

My Big Brother JJ

I was happy. My brother JJ was happy. It was nearly half term.

Then Mum rushed into the room.

“JJ! Jasmine! I need to talk to you about next week. I know it is holiday time, but I have to go to work,” she said.

“I need to know that you can be a good girl for JJ. He will be in charge.”



Practice questions

(a) Why was JJ looking after Jasmine?

Mum was going to work.

Mum was going on holiday.

Jasmine was ill.

Jasmine was going on holiday.

Tick **one**.

☐☐☐☐

(b) Who is telling the story?

On Monday, we had a very good day. We went to the fair in the park. I won a huge, pink teddy.

On Wednesday, we went to the circus in a big tent. It was so lovely! We saw acrobats swinging high above our heads.

On Friday, JJ said, "Let's do something for Mum. She has been working all week."



"Can we do a picture in the garden?" I asked.

- 1 Draw **three** lines to show what Jasmine and JJ did on each day.

Monday	• did something for Mum
Wednesday	• went to the fair
Friday	• went to the circus

- 2 What did Jasmine and JJ see at the circus?

“Let’s find the paints,” said JJ.

“Can we paint the shed wall?” I asked.

“Yes,” said JJ. “It is a really boring colour!”

JJ fetched the steps. He said, “These steps are a bit wobbly. I will paint the top bit.”

He climbed up and painted a basketball net and a red ball going into it. I painted some beautiful flowers and some grass.



3 Why did JJ agree to paint the shed wall?

4 Why did JJ paint the top of the shed?

Tick **one**.

Jasmine didn’t like painting.

☐

The steps were dangerous.

☐

He knew what to paint.

☐

Mum would like what he painted.

☐

When we finished, our painting was really bright and colourful. Then JJ said, "Hold these brushes very carefully. I will get something to clean them."

I wanted to see the top of our picture so I climbed the steps. They wobbled!

I dropped the brushes!



5 Why did Jasmine climb the steps?

6 Why did Jasmine drop the brushes?

Tick **one**.

The steps moved.

☐

JJ told her to.

☐

The brushes
were dirty.

☐

Mum was angry.

☐

Red, white, green and yellow droplets flicked all over the sky at the top of our lovely painting! Great splashes of paint landed on my clothes.

“Mum will be furious!” I wailed.

We rubbed and scrubbed as much as we could. We did not hear Mum come home.

Then we saw her. I wanted to hide from her really cross face.



7 What happened when Jasmine dropped the brushes?

8 **Find** and **copy two** words that tell you how JJ and Jasmine tried to clean off the paint.

1. _____

2. _____

“Jasmine! You have got paint all over your hair,” she shouted.

But then she saw the painting. Her face changed.

“Whatever made you think of doing that?” she said. “It is FANTASTIC and I love the sparkling fireworks at the top!”

JJ grinned. “It was Jasmine’s idea to add some extra colour,” he said. We all laughed.



9 When Mum came home, where did she first see the paint?

10 How did Mum feel when she first saw Jasmine?

11 What did Mum describe as *sparkling fireworks*?

Tick **one**.

the sky that JJ painted

☐

the basketball net and red ball

☐

the flowers that Jasmine painted

☐

the splashes of paint

☐

Lunchbox: The Story of Your Food

Do you take a lunchbox to school with you? There are lots of different things you could have in a lunchbox, such as sandwiches, juice and fruit. Have you ever wondered where your food and drink come from?



Practice questions

(a) **Find** and **copy two** things you could have in your lunchbox.

1. _____

2. _____

(b) Which words mean the same as *wondered*?

Tick **one**.

thought about

☐

stared at

☐

picked up

☐

eaten from

☐

Bread

A farmer plants seeds in spring. By summer, they have grown into tall, waving wheat with fat, ripe grains at the tip of every stalk.

The farmer cuts the wheat with a giant machine called a combine harvester. Then the farmer sends the grains to a flour mill.

The miller grinds the grains of wheat into flour and then trucks take the flour to a bakery.



- 1 What do the seeds grow into?

- 2 *The miller grinds the grains* to make them into...

