

Year 3
(Entry into Year 4)
25 Hour Revision Booklet
English



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Summary

The activities for English are intended to provide scaffolding and support for pupils, developing knowledge, understanding, and skills as they progress through the booklets. While the activities are indeed labelled as 'comprehension' or 'composition' tasks, these vary significantly as they progress, and build upon knowledge and skills conveyed in earlier stages of each booklet.

All booklets have been developed in line with curriculum content from the 'Department of Education English Programme of Study for Key Stage 1 and 2 of the National Curriculum in England'.

In all cases the work has been structured to build upon what has been addressed in previous sections of each booklet, ensuring that pupils develop both skills and understanding as they progress.

Where tasks have been repeated, the content has been changed to ensure on-going interest, while reinforcing knowledge and skills.

The initial comprehension exercises focus on developing pupils' reading skills, specifically: word reading; and comprehension. These seek to expose pupils to a wide range of writing, including: 'fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum' (National Curriculum).

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Reading comprehension exercises seek to “increase pupils’ vocabulary” as well as foster creativity, imagination and a love of reading.

The use of English section seeks to develop pupils writing skills, focussing in the two following skills, as set out within the national curriculum: transcription (spelling and handwriting); and composition (articulating ideas and structuring them in writing).

This focuses on a range of forms, including: letter writing and diaries, spelling, suffixes (tion ending), sentences, suffixes (ly ending), homophones, expanding vocabulary, and synonyms.

Composition exercises seek to build on the skills developed within the use of English, and draw on the knowledge gained within the composition exercises:

Life writing (diaries), anthropomorphism, first person narrative, descriptive writing (non fiction), practical writing, story writing (continuation), descriptive and persuasive writing, discursive writing, précis / summary writing, book review, emotive writing, empathetic writing, practical task writing and imaginative writing.

Comprehension and Composition 1

Learning Objective

Building on lessons learned throughout the previous year, and reaching into the next year to challenge pupils, comprehension and composition tasks are given in line with national curriculum requirements to develop: pupils' skills in different styles and types of writing; and a love of literature. In this section, diary and descriptive writing are given particular focus.

Comprehension Task – 1 Hour

Read the extract from *The Selfish Giant* below, and answer the questions.

Every afternoon, as they were coming from school, the children used to go and play in the Giant's garden.

It was a large lovely garden, with soft green grass. Here and there over the grass stood beautiful flowers like stars, and there were twelve peach-trees that in the spring-time broke out into delicate blossoms of pink and pearl, and in the autumn bore rich fruit. The birds sat on the trees and sang so sweetly that the children used to stop their games in order to listen to them. 'How happy we are here!' they cried to each other.

One day the Giant came back. He had been to visit his friend the Cornish ogre, and had stayed with him for seven years. After the seven years were over he had said all that he had to say, for his conversation was limited, and he determined to return to his own castle. When he arrived he saw the children playing in the garden.

'What are you doing here?' he cried in a very gruff voice, and the children ran away.

‘My own garden is my own garden,’ said the Giant; ‘any one can understand that, and I will allow nobody to play in it but myself.’ So he built a high wall all round it, and put up a notice-board.

TRESPASSERS WILL BE PROSECUTED

The Selfish Giant, Oscar Wilde

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

1. Where did the children used to play?

2. Describe the garden. What did it look like? Use words from the text to help you.

3. Were the children happy or sad in the garden? Why?

4. Who had the giant been visiting?

5. How long had the giant been away?

6. In your own words describe what the giant did when he arrived at the garden.

7. What do you think about what the giant did? Was it good or bad? Why?

8. How did the children feel when the giant told them to leave?

Use of English

Types of Writing – 1 hour

Diary Writing

People write diaries for many different reasons. However, they are mainly used to write about personal events and feelings or as a record for the future. They are normally written in the first person using 'I', e.g. 'Today I visited my grandmother.'

Write short diary entries for the following people. Remember, in order to write convincingly you must imagine what it is like to be that person.

