grace wrote the beautiful song lyrics before she composed the dramatic music.



VF

4a. Tick the correct passive version of the active sentence below.

I put the coffee in the cup and poured in the hot water.

The coffee I put in the cup and the hot water was poured in.

☐

The coffee was put in the cup and the hot water was poured in.

☐

The coffee put in the cup and the hot water poured in.

☐


VF

4b. Tick the correct passive version of the active sentence below.

I picked flowers from the soil then I planted new seeds.

Flowers were picked from the soil then I planted new seeds.

☐

From the soil I picked flowers then planted new seeds.

☐

Flowers were picked from the soil then new seeds were planted.

☐


VF

Using the Passive Verb

1a. Add passive verbs to complete the sentence below.

The new board game _____
_____ and the points _____
_____.



A

Using the Passive Verb

1b. Add passive verbs to complete the sentence below.

The eggs _____ then
the butter _____ on
the toast.



A

2a. Choose two passive verbs below and use them in a sentence with two clauses.

saved changed plan

scored planned describe

change described save



A

2b. Choose two passive verbs below and use them in a sentence with two clauses.

built explained used

explain started created

start collected build



A

3a. Mr Daniels asks Class 6 to change the sentence below to the passive form.

I sealed the white envelope then I stuck on the postage stamp.

Bella says,



The white envelope was sealed then I stuck on the postage stamp.

Is she correct? Explain your answer fully.



R

3b. Mrs Malin asks Class 6 to change the sentence below to the passive form.

I mopped the kitchen floor then I wiped the colourful tiles.

Alex says,



I mopped the kitchen floor then the colourful tiles were wiped.

Is he correct? Explain your answer fully.



R

Reading extract and questions: Year 5-6

Evacuation – for and against Set A/B



In the late 1930s, there was a growing realisation that war was coming. Nazi Germany, led by Adolf Hitler, had been acting aggressively and there was fear across the UK that this country would get caught up in the conflict. Along with a threat of invasion came a new danger. Aircraft had been developing rapidly over the first four decades of the twentieth century and there were now bombers capable of reaching cities deep inside enemy territory.

Anxious for the fate of its citizens, the British Government launched Operation Pied Piper on the 1st September 1939 – two days before war broke out. Hundreds of thousands of children were assembled with only a handful of possessions and loaded onto trains and buses and evacuated into the countryside. Within the first few days of this extraordinary undertaking, over one and a half million children had been evacuated. The question is, was it the right thing to do?

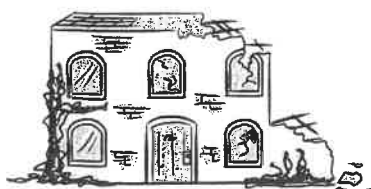


The authorities certainly believed it was necessary. Any Government has a duty to safeguard its people and the first thing you can do for those at risk is to remove them from danger. No one would have claimed that removing children from their parents would be painless, but they had to consider the bigger picture.

Nor could anyone say that the Government was crying wolf. Most of the country's major cities were, indeed, attacked by waves of bombers, night after night. Some areas, such as Coventry and the East End of London, were absolutely devastated with thousands of people losing their lives. No matter what hardships the evacuees might have faced, at least they were spared the main horrors of war. Some even enjoyed it and gained probably their first experience of living in the countryside.

On the other hand, you might wonder whether this ambitious plan was properly thought through. Physical injuries are often obvious but some scars cannot be seen and we are only just beginning to appreciate the damage that can be caused by separation. What's more, it wasn't just the children who suffered: the parents also hated seeing their little ones being taken away.

Furthermore, there wasn't time to assess whether they were being sent to suitable homes with caring, sympathetic people. It is clear that some of those who were told to accept the evacuees really did not want their lives disrupted by the arrival of strange children so we can imagine how awkward it might have been.



We can all be wise in hindsight. In the end, most of the children were safely reunited with their families as the threat of German invasion faded. Some, however, returned to find that their parents had perished and their communities had been destroyed. Was it worth the pain? More importantly, if we ever find ourselves in a similar situation, should we attempt another programme of widespread evacuation?

Questions for *Evacuation – for and against*

Set A

Vocabulary:

1. Look at the first paragraph. Find and copy a word that means *quickly*.

2. Look at the second paragraph. *Within the first few days of this extraordinary undertaking...* What does *undertaking* mean in this sentence? Tick one.

task

☐

journey

☐

theft

☐

question

☐

3. ... *just beginning to appreciate* ... In this sentence, *appreciate* means ...

Retrieval

4. Who was leader of Nazi Germany?

5. When was Operation Pied Piper launched?

6. Which **two** places does the text say were devastated by waves of bombers?

Inference

7. Apart from bombing, what did the British worry that the Germans would do to their country?

8. *Nor could anyone say the Government was crying wolf.* Explain what this means.

9. ... *some scars cannot be seen* ... What do you think the author means by this?

Summarise

10. Below are some summaries of different paragraphs from the text. Number them from 1 to 5 to show the order in which they appear in the text.

Parts of the UK were heavily bombed.	
People were upset by the evacuation.	
The British were worried that a war was coming.	
Children returned to their homes.	
The Government started evacuating children.	

Predict

11. Based on what you have read, name **one** thing you think the Government would improve for any future evacuation.

Compare

12. Look at the fifth and sixth paragraphs. They both give arguments against evacuation but from a different perspective. Explain how.

Answers for Evacuation – for and against

Set A:

Vocabulary:

1. rapidly
2. task
3. understand

Retrieval:

4. Adolf Hitler
5. 1st September 1939
6. Coventry and the East End of London

Inference:

7. invade
8. They weren't making it up/lying/pretending something was happening when it wasn't
9. Accept answers that suggest mental or psychological scars, such as hurt feelings, fear or homesickness.

Summarise:

10.

