

10  
~~30~~ days of 3 in 3  
Reading

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## Teacher Notes

The questions on these slides are presented in the same way as questions in the DfE Reading tests to ensure that children are familiar with the language and formats used.

Pupils should be given between a minute and 90 seconds to read each passage and then 3 minutes to respond to the three questions. Each text is used twice throughout the thirty days, so pupils should build their visual recall and understanding each time they meet it.

To challenge pupils, they could attempt to read the passage and respond to the questions within the three minutes, although accuracy rates are more crucial than pace here!

Teachers may want to display or print the text for pupils to refer to.

## Day 1 - text

For centuries, mankind has found it useful to divide up the world using the ideas of longitude and latitude. These are imaginary lines that circle the world in an east-west direction for latitude and a north-south direction for longitude. The most well-known lines of latitude are the equator, which marks a line of equal distance between the two poles, and the tropic of Cancer and the tropic of Capricorn, which are 23.5° north and 23.5° south respectively. These were easy to establish by noting the position of the sun at midday. Longitude was more difficult to measure, yet extremely important because ships needed to know exactly where they were. Even small mistakes could lead to shipwrecks.

## Day 1 - questions

1. Find and copy one word from the first sentence that means 'split'.

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2. According to the text, which lines of latitude are the most well-known?

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3. Which tropic is 23.5° south?

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## Day 2 - text

For centuries, mankind has found it useful to divide up the world using the ideas of longitude and latitude. These are imaginary lines that circle the world in an east-west direction for latitude and a north-south direction for longitude. The most well-known lines of latitude are the equator, which marks a line of equal distance between the two poles, and the tropic of Cancer and the tropic of Capricorn, which are 23.5° north and 23.5° south respectively. These were easy to establish by noting the position of the sun at midday. Longitude was more difficult to measure, yet extremely important because ships needed to know exactly where they were. Even small mistakes could lead to shipwrecks.

## Day 2 - questions

1. According to the text, what does the equator mark?

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2. How were lines of latitude established?

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3. Why was measuring longitude accurately so important to shipping?

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## Day 3 - text

This was it! Surely, this was where the hoard had been hidden. With mounting excitement, they clawed away at the soil on the ground directly below the portrait of Count Vasser. Soon their fingers found a square slab about half a metre across. As they blew away the remaining dirt, an inscription was revealed, carved into the stone. ‘To the thieves that seek to steal what is mine, remember this: when it comes to gold and jewels, nothing is beneath me!’

But the men simply laughed. They were not daunted by threats and curses from centuries ago. Using an iron bar as a lever, they carefully lifted the heavy trap door.

## Day 3 - questions

1. What did the men use to clear the dirt?

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2. How wide was the stone slab?

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3. What does the word **daunted** mean? **Tick one.**

amused

recalled

ghostly

scared



## Day 4 - text

This was it! Surely, this was where the hoard had been hidden. With mounting excitement, they clawed away at the soil on the ground directly below the portrait of Count Vasser. Soon their fingers found a square slab about half a metre across. As they blew away the remaining dirt, an inscription was revealed, carved into the stone. 'To the thieves that seek to steal what is mine, remember this: when it comes to gold and jewels, nothing is beneath me!'

But the men simply laughed. They were not daunted by threats and curses from centuries ago. Using an iron bar as a lever, they carefully lifted the heavy trap door.

## Day 4 - questions

1. How was the inscription written on the slab?

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2. How do you know that the men were not scared? Use evidence from the text to support your answer.

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3. What do you predict that the men will find under the slab? Use evidence from the text to support your answer.

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## Day 5 - text

The period before the Romans arrived in Britain is known as the Iron Age. The people who lived here – the Celts – had learnt how to make tools and weapons out of iron, which meant that farming was easier and warfare was even more dangerous. The Celts began to live together in larger settlements so that people with different skills – potters, weavers, carpenters and blacksmiths – could all contribute to the smooth working of the village. To protect themselves, they built well-defended enclosures of ditches and walls which have become known as hill forts, even though they are not all on hills. Their earthworks can still be seen in many sites across the UK today.