1. A prince of a small kingdom in the mountains. He has just found out that his father is very sick and he may have to become king.

1. A boy called Eric who lives in America. He has been told by his parents that he is going to go to boarding school in England, which will mean leaving all his school friends behind.

2. A girl who has just lost a precious ring given to her by her mother.

Letter Writing

There are two types of letter writing: formal and informal.

Informal

This is the type of letter you might write to members of your family or close friends. Your salutation would be 'Dear' or 'To' and your valediction would be 'Love' or 'Best Wishes' etc.

Formal

You would write a formal letter to a person you don't know very well or somebody that is well-known and respected. Your salutation would be 'Dear Sir or Madam' if you do not know their names or 'Dear Mr/Mrs Jones' (for example) if you do know their names.

The valediction would be 'Yours faithfully' if you don't know their name and 'Yours sincerely' if you do.

Practice

1. Write a letter to your Grandmother thanking her for the Christmas presents she sent you.

Handwriting practice lines consisting of 20 horizontal dashed lines.

[illegible]

Composition Task – 1 Hour

Think of a park or garden that you really like. Does it have flowers and trees? What colour are they? Does it have a fountain or a pond? Describe it on the lines below.

This image shows a full page of primary-ruled paper. It consists of multiple horizontal dashed lines spaced evenly apart, providing a guide for handwriting practice. The lines are black and extend across the entire width of the page. There are no margins, text, or other markings present.

1. Imagine that someone told you that you could no longer play in this park or garden. How would you feel? Write words on the lines below.

[illegible]

2. Imagine you are one of the children who used to play in the giant's garden. Write a letter to him asking if you can come back and play. Remember to include reasons. Look at the 'Use of English' section on 'Letter Writing' to help you.

Begin-

Dear Selfish Giant,

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Comprehension and Composition 2

Learning Objective

Challenging previously-learned lessons, comprehension and composition tasks are given in line with national curriculum requirements to develop: pupils' skills in different styles and types of writing; and a love of literature. Additional sections give lessons on spelling, empathetic, and anthropomorphic writing.

Comprehension Task – 1 Hour

Read the extract from *Old Sultan* below, and answer the questions.

A shepherd had a faithful dog, called Sultan, who was grown very old, and had lost all his teeth. And one day when the shepherd and his wife were standing together before the house the shepherd said, 'I will shoot old Sultan tomorrow morning, for he is of no use now.' But his wife said, 'Pray let the poor faithful creature live; he has served us well a great many years, and we ought to give him a livelihood for the rest of his days.' 'But what can we do with him?' said the shepherd, 'he has not a tooth in his head, and the thieves don't care for him at all; to be sure he has served us, but then he did it to earn his livelihood; tomorrow shall be his last day, depend upon it.'

Poor Sultan, who was lying close by them, heard all that the shepherd and his wife said to one another, and was very much frightened to think tomorrow would be his last day; so in the evening he went to his good friend the wolf, who lived in the wood, and told him all his sorrows, and how his master meant to kill him in the morning. 'Make yourself easy,' said the wolf, 'I will give you some good advice. Your master, you know, goes out every morning very early with his wife into the field; and they take their little child with

them, and lay it down behind the hedge in the shade while they are at work. Now do you lie down close by the child, and pretend to be watching it, and I will come out of the wood and run away with it; you must run after me as fast as you can, and I will let it drop; then you may carry it back, and they will think you have saved their child, and will be so thankful to you that they will take care of you as long as you live.'

Grimms' Fairy Tales by Jacob Grimm and Wilhelm Grimm

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

1. What does a shepherd do?

2. What kind of animal is Sultan?

3. What is the shepherd planning to do with Sultan?

4. What is wrong with Sultan according to the shepherd?

5. How did Sultan feel when he heard what the shepherd said?

6. Who was Sultan's good friend?

7. What advice does Sultan's good friend give? What is his plan?

8. Does Sultan's friend (the wolf) come up with a good plan? What do you think? Why?

This image shows a blank sheet of white paper with ten sets of horizontal dashed lines. Each set consists of three parallel lines, spaced evenly down the page. These lines are typically used for teaching handwriting or as guides for writing in primary school notebooks. The lines extend across the entire width of the page.