Parts of the UK were heavily bombed.	3
People were upset by the evacuation.	4
The British were worried that a war was coming.	1
Children returned to their homes.	5
The Government started evacuating children.	2

Predict:

11. Evacuate parents with their children./Assess the suitability of people who were taking in the children./Check the people taking the children were caring/sympathetic.

Compare:

12. The fifth paragraph focuses on the people being evacuated. The sixth paragraph focuses on the people who took in the evacuees.

Commissioned by The PiXL Club Ltd. July 2019

This resource is strictly for the use of member schools for as long as they remain members of The PiXL Club. It may not be copied, sold nor transferred to a third party or used by the school after membership ceases. Until such time it may be freely used within the member school.

All opinions and contributions are those of the authors. The contents of this resource are not connected with nor endorsed by any other company, organisation or institution.

PiXL Club Ltd endeavour to trace and contact copyright owners. If there are any inadvertent omissions or errors in the acknowledgements or usage, this is unintended and PiXL will remedy these on written

© Copyright The PiXL Club Limited, 2019

Darwin – the evolution of an idea

Set A/B

Have you ever noticed how you can start off intending to do one thing yet end up doing something completely different? That doesn't necessarily mean that it's been a disastrous waste of time. In fact, it could result in something truly life-changing. Take the life of Charles Darwin, for example.

The theory of evolution

You will, no doubt, know that Darwin (1809 – 1882) was a key figure in the development of the theory of evolution. This idea (still controversial for some) suggested how animals undergo tiny changes from generation to generation. These changes that help creatures adapt to their environments will be passed on to their offspring to improve the species so that it continues to thrive and reproduce. The ones that don't ... well, let's just say that nature takes care of them.



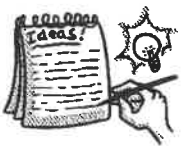
Education

Darwin started by following in his father's footsteps: he began training to be a doctor in Scotland. However, he soon tired of his studies at medical school so his disappointed father sent him to Cambridge University. Here, he was supposed to be working towards a respectable profession in the church. Even though he studied hard, he also became a keen collector of beetles in his spare time, reflecting his growing interest in nature. After that, he started learning about geology – the study of rocks, soil and so on.

As a result, he was invited to join an expedition to South America on a ship called *HMS Beagle*. His job would be to investigate the geology and collect wildlife specimens while the rest of the crew mapped the coastline.

Secrets of the stones

On *HMS Beagle's* first stop at Cape Verde – a group of islands off the coast of Africa – Darwin made a fascinating discovery. High in the volcanic cliffs, he found a layer of rock containing seashells. This made him think that great changes must be happening to the planet, probably over a very long period of time.



Rocks yielded more remarkable discoveries when they reached South America. Here, Darwin found fossils of extinct mammals alongside shells that suggested these animals had died out fairly recently. What's more, there were no signs of natural disasters or major climate change. This made Darwin begin to wonder what might cause a species to be wiped out.

Life-changing discoveries

Darwin noticed how some of the islands visited by the *Beagle* had their own distinct varieties of certain animals. This was interesting because, in those days, people had believed that all the world's creatures had been made at the same time by the same creator. If that was so, why bother to make slightly different versions of the same animal? Could it be that the design of life was not as fixed as had previously been thought?

By the time *HMS Beagle* had completed its five-year, round-the-world voyage and returned to England, Darwin's thoughts were beginning to take shape. It would take many years, plenty of further research and numerous conversations with other scientists before he published probably his most famous work, *On the Origin of Species*. It would take even longer for his ideas to become widely accepted by the scientific community and the public in general.



Questions for *Darwin* Set A

Vocabulary:

1. Look at the first paragraph. Find and copy a word that means *planning*.

2. ... *from generation to generation* ... This means ...

3. ... *Rocks yielded more remarkable discoveries* ... What does the word **yielded** mean in this sentence?

Retrieval:

4. In which year was Darwin born?

5. Where did Darwin start training to be a doctor?

6. Where did *HMS Beagle* stop first?

Inference:

7. Find and copy a group of words that suggests Darwin was not the only person to help develop the theory of evolution?

8. What was Charles Darwin's father's job?

9. Why did it seem strange to find seashells in a layer of rock on Cape Verde?

Summarise:

10. Here are some summaries of different paragraphs in the text. Number them from 1 to 4 to show the order in which they appear in the text.

- ☐ Darwin found interesting fossils in South America.
- ☐ Darwin's education was not straight-forward.
- ☐ Darwin eventually turned his ideas into a book.
- ☐ Darwin noticed that some types of animals were slightly different from island to island.

Predict:

11. What do you think would happen to any changes in animals that did not help them adapt to their environments? Use evidence from the text to support your answer.

Authorial intent:

12. ... *the evolution of an idea*... Suggest **two** reasons why these words were used in the heading.

Answers for *Darwin*

Set A:

Vocabulary:

1. intending
2. being passed on from parent to child, again and again
3. gave or produced

Retrieval:

4. 1809
5. Scotland
6. Cape Verde

Inference:

7. (Darwin ... was) a key figure (i.e. not the only one). Also accept numerous conversations with other scientists
8. doctor
9. because they were high up in the (volcanic) cliffs

Summarise:

10.

- | | |
|---|--|
| 2 | Darwin found interesting fossils in South America. |
| 1 | Darwin's education was not straight-forward. |
| 4 | Darwin eventually turned his ideas into a book. |
| 3 | Darwin noticed that some types of animals were slightly different from island to island. |

Predict:

11. Accept answers that suggest the changes would not be passed on from generation to generation. The text says that changes that help creatures adapt are passed on but nature takes care of those that don't, which means that those changes don't last/stay.

Compare:

12.

- a. The theory of evolution is the main idea for which Darwin is famous.
- b. Evolution means 'gradually develop' and the text is about how Darwin gradually developed his ideas/Darwin's ideas evolved as he made discoveries/His ideas changed when he found fossils etc.

Commissioned by The PiXL Club Ltd. July 2019

This resource is strictly for the use of member schools for as long as they remain members of The PiXL Club. It may not be copied, sold nor transferred to a third party or used by the school after membership ceases. Until such time it may be freely used within the member school.