## Day 5 - questions

1. Who lived in Britain before the Romans arrived?

\_\_\_\_\_

2. The Celts had learnt how to use iron. What **two** effects did this have on their lives, according to the text?

a) \_\_\_\_\_

b) \_\_\_\_\_

3. Name **two** skilled jobs that Celts living in settlements might have had.

a) \_\_\_\_\_

b) \_\_\_\_\_

## Day 6 - text

The period before the Romans arrived in Britain is known as the Iron Age. The people who lived here – the Celts – had learnt how to make tools and weapons out of iron, which meant that farming was easier and warfare was even more dangerous. The Celts began to live together in larger settlements so that people with different skills – potters, weavers, carpenters and blacksmiths – could all contribute to the smooth working of the village. To protect themselves, they built well-defended enclosures of ditches and walls which have become known as hill forts, even though they are not all on hills. Their earthworks can still be seen in many sites across the UK today.

## Day 6 - questions

1. '... they built *well-defended enclosures* ...'

What does the word 'enclosure' mean? **Tick one.**

iron weapon

foreign invader

deep moat

fenced area

2. Why is the term '**hill forts**' not a totally accurate description of their settlements?

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3. What evidence of hill forts can still be seen today?

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## Day 7 - text

There was a sudden rush of icy air as the door was opened. Standing at the front of the queue, Morgan was able to look down at the dark shapes far below; just the occasional pinprick of yellow light betraying the location of a house. Suddenly, he heard a voice yelling in his ear, 'Go, go, go!' and a sharp push propelled him out into mid-air. As the ground rushed up to meet him, he counted slowly to ten, then pulled the cord. With a jolt, the parachute opened, the roar of the wind and engines faded, and he began to drift downwards in near silence.

## Day 7 - questions

1. What is the name of the main character in this text?

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2. Apart from dark shapes, what could he see on the ground?

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3. What did he do straight after he had counted to ten?

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## Day 8 - text

There was a sudden rush of icy air as the door was opened. Standing at the front of the queue, Morgan was able to look down at the dark shapes far below; just the occasional pinprick of yellow light betraying the location of a house. Suddenly, he heard a voice yelling in his ear, 'Go, go, go!' and a sharp push propelled him out into mid-air. As the ground rushed up to meet him, he counted slowly to ten, then pulled the cord. With a jolt, the parachute opened, the roar of the wind and engines faded, and he began to drift downwards in near silence.

## Day 8 - questions

1. What do you think the engines belonged to? Use evidence from the text to support your answer.

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2. '*... just the occasional pinprick of yellow light betraying the location of a house.*'  
Explain why the word **betraying** has been used.

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3. Morgan was falling to the ground on a parachute. Why did the writer say that 'the ground rushed up to meet him'?

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## Day 9 - text

What do you see when a kettle is boiling? Your first instinct might be to say ‘steam’, but you would not be right. Strictly speaking, steam – the gas or vapour caused by the evaporation of water – is invisible. The white clouds you see coming out of a kettle, or drifting across the sky for that matter, are actually tiny droplets of water which have condensed from the gaseous form into liquid but are too small to be affected by gravity. As often happens, there is a difference between scientific explanations and common understanding. As a scientist, it is important to know that water vapour is invisible, but to say that you can’t see steam rising from a kettle might just be annoying.

## Day 9 - questions

1. What does the word **instinct** mean? Tick one.

heat

reply

vapour

impulse

2. **Find** and **copy** one word from the text that means 'can't be seen'.

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3. **Find** and **copy** the words that explain how steam is caused.

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## Day 10 - text

What do you see when a kettle is boiling? Your first instinct might be to say ‘steam’, but you would not be right. Strictly speaking, steam – the gas or vapour caused by the evaporation of water – is invisible. The white clouds you see coming out of a kettle, or drifting across the sky for that matter, are actually tiny droplets of water which have condensed from the gaseous form into liquid but are too small to be affected by gravity. As often happens, there is a difference between scientific explanations and common understanding. As a scientist, it is important to know that water vapour is invisible, but to say that you can’t see steam rising from a kettle might just be annoying.

## Day 10 - questions

1. Why, according to the text, do the tiny droplets of water in clouds stay drifting across the sky?

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2. Find and copy the **two words** that mean 'what most people believe'.

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3. Why does the text suggest that it might be annoying to say '*you can't see steam rising from a kettle*'? Use evidence from the text to explain your answer.

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