Use of English

Spelling – 1 hour

Look at the following sentences. The word that is underlined is spelt incorrectly. Write the correct word at the end of the line, e.g.

Ex. 'Take your medizine twice a day' said the Doctor.

medicine

1. Exersise such swimming is good for you.

2. Chocolate ice cream is my favourit.

3. A wheel is a sircle shape.

4. I eat roast potatos every day.

5. I have an advent calenda for Christmas.

6. My best frend is called Ben.

7. The ghost story was very fritening.

8. What are those strang lights in the sky?

Check your spellings with a dictionary.

Now take these eight words, with their correct spellings and write eight sentences of your own.

1.

2.

3.

4.

5.

6.

7.

8.

Here is a list of eight words:

- | | |
|--------------------|---------------|
| 1. heart (n) | 5. guide (n) |
| 2. beautiful (adj) | 6. calm (adj) |
| 3. weight (n) | 7. aunt (n) |
| 4. often (adv) | 8. decide (v) |

(n) = noun, (v) = verb, (adj) = adjective, (adv) = adverb

Look carefully at every word. Now cover the words and write them in the space below. Once you have written them you can check that you got the spellings correct.

This method for learning spellings is called:

LOOK, COVER, WRITE, CHECK.

Put these eight words into your own sentences.

1.

2.

3.

4.

5.

6.

7.

8.

Composition Task – 1 Hour

Do you have a pet? If so, write a list of adjectives to describe your pet's appearance and personality. If not, think of a friend's or relative's pet and describe that.

[illegible]

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Handwriting practice lines consisting of 20 horizontal dashed lines.

Comprehension and Composition 3

Learning Objective

Challenging pupils' already-learned skills, comprehension and composition tasks are given in line with national curriculum requirements to develop: pupils' skills in different styles and types of writing; and a love of literature. Additional lessons are given in suffix identification and use, in this case 'tion' and 'ly'.

Comprehension Task – 1 Hour

Read the extract from *Pussy and Doggy Tales* below, and answer the questions

‘Mother,’ said the yellow kitten, ‘is it true that we cats have nine lives?’

‘Quite, my dear,’ the brindled cat replied. She was a very handsome cat, and in very comfortable circumstances. She sat on a warm Turkey carpet, and wore a blue satin ribbon round her neck. ‘I am in the ninth life myself,’ she said.

‘Have you lived all your lives here?’

‘Oh dear, no!’

‘Were you here,’ the white kitten asked, in a sleepy voice, ‘when the Turkey carpet was born? Rover says it is only a few months old.’

‘No,’ said the mother, ‘I was not. Indeed, it was partly the softness of that carpet that made me come and live here.’

‘Where did you live before?’ the black kitten said.

A dreamy look came into the brindled cat's eyes.

‘In many strange places,’ she answered slowly; adding more briskly, ‘and if you will be good kittens, I will tell you all about them.

Pussy and Doggy Tales, E.Nesbit

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

1. How many lives do cats have, according to the text?

2. Describe what the cat looks like. Use words from the text to help with the answer.

3. How many kittens are there?

4. What colours are the kittens?

5. What is the cat sitting on?

6. Where does the cat say she lived before?

7. Do the kittens and cat have a comfortable home? Yes or no? Give reasons from the text.

8. Would you like to be a cat or a kitten? Why? Why not?

Use of English

Suffixes – 1 hour

The -tion ending

Turn these words into nouns with a -tion ending, e.g.

act + tion = action

Sometimes you may need to change the first word (verb) slightly when the 'tion' is added at the end.

- | | | | | | |
|----|----------|---|-------|---|-------|
| 1. | invent | + | _____ | = | _____ |
| 2. | create | + | _____ | = | _____ |
| 3. | admire | + | _____ | = | _____ |
| 4. | dictate | + | _____ | = | _____ |
| 5. | identify | + | _____ | = | _____ |
| 6. | infect | + | _____ | = | _____ |
| 7. | inform | + | _____ | = | _____ |
| 8. | inspire | + | _____ | = | _____ |

Put these eight new nouns into eight of your own sentences.
Look them up in a dictionary if you are unsure of their meanings.