All opinions and contributions are those of the authors. The contents of this resource are not connected with nor endorsed by any other company, organisation or institution.

PiXL Club Ltd endeavour to trace and contact copyright owners. If there are any inadvertent omissions or errors in the acknowledgements or usage, this is unintended and PiXL will remedy these on written

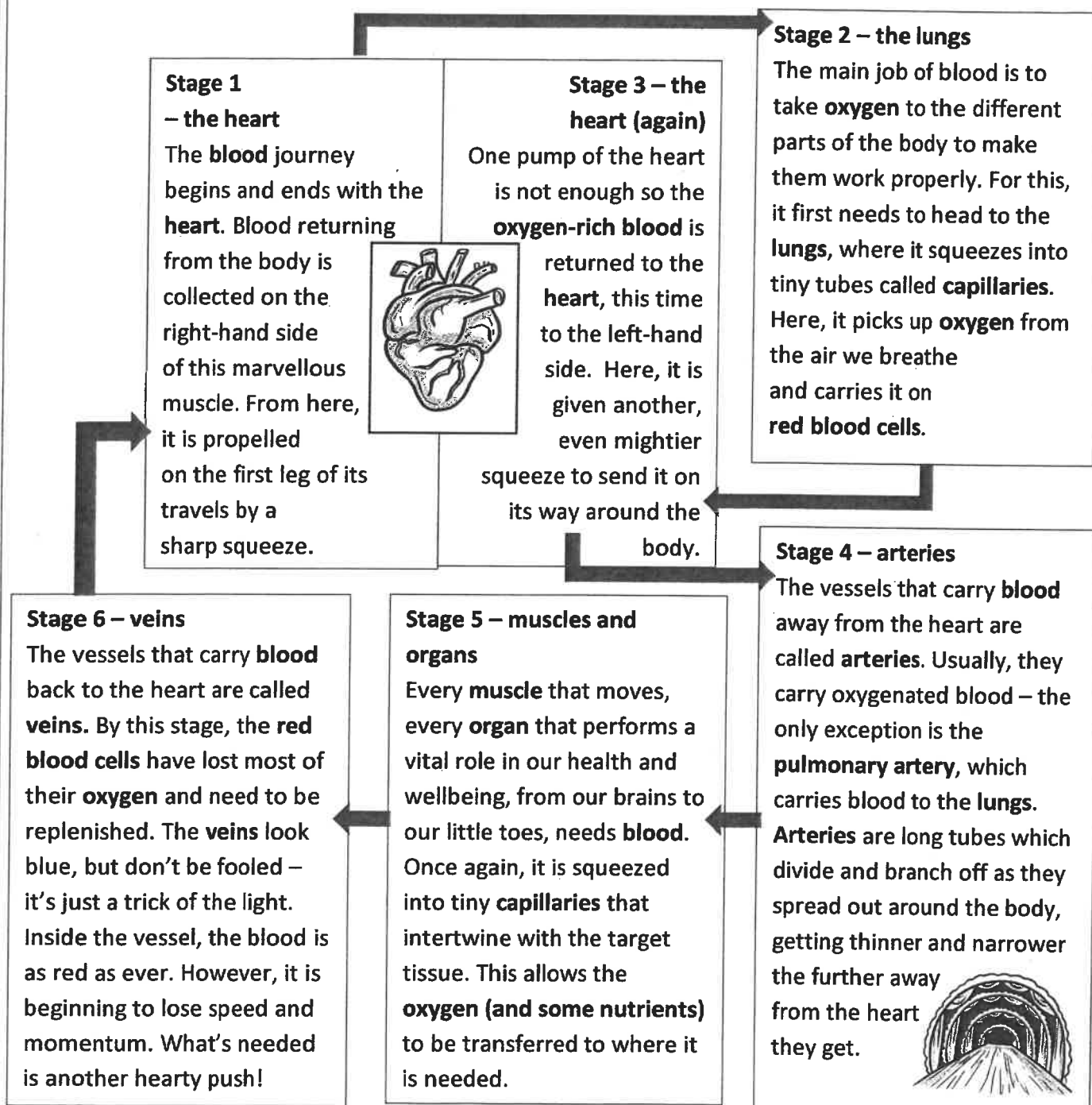
Reading extract and questions:

Year 5 – 6

Circulation

Set A/B

It takes less than a minute for blood to complete a full circuit of an individual's body. It might not be the longest journey in the world but is one of the most important: our very existence depends upon it. So, let's take a closer look at our amazing circulation system.



Did you know?

The main ingredients of blood are **red blood cells**, **white blood cells** (infection fighters) and **plasma**, the straw coloured liquid that keeps the system flowing.

Average-sized adults have about **five litres** of blood in their bodies.



Questions for *Circulation* Set A

Vocabulary:

1. Look at the first paragraph. Find and copy one word that means *a single person*.

2. Look at Stage 1. '...on the first leg of its travels by a sharp squeeze...'. In this sentence the word **sharp** is closest in meaning to:

interesting ☐

strong ☐

two-sided ☐

wonderful ☐

3. What does *mightier* mean?

Retrieval

4. Where is the blood that returns from the body collected?

5. According to the text, what is the main job of blood?

6. In which direction do arteries carry the blood?

7. Apart from oxygen, what else does blood transfer to different parts of the body?

Inference

8. Apart from having lost most of its oxygen, how else has the blood changed by the time it reaches the veins?

9. What do the white blood cells do?

Summarise

10. Which of the following would be the most suitable summary of the whole text? Tick one.

It describes how the heart works.

It describes the passage of blood around the body.

It explains how to stay healthy.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

It describes what blood is made of.

Authorial intent

11. *What's needed is another hearty push!* Give **two** reasons why the author used the word *hearty*.

a. _____

b. _____

Compare

12. According to the text, give one way that arteries are:

a. similar to veins

b. different from veins.