Tick **one**.

seeds.

☐

wheat.

☐

flour.

☐

dough.

☐

3 What takes the flour to the bakery?

Tick **one**.

The...

farmer

☐

miller

☐

trucks

☐

combine harvester

☐

The baker mixes the flour with water, sugar and yeast, turns it into soft, squashy dough and bakes it in a very hot oven.

Out come fresh loaves of bread, ready to send to the shops.



4 Write **two** words that tell you what the dough feels like.

1. _____

2. _____

5 Where are the *fresh loaves of bread* sent to?

Apple juice

In spring, the apple trees in the orchard are full of flowers. In summer, tiny apple buds grow from each flower stalk. The buds keep growing and, by autumn, the trees are full of ripe, sweet fruit ready to be picked.



Machines cut down the apples, or groups of pickers reach into the trees and fill their boxes with fruit.



6 When are the apples ready to be picked?

Tick **one**.

spring

☐

autumn

☐

summer

☐

winter

☐

7 **Find** and **copy one** word that makes the apples sound tasty.

At the juice factory, sorters throw out any bad or spoilt apples.

Then a machine washes the rest and mashes them in a milling machine (pips, skin and all). A huge press squeezes the mash until all its juice runs out.

A heater warms up the juice to kill off any germs and it is poured into cartons.



8 Where do the sorters work?

9 **Find** and **copy one** word that means the same as 'rotten'.

10 What does the apple press do?

Tick **one**.

cleans the apple juice

☐

squeezes out the juice

☐

gets rid of all the germs

☐

washes the apples

☐

11 Look at the section about **apple juice**.

Number the sentences below from 1 to 4 to show the order they happen.

The first one has been done for you.

The machines cut down the apples.

The apples are washed and cleaned.

The fruit grows from apple buds.

The juice is poured into cartons.

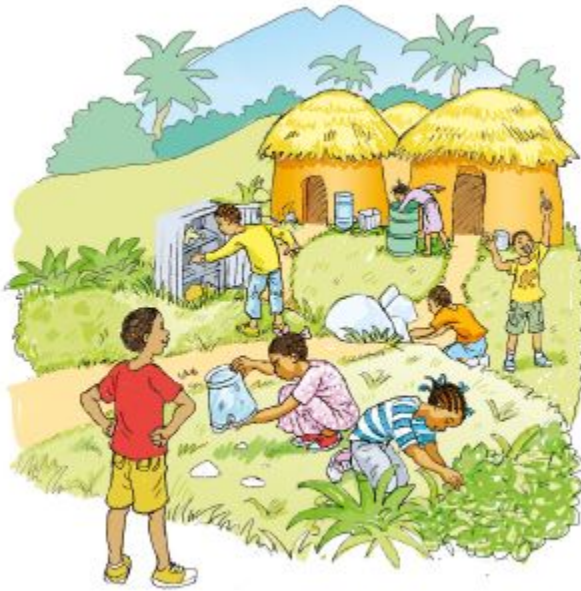
Games From Around The World



All around the world, children play all sorts of different games. You don't need expensive games or lots of space to play a great game, just some imagination!

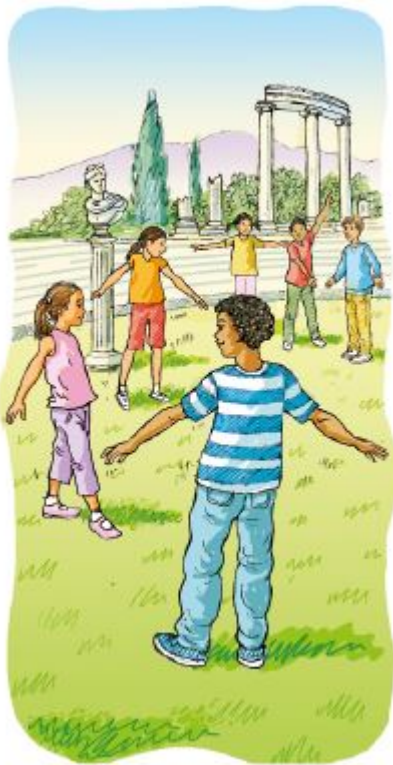
Play can be inside or outside, and you can play on your own or with lots of friends. Some games are calm and quiet, whilst others are very noisy! Some games like football, chess and jigsaw puzzles are popular in lots of countries so they have the same rules and equipment wherever they are played. But some games are only well known in certain countries.