1.

2.

3.

4.

5.

6.

7.

8.

The 'ly' ending for adverbs

The suffix 'ly' is added onto adjective to form an adverb.

Add 'ly' to the following adjectives, e.g.

sad + ly = sadly

1. bad + _____ = _____
2. slow + _____ = _____
3. happy + _____ = _____
4. enormous + _____ = _____
5. heavy + _____ = _____
6. tired + _____ = _____
7. cautious + _____ = _____
8. shy + _____ = _____

Now use these adverbs to describe how someone does an action. e.g. He walked sadly around his old school.

1.

2.

3.

4.

5.

6.

7.

8.

Composition Task – 1 Hour

Write a description of where you live, e.g., Your house or flat. Remember to include interesting details about furniture and colours. Try to include the suffix 'ly' for adverbs in your writing.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

At the end of the text the cat says that if the kittens are good she will tell them about her nine lives and where she lived before. Imagine what the cat might tell the kittens. Write it down as a play script, e.g.

Cat: Many years ago I used to live in an old shoe.

White Kitten: *Was it big? Did it have carpets?*

Write your script on the lines below.

[illegible]

Handwriting practice lines consisting of 20 horizontal dashed lines.

Comprehension and Composition 4

Learning Objective

Challenging pupils' already-learned skills, comprehension and composition tasks are given in line with national curriculum requirements to develop: pupils' skills in different styles and types of writing; and a love of literature. Additional focus is given to the identification and proper use of homophones in the English language.

Comprehension Task – 1 Hour

Read the extract from *Flower Fables* below, and answer the questions.

THREE little Fairies sat in the fields eating their breakfast; each among the leaves of her favourite flower, Daisy, Primrose, and Violet, were happy as Elves need be.

The morning wind gently rocked them to and fro, and the sun shone warmly down upon the dewy grass, where butterflies spread their wings, and bees with their deep voices sung among the flowers; while the little birds hopped merrily about to peep at them.

On a silvery mushroom was spread the breakfast; little cakes of flower-dust lay on a broad green leaf, beside a crimson strawberry, which, with sugar from the violet, and cream from the yellow milkweed, made a fairy meal, and their drink was the dew from the flowers' bright leaves.

‘Ah me,’ sighed Primrose, throwing herself back, ‘how warm the sun grows! Give me another piece of strawberry, and then I must hasten away to the shadow of the ferns. But while I eat, tell me, dear Violet, why are you all so sad? I have scarce seen a happy face since my return from Rose Land; dear friend, what means it?’

Flower Fables, Louisa May Alcott

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

1. Which meal are the fairies eating? Breakfast, lunch or dinner?

2. What is the weather like? Is it good or bad?

3. What are the butterflies, bees and birds doing?

4. Read the third paragraph again. Describe the kinds of food the fairies have for breakfast.

5. What do the fairies drink?

6. Where does Primrose have to go?

7. Is Violet happy or sad?

[illegible]

Use of English

Homophones – 1 hour

Homophones are words that sound the same but have a different meaning. e.g., meet and meat.

Look at the following sentences and decide which homophone is correct in the space. Circle the correct option.

1. I made a chocolate, berry/bury and cream sundae.
2. That's grate/great news.
3. A thick missed/mist covered the fields.
4. I'd like a piece/peace of cake.
5. We travelled by plain/plane.
6. It's very beautiful here/hear.
7. I saw a grizzly bare/bear in the forest.
8. I dyed/died my hair orange!
9. He always gets his own way; it's not fare/fair!
10. There's a hole/whole in my sweater.
11. I need a new pear/pair of socks.
12. The waves crashed onto the sure/shore.
13. The train was stationary/stationary.
14. The old man read us a tail/tale.
15. I'm going on holiday next week/weak.
16. It's very bad to steel/steal.
17. They had no money; they were very pour/poor.