Answers for *Circulation*

Set A:

Vocabulary:

1. individual
2. strong
3. stronger/more powerful/more forceful

Retrieval:

4. the right-hand side of the heart
5. to take oxygen to the different parts of the body (to make them work properly)
6. away from the heart
7. nutrients (and some nutrients)

Inference:

8. It has lost speed and momentum (accept either speed or momentum)
9. fight infection

Summarise:

10.

It describes how the heart works.

It describes the passage of blood around the body.

It explains how to stay healthy.

It describes what blood is made of.

✓

Authorial intent:

11.

- a. It refers to the heart. It is a play on words as the text is about the heart.
- b. Hearty also means strong or forceful.

Compare:

12.

a. Accept any of the following:

- They are tubes.
- They carry blood.
- They are connected to the heart.

b. Accept any of the following

- They carry blood away from the heart instead of to it.
- The flow has more speed and momentum.
- They don't look blue from the outside.

(Don't accept 'They carry oxygenated blood' as this is not true of the pulmonary artery.)

Commissioned by The PiXL Club Ltd. July 2019

This resource is strictly for the use of member schools for as long as they remain members of The PiXL Club. It may not be copied, sold nor transferred to a third party or used by the school after membership ceases. Until such time it may be freely used within the member school.

All opinions and contributions are those of the authors. The contents of this resource are not connected with nor endorsed by any other company, organisation or institution.

PiXL Club Ltd endeavour to trace and contact copyright owners. If there are any inadvertent omissions or errors in the acknowledgements or usage, this is unintended and PiXL will remedy these on written notification.

© Copyright The PiXL Club Limited, 2019

Reading extract and questions:

Year 5-6

Beethoven's Hard Life

Set A/B

There is a popular saying that you have to suffer for your art. Perhaps in Beethoven's case, the greater the art, the greater the suffering.

Ludwig van Beethoven is widely acknowledged to be one of the greatest musical composers of all time. Even if you could not name any of his works, you would undoubtedly recognise at least one if it were played to you. His Moonlight Sonata and Fifth Symphony are prime examples. It is perhaps amazing that someone could create so many works of great joy and beauty when you contemplate how much pain and ugliness there was in his life.



Early years

Born in Bonn, Germany, in 1770, he was one of seven children, although only three of them survived childhood. From an early age, Ludwig was seen as having a rare gift for music and his talent was developed by a succession of local tutors. Most of them were not very kind, however, and often treated him so badly they made him cry. One of them even had problems sleeping and would drag the poor little boy out of bed in order to practise.

Despite these hardships, he was soon writing his own music and his first collection of compositions was published when he was only thirteen years old. Not long after that, he travelled to Vienna – the capital of Austria and a major centre of the arts at that time – in order to continue his education. Within a year, however, he had to return to Bonn as his mother had died and his father was unable to look after his brothers, so that responsibility fell to Ludwig for the next five years.

Along with his family tragedies, his love-life was causing him a great deal of heartache. His musical ability and reputation meant that he was often asked to give lessons to members of upper-class families. He fell in love with at least two of the young women he was tutoring but was unable to marry them as he had not been born into wealth and privilege, which meant he was not seen as being good enough for them.

Loss of hearing

Of all your senses, which would be cruellest to lose if you were a musician? Perhaps the greatest tragedy to befall Beethoven was when he started losing his hearing in his late twenties. It is not clear what caused it, but we do know that he suffered from a severe form of tinnitus – a condition which makes you hear noises which are not there, such as buzzing or bells ringing. By the time he was 44 years old, he was totally deaf. Amazingly, he continued composing wonderful music but when one of his works was performed for the first time, he had to be turned around to see the audience clapping because he couldn't hear the thunderous applause.

It also didn't help that much of Europe was at war while he was composing. The famous French general and emperor Napoleon was rampaging all over the continent and, in 1809, he attacked Vienna. The noise of the bombardment was so loud that Beethoven was worried it would ruin what was left of his hearing. In order to protect himself, he hid underground during the assault and covered his head with pillows.

Bad behaviour

Given all his problems, it is perhaps not surprising that Beethoven was known to be rather rude. If he noticed people in the audience talking while he was performing, he would just stop. He also refused to show much respect for the ruling classes. One archduke decided that the normal rules of polite society should not apply to Ludwig, presumably because there was no point in hoping he would follow them!

His health deteriorated and he eventually died in 1827 at the age of 56. Some 20,000 people turned out to show their respects at his funeral procession. For all his faults and misfortunes, he had still managed to produce an enormous collection of outstanding music. He may have suffered terribly but we have all benefited from his genius, whether we know it or not.

Questions for *Beethoven's Hard Life* Set A

Vocabulary:

1. Look at the second paragraph. Find and copy one word meaning *accepted*.

2. ... *when you contemplate* ... What does the word *contemplate* mean in this sentence?

3. ... *His health deteriorated* ... This means that his health ... Circle one.

stopped him working

got worse

kept people away

improved

Retrieval:

4. Where was Beethoven born?

5. How many of Beethoven's brothers and sisters died in childhood?

6. What is the name of the hearing disorder Beethoven suffered from?

Inference:

7. Complete the table below with **one** piece of evidence to support each statement.

	Evidence
Beethoven's ability was recognised during his life.	
Beethoven continued to be respected after his death.	

8. How does the author suggest that Beethoven was unusually young to have his work published?

9. Why was it hard for Beethoven to focus on his music after his mother died?

Summarise:

10. Here are some summaries of different events in the text. Number them from 1 to 4 to show the order in which they appear.

- ☐ Beethoven first travelled to Vienna.
- ☐ Beethoven's mother died.
- ☐ Beethoven had horrible teachers.
- ☐ Beethoven lost his hearing.

Meaning as a whole:

11. Draw lines to match each section to its main content.

Introduction

Most people can recognise at least one of Beethoven's compositions.

Early years

People made excuses for Beethoven's rudeness.

Loss of hearing

Beethoven developed tinnitus.

Bad behaviour

Beethoven was dragged out of bed to practise music.

Authorial intent:

12. ... *in Beethoven's case, the greater the art, the greater the suffering* ... What impression does this give you of both Beethoven and his life?

Answers for *Beethoven's hard life*

Set A:

Vocabulary:

1. acknowledged
2. think about/consider
3. got worse

Retrieval:

4. Bonn (Germany)
5. four
6. tinnitus

Inference:

7.

	Evidence
Beethoven's ability was recognised during his life.	<ul style="list-style-type: none">• His first works were published when he was thirteen.• He was invited to give lessons to upper-class families.• His work received thunderous applause.
Beethoven continued to be respected after his death.	<ul style="list-style-type: none">• He is (present tense) acknowledged to be a great composer.• Most people today would recognise at least one of his works.• 20,000 people attended his funeral procession.

8. The author says he was only thirteen years old.

9. He had to look after his brothers for five years (because his father was unable to).

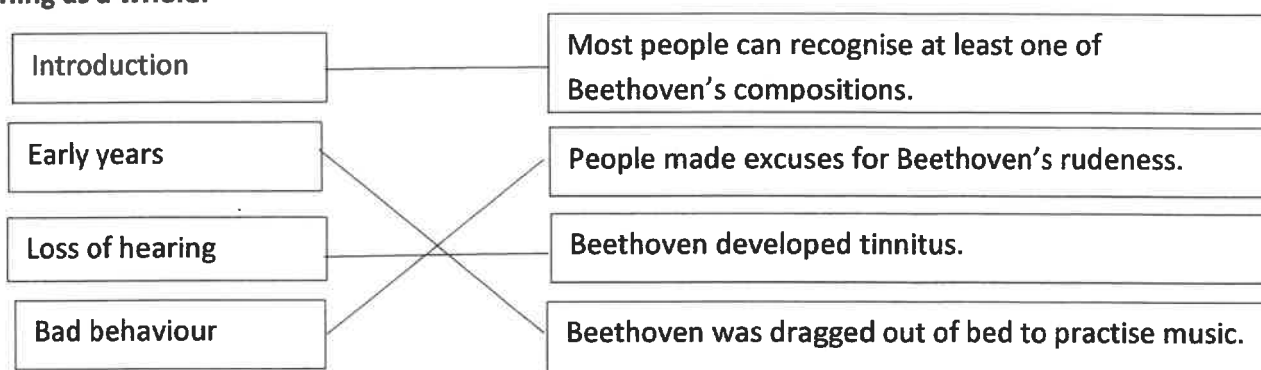
Summarise:

10.

- 2 Beethoven first travelled to Vienna.
- 3 Beethoven's mother died.
- 1 Beethoven had horrible teachers.
- 4 Beethoven lost his hearing.

Meaning as a whole:

11.



Authorial intent:

12. This tells you that the author thinks Beethoven was an exceptionally talented composer and that his life was unusually hard, even for someone who is creative.

Commissioned by The PiXL Club Ltd. January 2020

This resource is strictly for the use of member schools for as long as they remain members of The PiXL Club. It may not be copied, sold nor transferred to a third party or used by the school after membership ceases. Until such time it may be freely used within the member school.

All opinions and contributions are those of the authors. The contents of this resource are not connected with nor endorsed by any other company, organisation or institution.

PiXL Club Ltd endeavour to trace and contact copyright owners. If there are any inadvertent omissions or errors in the acknowledgements

Reading extract and questions:

Year 5-6

The Railway Children by E.Nesbit (Chapter 1)

Set A/B



They were not railway children to begin with. I don't suppose they had ever thought about railways except as a means of getting to Maskelyne and Cook's, the Pantomime, Zoological Gardens, and Madame Tussaud's. They were just ordinary suburban children, and they lived with their Father and Mother in an ordinary red-brick-fronted villa, with coloured glass in the front door, a tiled passage that was called a hall, a bath-room with hot and cold water, electric bells, French windows, and a good deal of white paint, and 'every modern convenience', as the house-agents say.

There were three of them. Roberta was the eldest. Of course, Mothers never have favourites, but if their Mother HAD had a favourite, it might have been Roberta. Next came Peter, who wished to be an Engineer when he grew up; and the youngest was Phyllis, who meant extremely well.

Mother did not spend all her time in paying dull calls to dull ladies, and sitting dully at home waiting for dull ladies to pay calls to her. She was almost always there, ready to play with the children, and read to them, and help them to do their home-lessons. Besides this she used to write stories for them while they were at school, and read them aloud after tea, and she always made up funny pieces of poetry for their birthdays and for other great occasions, such as the christening of the new kittens, or the refurnishing of the doll's house, or the time when they were getting over the mumps.

These three lucky children always had everything they needed: pretty clothes, good fires, a lovely nursery with heaps of toys, and a Mother Goose wallpaper. They had a kind and merry nursemaid, and a dog who was called James, and who was their very own. They also had a Father who was just perfect—never cross, never unjust, and always ready for a game—at least, if at any time he was NOT ready, he always had an excellent reason for it, and explained the reason to the children so interestingly and funnily that they felt sure he couldn't help himself.

You will think that they ought to have been very happy. And so they were, but they did not know HOW happy till the pretty life in the Red Villa was over and done with, and they had to live a very different life indeed.

The dreadful change came quite suddenly.

Peter had a birthday—his tenth. Among his other presents was a model engine more perfect than you could ever have dreamed of. The other presents were full of charm, but the Engine was fuller of charm than any of the others were.

Its charm lasted in its full perfection for exactly three days. Then, owing either to Peter's inexperience or Phyllis's good intentions, which had been rather pressing, or to some other cause, the Engine suddenly went off with a bang. James was so frightened that he went out and did not come back all day. All the Noah's Ark people who were in the tender were broken to bits, but nothing else was hurt except the poor little engine and the feelings of Peter. The others said he cried over it—but of course boys of ten do not cry, however terrible the tragedies may be which darken their lot. He said that his eyes were red because he had a cold. This turned out to be true, though Peter did not know it was when he said it, the next day he had to go to bed and stay there. Mother began to be afraid that he might be sickening for measles, when suddenly he sat up in bed and said:

"I hate gruel—I hate barley water—I hate bread and milk. I want to get up and have something REAL to eat."