18. The knight/night wore armour and rode a horse.

19. A dear/deer ran through the forest.

20. I have milk with my cereal/serial.

Task: Take five homonym pairs and put both words into sentences.

Homophone pair 1

1. _____

2. _____

Homophone pair 2

1. _____

2. _____

Homophone pair 3

1. _____

2. _____

Homophone pair 4

1. _____

2. _____

Homophone pair 5

1. _____

2. _____

These homophones are incorrectly spelled given their context.
Write the correct homophone beside the sentence in the space
provided, e.g.

Ex. He's a grate friend

great

1. Cars are maid in a factory.

2. I'd like to by a house one day.

3. Don't brake the glasses.

4. I'll bee at the party

5. The balloon is light as heir.

Composition Task – 1 Hour

What are your favourite foods? Write a list on the lines below.

Now choose two of those foods and think about what they look like, smell like, taste like and feel like. Write down your descriptions on the lines below.

[illegible]

Comprehension and Composition 5

Learning Objective

Challenging pupils' already-learned skills, comprehension and composition tasks are given in line with national curriculum requirements to develop: pupils' skills in different styles and types of writing; and a love of literature. Exercises are meant to develop pupils' ability to identify and use synonyms in the English language.

Comprehension Task – 1 Hour

Read the extract from *Heidi* below, and answer the questions.

One bright sunny morning in June, a tall maiden of the mountain region climbed up the narrow path, leading a little girl by the hand. The girl's cheeks were in such a glow that it showed even through her sun-browned skin. Small wonder though! for in spite of the heat, the little one, who was scarcely five years old, was bundled up as if she had to brave a bitter frost. Her shape was difficult to distinguish, for she wore two dresses, if not three, and around her shoulders a large red cotton shawl. With her feet encased in heavy boots, this hot and shapeless little person toiled up the mountain.

The pair had been climbing for about an hour when they reached a hamlet half-way up the great mountain named the Alm. This hamlet was called 'Im Dörfli' or 'The Little Village.' It was the elder girl's home town, and therefore she was greeted from nearly every house; people called to her from windows and doors, and very often from the road. But, answering questions and calls as she went by, the girl did not loiter on her way and only stood still when she reached the end of the hamlet. There a few cottages lay scattered about, from the furthest of which a voice called

out to her through an open door: 'Deta, please wait one moment! I am coming with you, if you are going further up.'

When the girl stood still to wait, the child instantly let go her hand and promptly sat down on the ground.

'Are you tired, Heidi?' Deta asked the child.

'No, but hot,' she replied.

Heidi, Johanna Spyri

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

1. Which month is it in the story?

2. How many girls are climbing the mountain?

3. Is it hot or cold on the mountain? How do you know? Use words from the text in your answer.

4. What is the name of the elder girl's village?

5. What do the people in the village do when the girls pass through?

6. What does the little girl do when they have to wait?

7. Is the little girl hot or cold?

8. Why is the little girl wearing so many layers of clothes? Use your imagination to answer this question.

Use of English

Types of Writing – 1 hour

Writing Interestingly

Read this short extract.

Tom was really bored at home; so he **went** to the shops. Next, he **went** with his friend (Chris) to the park to play football. After football they **went** to get ice creams and sat down to eat them on a bench. As it was getting late they both **went** home.

The word 'went' is used four times in the text. Can you think of other words that could replace went? Write the story out again replacing went with a synonym (similar word).

Handwriting practice lines consisting of 20 horizontal dashed lines.

Read this short extract.

'I don't want to go to school today.' said Alice.

'You're going,' said her mother, 'no arguments,'

'But mum,' said Alice, 'I don't feel well.'

'You look all right to me.' said her mum.

Here 'said' is used four times. Try to think of words to replace said. Re-write the extract here with new synonyms for 'said.'