Questions for *The Railway Children* Set A

Vocabulary:

1. ... *They were just ordinary suburban children...* Which of the below is closest in meaning to *suburban*?

Tick **one**.

live on the edge of a large town/city

☐

live in the countryside

☐

live in central London

☐

live in a village

☐

2. In the first paragraph, it says their house had '*every modern convenience...*' What does *convenience* mean in this sentence? Circle **one**.

comfort

hardship

electricity

furniture

3. *They also had a Father who was just perfect – never cross, never unjust...* What does *never unjust* mean?

Retrieval:

4. What did the children currently use the railways for?

5. What did their father do if he was not ready to play games with the children?

6. What happened to upset Peter shortly after his birthday?

Inference:

7. How do you know something is going to happen to the family later in the story?

8. What evidence is there in the text that their mother cared for them a great deal? Give **two** examples.

1. _____

2. _____

9. How do we know that Peter is feeling better at the end of the extract?

Summarise:

10. Here are some summaries of different paragraphs. Number them from 1 to 5 to show the order in which they appear in the text.

- ☐ The children are only aware of the railways as a way of getting around.
- ☐ They children had everything they needed at home.
- ☐ Peter is affected by the loss of his new engine.
- ☐ Their mother writes things for them for different reasons.
- ☐ The three children were called Roberta, Peter and Phyllis.

Compare:

11. How is their mother different to other ladies of that time?

Answers for *The Railway Children*

Set A:

Vocabulary:

1. live on the edge of a large town/city
2. comfort
3. always fair/doesn't treat them unfairly

Retrieval:

4. as a means of getting to places - e.g. Maskelyne and Cook's, the Pantomime, Zoological Gardens, and Madame Tussaud's
5. he always had an excellent reason for it/explained the reason to the children so interestingly and funnily (that they felt sure he couldn't help himself)
6. the Engine suddenly went off with a bang/his engine broke

Inference:

7. the dreadful change came quite suddenly/they did not know HOW happy till the pretty life in the Red Villa was over and done with, and they had to live a very different life indeed
8. Accept any two from:
She was almost always there/ ready to play with the children/read to them/helped them to do their home-lessons/wrote stories for them/ made up funny pieces of poetry for their birthdays and for other great occasions
9. He gets his appetite back/he wants to have something REAL to eat (also accept: he suddenly sat up in bed)

Summarise:

10.

- | | |
|---|---|
| 1 | The children are only aware of the railways as a way of getting around. |
| 4 | They children had everything they needed at home. |
| 5 | Peter is affected by the loss of his new engine. |
| 3 | Their mother writes things for them for different reasons. |
| 2 | The three children were called Roberta, Peter and Phyllis. |

Compare:

11. She isn't dull/doesn't sit at home waiting around for dull ladies to pay calls to her/doesn't spend all her time in paying dull calls to dull ladies

Commissioned by The PiXL Club Ltd. July 2019

This resource is strictly for the use of member schools for as long as they remain members of The PiXL Club. It may not be copied, sold nor transferred to a third party or used by the school after membership ceases. Until such time it may be freely used within the member school.

All opinions and contributions are those of the authors. The contents of this resource are not connected with nor endorsed by any other company, organisation or institution.

PiXL Club Ltd endeavour to trace and contact copyright owners. If there are any inadvertent omissions or errors in the acknowledgements or usage, this is unintended and PiXL will remedy these on written

© Copyright The PiXL Club Limited, 2019

**Reading extract and questions:
Year 5/6**

***My Shadow*
by Robert Louis Stevenson**

Set A/B

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an india-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.



Questions for *My Shadow* Set A

Vocabulary:

1. *I have a **little** shadow...*

Which of the words below would **not** be a suitable replacement for the word *little*?

small

☐

tiny

Tick one.

☐

miniature

☐

gargantuan

☐

2. Look at the second verse. Which verb tells us that the shadow can grow very quickly?

3. *And can only make a fool of me in every sort of way...*

Which group of words is closest in meaning to ***make a fool of me***? Circle one.

make me fall over

make me look silly

transform me into a fool

Retrieval

4. Find and copy the line that shows the poet does not think his shadow is very helpful to him.

5. Look at the first two verses. Find and copy a group of words that shows that the poet is amused by his shadow.

6. What does the shadow do that makes the poet think it is worried about lots of things?

Inference

7. Does the poet like his shadow?

Circle one: yes no

Explain your answer, referring to the text.

8. Look at the first verse. Why does the shadow jump into the bed first?

Because it is a coward.

☐

Because the poet is between a light source and the bed.

Tick one.

☐

Because it is always sleepy.

☐

Because it is no use.

☐

9. What impressions do you get of the shadow in the poem?

Give two impressions, using evidence from the text to support your answer.

Impression	Evidence

Summarise

10. Which verse describes the shadow disappearing? Circle one.

verse 1

verse 2

verse 3

verse 4

Meaning as a whole

11. How do you think the shadow is most likely to describe the poet? Tick one, then explain your answer.

boring

Tick one.

☐

brave

☐

Answers for My Shadow

Set A:

Vocabulary:

1. gargantuan
2. shoots
3. make me look silly

Retrieval:

4. And what can be the use of him is more than I can see.
5. The funniest things about him (is the way he likes to grow) (accept any answers rooted in the poem that could be seen as amusing.)
6. Stays close beside him / acts like a coward

Inference:

7. Pupils could select either Yes or No, but must justify their opinion using the text.

E.g.