Find two more interesting synonyms for the following words:

Ex.	bad	terrible	atrocious
1.	old		
2.	pretty		
3.	fast		
4.	big		
5.	tall		
6.	small		
7.	nice		
8.	happy		
9.	sad		
10.	angry		

Write about your school using interesting vocabulary and exciting synonyms. Include information about your lessons, teachers and friends.

Handwriting practice lines consisting of 20 horizontal dashed lines.

Handwriting practice lines consisting of 20 horizontal dashed lines.

Composition Task – 1 Hour

In the text 'Heidi' the two girls are climbing a mountain. Why are they climbing? Use your imagination to answer the question. Write your answer on the lines below.

What could be at the top of the mountain?

Write your story on the lines below.

[illegible]

Handwriting practice lines consisting of 20 horizontal dashed lines.

Comprehension and Composition 6

Learning Objective

These comprehension and composition activities are meant to reinforce earlier lessons and skills learned in an engaging way. Descriptive writing and empathetic writing skills receive a particular focus in this section.

Comprehension Task – 1 Hour

Read the extract from *What Katy Did* below, and answer the questions.

Katy's name was Katy Carr. She lived in the town of Burnet, which wasn't a very big town, but was growing as fast as it knew how. The house she lived in stood on the edge of the town. It was a large square house, white, with green blinds, and had a porch in front, over which roses and clematis made a thick bower. Four tall locust trees shaded the gravel path which led to the front gate. On one side of the house was an orchard; on the other side were wood piles and barns, and an ice-house. Behind was a kitchen garden sloping to the south; and behind that a pasture with a brook in it, and butternut trees, and four cows—two red ones, a yellow one with sharp horns tipped with tin, and a dear little white one named Daisy.

There were six of the Carr children—four girls and two boys. Katy, the oldest, was twelve years old; little Phil, the youngest, was four, and the rest fitted in between.

Dr. Carr, their Papa, was a dear, kind, busy man, who was away from home all day, and sometimes all night, too, taking care of sick people. The children hadn't any Mamma. She had died when Phil was a baby, four years before my story began. Katy could remember her pretty

well; to the rest she was but a sad, sweet name, spoken on Sunday, and at prayer-times, or when Papa was especially gentle and solemn.

What Katy Did, Susan Coolidge

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

1. Where does Katy Carr live?

2. Describe the house Katy lives in. Use words from the text to help you.

3. What is the white cow called?

4. How many children are there in the Carr family?

5. What is the name of the youngest Carr child?

6. Describe Dr. Carr, the children's Papa.

7. What happened to the children's Mamma?

8. Would you like to be a member of the Carr family? Why? Why not?

Handwriting practice lines consisting of 20 horizontal dashed lines.

Composition Task – 1 Hour

In the text the writer tells us about Katy's family. Choose a member of your family and describe them in detail. Remember to include what they look like and their personality.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

[illegible]

Comprehension and Composition 7

Learning Objective

These comprehension and composition activities are meant to reinforce earlier lessons and skills learned in an engaging way. Summarisation skills receive a particular focus here.

Comprehension Task – 1 Hour

Read the extract from *A Wonder Book for Boys and Girls* below, and answer the questions.

Perseus was the son of Danaë, who was the daughter of a king. And when Perseus was a very little boy, some wicked people put his mother and himself into a chest, and set them afloat upon the sea. The wind blew freshly, and drove the chest away from the shore, and the uneasy billows tossed it up and down; while Danaë clasped her child closely to her and dreaded that some big wave would dash its foamy crest over them both. The chest sailed on, however, and neither sank nor was upset; until, when night was coming, it floated so near an island that it got entangled in a fisherman's nets, and was drawn out high and dry upon the sand. The island was called Seriphus, and it was reigned over by King Polydectes, who happened to be the fisherman's brother.

This fisherman, I am glad to tell you, was an exceedingly humane and upright man. He showed great kindness to Danaë and her little boy; and continued to befriend them, until Perseus had grown to be a handsome youth, very strong and active, and skillful in the use of arms.

A Wonder Book for Girls & Boys, Nathaniel Hawthorne

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

1. What is Perseus' mother called?

2. What terrible thing happened to Perseus and his mother?

3. Did the chest get destroyed?

4. What did the chest get tangled in?

5. What was the island called?

6. Who is the fisherman's brother?

7. What was the fisherman like? Use words from the text to support your answer.

8. Are Perseus and his mother lucky Why? Why not?

This image shows a full page of white paper with horizontal dashed lines, typical of primary-ruled notebook paper. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Composition Task – 1 Hour

In your own words summarise what happened to Perseus and his mother in the story.

Think about a book you have read or a book that has been read to you recently. Write details about the characters below.

Character 1

Character 2

Character 3

This image shows a full page of white paper designed for handwriting practice. It features 20 evenly spaced, horizontal dashed lines that run across the entire width of the page. There are no margins, text, or other markings present.

Comprehension and Composition 8

Learning Objective

These comprehension and composition activities are meant to reinforce earlier lessons and skills learned in an engaging way. Autobiographical, descriptive, and emotive writing skills are developed here.

Comprehension Task – 1 Hour

Read the extract from *Little Lord Fauntleroy* below, and answer the questions.

When the carriage reached the great gates of the park, he looked out of the window to get a good view of the huge stone lions ornamenting the entrance. The gates were opened by a motherly, rosy-looking woman, who came out of a pretty, ivy-covered lodge. Two children ran out of the door of the house and stood looking with round, wide-open eyes at the little boy in the carriage, who looked at them also. Their mother stood courtesying and smiling, and the children, on receiving a sign from her, made bobbing little courtesies too.

‘Does she know me?’ asked Lord Fauntleroy. ‘I think she must think she knows me.’ And he took off his black velvet cap to her and smiled.

‘How do you do?’ he said brightly. ‘Good-afternoon!’

The woman seemed pleased, he thought. The smile broadened on her rosy face and a kind look came into her blue eyes.

‘God bless your lordship!’ she said. ‘God bless your pretty face! Good luck and happiness to your lordship! Welcome to you!’

Lord Fauntleroy waved his cap and nodded to her again as the carriage rolled by her.

Little Lord Fauntelroy, Francis Hodgson Burnett

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

1. What type of stone animal stands at the entrance of the park?

2. How many children run out of the ivy-covered cottage?

3. Why does Lord Fauntleroy think the woman knows him?

4. Describe what the woman from the cottage looks like. Use words from the text to support your answer.

5. Is the woman pleased to see? Lord Fauntleroy? Why? Why not? Use words from the text to support your answer.

6. How does Lord Fauntleroy feel about meeting the woman at the park gates? Use your own words to answer this question.

7. What type of vehicles is Lord Fauntleroy travelling in?

This image shows a full page of primary-ruled paper. It features multiple sets of horizontal dashed lines spaced evenly down the page, providing a guide for handwriting practice. The lines are black and extend across the entire width of the page. There are no margins, text, or other markings present.

Composition Task – 1 Hour

Have you ever moved house or moved country? If you have, write about what it was like on the lines below. Remember to include details about your old house and your new house as well as your feelings about moving. If you haven't moved house try to imagine what it might be like and write about that.

[illegible]

Handwriting practice lines consisting of 20 horizontal dashed lines.

In the text *Little Lord Fauntleroy* has moved from America to England and is about to arrive at a big house which will be his new home.

Imagine you are Lord Fauntleroy. Write a diary entry about how it feels to move country and start living in a strange place where nobody knows you.

[illegible]

Handwriting practice lines consisting of 20 horizontal dashed lines.

Comprehension and Composition 9

Learning Objective

These comprehension and composition activities are meant to reinforce earlier lessons and skills learned in an engaging way. This section deals with writing to make plans and schedules, and engaging pupils' imaginations to make those plans.

Comprehension Task – 1 Hour

Read the extract from *The Treasure Seekers* below, and answer the questions.