Yes: Because he finds the shadow funny / because he changes size / because he is very like him

No: Because he has no use / because he jumps into bed first / because he doesn't grow like proper children / because he doesn't know how children should play / because he makes the poet feel like a fool / because he is a coward / because he is lazy and doesn't get up early

8. Because the poet is between a light source and the bed.

9.

Impression: The shadow is mischievous / cheeky / fun.

Evidence: He changes size / he makes a fool of the poet / he jumps into bed first

Impression: The shadow is scared.

Evidence: He acts in a cowardly way / he sticks close by the poet most of the time

Impression: He is lazy.

Impression: Because he jumps into bed first / because he stays in bed when the poet gets up early

Summarise:

10. verse 4

Meaning as a whole:

11. Pupils could select either option but must justify their opinion using the text.

E.g.

Boring – because the poet can't change size / doesn't like being made a fool of / is always too slow getting into bed / he grows too slowly

Brave – because he doesn't stay close to other people / because he gets up in the dark early mornings

Commissioned by The PiXL Club Ltd. July 2019

This resource is strictly for the use of member schools for as long as they remain members of The PiXL Club. It may not be copied, sold nor transferred to a third party or used by the school after membership ceases. Until such time it may be freely used within the member school.

All opinions and contributions are those of the authors. The contents of this resource are not connected with nor endorsed by any other company, organisation or institution.

PiXL Club Ltd endeavour to trace and contact copyright owners. If there are any inadvertent omissions or errors in the acknowledgements or usage, this is unintended and PiXL will remedy these on written

Major Fourpaws

Set A/B

By the time they were ambling home from school, there were "Missing" posters everywhere – on trees, fences and even in shop windows. Identical furry black faces stared back at them with pale green eyes from every angle.

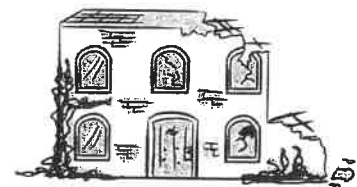
"Major Fourpaws," scoffed Riley, "What a daft name!"

"Poor old Mr Nash," said Carla, ignoring her friend, "he must be beside himself with worry. That moggy was his best friend after Mrs Nash ... well, you know." She didn't like to think about it. It was hard enough watching her devastated neighbour stagger up to the cemetery every day.

A bit of a loose cannon, Riley had many fine qualities but picking his moment wasn't one of them. He suddenly grabbed Carla's tie-string bag and swung it around his head with a mischievous glint in his eye.

"Give it back, Riley," begged Carla. "I need to get my P.E. kit washed for tomorrow."

"Come and get it, then," he taunted and swirled it even faster. So much so, that the cord broke and Carla's bag sailed over the fence boarding up a piece of wasteland where an old house had been earmarked for demolition.



"Oh, well done!" snarled Carla.

"Don't worry, I'll get it," laughed Riley. Despite Carla's protests that he wasn't allowed and it could be dangerous, he started climbing the wooden slats and heaved himself over. "Actually, I could use some help here," he added after a moment or two.

Trying to ignore her nagging conscience, not to mention the accusing stares of Major Fourpaws, Carla bit the bullet and scaled the fence, nimbly dropping down the other side. Before her stretched a dense, green tangle of nettles, buddleia and brambles, competing for fertile ground amidst the crumbling bricks and concrete. A rustling nearby betrayed Riley's presence.

"It must be here somewhere – I didn't swing it that hard," said Riley, sounding slightly resentful that his little joke had gone so spectacularly wrong.

"Shhh!" hissed Cala. "Did you hear that? It's coming from over here."

"What, is your bag calling to you?" mocked Riley, crashing through the undergrowth towards her, nonetheless. Carla put her finger to her lips and turned her head, trying to pinpoint the direction from which the sound was coming, before pushing aside some more foliage to reveal an old brick-red pipe.

"Phone! Torch," said Carla, holding out her hand. Riley passed her his mobile and knelt down beside her. Reflected in the light, two familiar pale green eyes stared out at them pitifully from about a meter along the pipe.

"Hey, it's all right little one," cooed Carla. "We'll soon have you out of there. Riley, go and get your dad – he'll know what to do."

"But he'll kill me for coming in here," he protested.

"I think both he and Mr Nash will consider this to be more important, don't you?"

Questions for *Major Fourpaws* Set A

Vocabulary:

1. ... *That moggy was his best friend* ... What is a *moggy*?

2. ... *A bit of a loose cannon* ... What does this mean in this sentence?

3. ... *an old house had been earmarked* ... What does the word *earmarked* mean in this sentence?

Retrieval:

4. Name two places on which "Missing" posters had been placed.

a. _____ b. _____

5. After she had climbed over the fence, how could Carla tell where Riley was?

6. How was Carla able to see inside the pipe?

Inference:

7. *Riley had many fine qualities but picking his moment wasn't one of them* ... This means:

8. Look at the paragraph beginning *Trying to ignore* ... What do you think *buddleia* could be? Circle one.

a type of plant

fencing

a breed of cat

old rope

9. Look at the paragraph beginning *Trying to ignore* ... How is Carla feeling at this point? Use evidence from the text to support your answer.

Summarise:

10. Here are some summaries of different paragraphs. Number them from 1 to 4 to show the order in which they appear in the text.

- ☐ Riley swings Carla's bag around his head.
- ☐ Carla demands Riley's phone.
- ☐ Riley climbs over the fence.
- ☐ Carla and Riley are walking home from school.

Predict:

11. What do you think Riley's dad will do when he tells him? Use evidence from the text to support your prediction.

Compare:

12. How does Riley feel about being behind the fence at the end of the text compared with when he first climbs over?

Answers for *Major Fourpaws*

Set A:

Vocabulary:

1. a cat
2. someone who is unpredictable and not always in a good way/someone who does strange/surprising/shocking things without reason/warning
3. marked out for a particular reason/selected/reserved

Retrieval:

4. Accept any two from: trees/fences/shop windows.
5. She could hear him rustling (in the undergrowth)/a rustling nearby betrayed his presence
6. She used the torch on Riley's mobile phone.

Inference:

7. He was basically a good person but he sometimes did things at the wrong time/without thinking/he doesn't think before he acts
8. a type of plant
9. She's worried that what she's doing is wrong but she thinks she just has to do it anyway.

Summarise:

10.

- | | |
|---|---|
| 2 | Riley swings Carla's bag around his head. |
| 4 | Carla demands Riley's phone. |
| 3 | Riley climbs over the fence. |
| 1 | Carla and Riley are walking home from school. |

Predict:

11. Accept answers that suggest Riley's dad will come and help because everyone knows Mr Nash's cat is missing but he will also tell Riley off for going where he shouldn't have. Only accept an answer that he will refuse to come if it refers to Riley's comment that his dad would kill him.

Compare:

12. At the end, Riley is a bit nervous because he has to get his dad even though it might get him into trouble. When he first climbs over, on the other hand, he is mainly relaxed and carefree (he mocks Carla), although he is also a little annoyed that his prank (swinging the bag) went wrong.

Commissioned by The PiXL Club Ltd. July 2019

This resource is strictly for the use of member schools for as long as they remain members of The PiXL Club. It may not be copied, sold nor transferred to a third party or used by the school after membership ceases. Until such time it may be freely used within the member school.

All opinions and contributions are those of the authors. The contents of this resource are not connected with nor endorsed by any other company, organisation or institution.

PiXL Club Ltd endeavour to trace and contact copyright owners. If there are any inadvertent omissions or errors in the acknowledgements or usage, this is unintended and PiXL will remedy these on written

Reading extract and questions:
Year 5/6

Jabberwocky
by Lewis Carroll

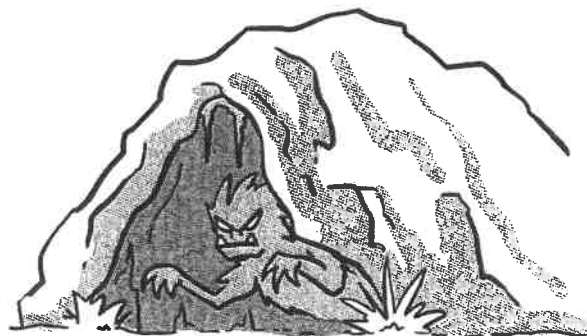
Set A/B

'Beware the Jabberwock, my son!
The jaws that bite, the claws that catch!
Beware the Jubjub bird, and shun
The frumious Bandersnatch!'

He took his vorpal sword in hand:
Long time the manxome foe he sought—
So rested he by the Tumtum tree,
And stood awhile in thought.

And, as in uffish thought he stood,
The Jabberwock, with eyes of flame,
Came whiffling through the tulgey wood,
And burbled as it came!

One, two! One, two! And through and through
The vorpal blade went snicker-snack!
He left it dead, and with its head
He went galumphing back.



Vocabulary:

1. Look at verse one. Find and copy one word that means the same as 'Watch out for...'

2. Which phrase below best matches the meaning of the word *sought*?

sorted out

☐

fought with

☐

searched for

☐

worried about

☐

Tick one.

3. Long time the manxome **foe** he sought...

What does *foe* mean in this sentence?

Retrieval

4. Look at verse one. Write down **two** of the dangers that the son is warned about.

a. _____

b. _____

5. Where did the warrior rest on his journey to find the Jabberwock?

6. What did the warrior take back with him?

Inference

7. What might the Jabberwock do if it caught you?

8. What impressions do you get of the warrior in the poem?

Give two impressions, using evidence from the text to support your answer.

Impression	Evidence

9. Was it difficult for the warrior to kill the Jabberwock?

Circle one: yes no

Explain your answer, referring to the text.

Summarise

10. Which verse describes the warrior’s journey? Circle one.

verse 1 verse 2 verse 3 verse 4

Predict

11. Predict what will happen when the warrior returns home.

Compare

12. How was the warrior's journey to find the Jabberwock different to his journey home?

Answers for Jabberwocky

Set A:

Vocabulary:

1. beware
2. searched for
3. enemy

Retrieval:

4. Pupils should reference any of the dangers in verse one, either by name, by detail or both. E.g. The Jubjub bird; the Jabberwock's jaws and claws.
5. By the Tumtum tree.
6. The Jabberwock's head.

Inference:

7. bite you and scratch you
- 8.

Impression: He was brave. Evidence: He searched for the Jabberwock despite knowing it was dangerous.

Impression: He was determined. Evidence: He searched and searched.

Impression: He was thoughtful. Evidence: He stood thinking by the Tumtum tree.

Impression: He was a good warrior. Evidence: He killed the Jabberwock quickly.

Accept other answers that are evidenced accurately using the text.

9. No. It was not difficult for the warrior to kill the Jabberwock because the poem describes the sword moving quickly and going 'through and through' the Jabberwock, there is no mention of it fighting back or of the warrior being in danger.

Summarise:

10. verse 2

Predict:

11. Pupils should express a justifiable prediction for what happens next. For example, he is treated like a hero when he returns with the head; he feels guilty for killing the beast so easily; people are horrified that a magnificent beast has been killed; the warrior goes off looking for the Jubjub bird or the Bandersnatch.

Compare:

12. Pupils should reference the warrior repeatedly searching in verse two and then stopping to rest and think, compared to him 'galumphing' home, victorious, with the Jabberwock's head, at the end of verse four.

Commissioned by The PiXL Club Ltd. July 2019

This resource is strictly for the use of member schools for as long as they remain members of The PiXL Club. It may not be copied, sold nor transferred to a third party or used by the school after membership ceases. Until such time it may be freely used within the member school.

All opinions and contributions are those of the authors. The contents of this resource are not connected with nor endorsed by any other company, organisation or institution.

PiXL Club Ltd endeavour to trace and contact copyright owners. If there are any inadvertent omissions or errors in the acknowledgements or usage, this is unintended and PiXL will remedy these on written