It was in September, and we were not to go to the seaside because it is so expensive, even if you go to Sheerness, where it is all tin cans and old boots and no sand at all. But every one else went, even the people next door—not Albert's side, but the other. Their servant told Eliza they were all going to Scarborough, and next day sure enough all the blinds were down and the shutters up, and the milk was not left any more.

It was jolly hot weather, and very stuffy indoors—we used to play a good deal in the garden. We made a tent out of the kitchen clothes-horse and some blankets off our beds, and though it was quite as hot in the tent as in the house it was a very different sort of hotness. Albert's uncle called it the Turkish Bath. It is not nice to be kept from the seaside, but we know that we have much to be thankful for. We might be poor little children living in a crowded alley where even at summer noon hardly a ray of sunlight penetrates; clothed in rags and with bare feet—though I do not mind holes in my clothes myself, and bare feet would not be at all bad in this sort of weather.

The Treasure Seekers, E.Nesbitt

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

1. Why were the children not allowed to visit the seaside?

2. How did the children know that their neighbours had gone to the seaside (Scarborough)?

3. What was the weather like? Use words from the text to support your answer.

4. Where did the children play in the hot weather?

5. How do the children feel about being 'kept from the seaside'?

6. Describe the children's clothes. Use words from the text to support your answer.

7. Are the children poor? How do you know? Use your own words to answer this question

8. What sort of games do the children play? Do they sound fun?

Handwriting practice lines consisting of 20 horizontal dashed lines.

Composition Task – 1 Hour

Where have you been on holiday? List the places on the lines below.

Imagine your dream holiday. Where would it be? What sorts of activities would you do? How would you get there. Write details down on the lines below.

Blank lined paper with horizontal dashed lines.

Plan a four day holiday to your dream location. Don't forget to include where you would stay, how you would get there and who you would take with you. Write about each day in detail in the space provided.

Day 1

Day 2

Day 3

Day 4

Comprehension and Composition 10

Learning Objective

These comprehension and composition activities are meant to reinforce earlier lessons and skills learned in an engaging way. This section gives pupils the change to further develop and stretch their story-telling skills, engaging their imaginations and creativity.

Comprehension Task – 1 Hour

Read the extract from *Our Little Quebec Cousin* below, and answer the questions.

One market day, when a cold slanting rain came on, Madame LeBlanc insisted that Monsieur Tremblent should lift little Oisette down and bring her inside Madame's stall.

So she was made very cozy beside a small stove, known as a Quebec heater. It certainly was a very warmth giving stove, with a black iron kettle on the top, which poured forth a long plume of white steam. On a shelf nearby a big yellow and black cat purred very loud, as though trying to beat the kettle. He was flanked on each side by pyramids of cheese.

In spite of wind and weather, customers arrived, one and two at a time; they would step inside one at a time, leaving just room enough for Madame to curtsy. Most of them noticed Oisette and asked Madame about her. When Monsieur Tremblent came back at last to call for his little girl, he found she had made friends with the cat and had her pockets full of latire (molasses candy), and was holding a big red apple. Small wonder that her face was wreathed in smiles.

Our Little Quebec Cousin, Mary. S.Saxe

Read the passage above carefully and then answer the questions. Remember to write your answers in full sentences, taking care with spelling and punctuation.

1. What is the weather like at the start of the text?

2. Describe the small stove. Use words from the text to support your answer.

3. What was the weather like? Use words from the text to support your answer.

4. What colour is the cat?

5. Is Madame LeBlanc's stall busy or empty? Use words from the text to support your answer.

6. Is Oisette happy when Monsieur Tremblant comes back? Why?
Why not?

7. What sort of food is on sale at Madame LeBlanc's stall?

8. Would you like to visit Madame LeBlanc's stall? Why? Why not?

Composition Task – 1 Hour

Have you ever been to a market like the one in the story with stalls selling different things? If you have, write about what was on sale and who was selling things. Did you or your family buy anything. Write details down on the lines below.

Imagine what your favourite market stall might sell. Would it be chocolate, cakes or toys? Write a story about the best market stall in the world.

Handwriting practice lines consisting of 20 horizontal dashed lines.