Here are five games that children in different countries like to play:



Pilolo – from Ghana

Pilolo is a hiding game using sticks, stones, coins or other small items. One child hides the objects. It's then a race for all the other players to find one of the hidden items and get back to the finish line first. You need quick eyes and quick feet for this game!



Statues – from Greece

One child is 'it' and stands in the centre of a large space, counting loudly. The other players walk around waiting for that child to shout, 'statue'. When they hear this word, the players freeze like statues. Anyone who is moving is out. Then, the child who is 'it' tries to make the others laugh or move. The last player remaining as still as a statue is the winner and becomes the new 'it'. This game can be great for practising your balance if you are standing in an awkward position.

Oonch Neech – from Pakistan

The name of this game means 'up down'. It involves lots of running around. Children have to be 'up' off the ground, such as on a chair, or 'down' where they must be touching the ground. One child is 'it' and has to catch the others. It uses up lots of energy and is great fun.



Kangaroo Skippyroo – from Australia

In this game, one child pretends to be a sleeping kangaroo with its eyes shut. When a player touches the kangaroo's shoulder, the kangaroo has to guess who it is. This game is all about guessing.



Pass the Parcel – from the United Kingdom

A parcel, covered in layers of paper, is passed from child to child to the sound of music. Whenever the music stops, the child holding the parcel removes one layer of paper and then passes the parcel on. The game stops when a lucky child removes the last piece of paper and wins the present inside. This game is often played at parties. Another person (usually an adult) is needed to start and stop the music during the game. This game is mainly about luck.



4

These questions are about *Games From Around the World*

(page 1)

1 Children around the world...

Tick **one**.

do not like playing games.

☐

only play one game.

☐

play many games.

☐

must have very expensive games.

☐

(page 1)

2 **Find** and **copy two** things that could be hidden in *Pilolo*.

1. _____

2. _____

(page 2)

3 Look at the *Statues* section.

Why is *Statues* a good name for this game?

(page 2)

4 What do the words *Oonch Neech* mean?

(pages 1-2)

5 One player does something different from the other players in all five games.

What are they doing differently in...

(a) *Pilolo*?

(b) *Kangaroo Skippyroo*?

- 6 Draw **four** lines to match these games to what the text says you need to win each one.

<i>Oonch Neech</i>	energy
<i>Pilolo</i>	speed
<i>Statues</i>	luck
<i>Pass the Parcel</i>	balance

- 7 Put ticks in the table to show which sentences are **true** and which are **false**.

Sentence	True	False
In <i>Pilolo</i> , players try to find hidden items.		
In <i>Statues</i> , one child shouts, 'freeze'.		
In <i>Oonch Neech</i> , players must stand very still.		
<i>Kangaroo Skippyroo</i> is a game all about luck.		

There's an Octopus Under my Bed!

Molly didn't like tidying up.

On Monday, Molly was playing in her room when her mother said, "Molly, tidy up!"

But she was too busy being a princess. Then Molly went for tea, and she still hadn't tidied up.



Practice questions

(a) When did the story start?

Tick **one**.

Monday

☐

Wednesday

☐

Tuesday

☐

Thursday

☐

(b) Where was Molly playing?

When she came back, the palace
had gone. Her bedroom was tidy.

Molly didn't understand.

"It's magic," thought Molly.



- 1 *Molly didn't understand.*

This means Molly was...

Tick **one**.

angry. ☐

sad. ☐

happy. ☐

confused. ☐

- 2 What did Molly think was *magic*?

On Tuesday, Molly was racing in the garden when her mother said, "Molly, tidy up!"

But she was too busy hopping around her race track. Then Molly went for tea, and she still hadn't tidied up.

When she came back, her race track had disappeared. "Something with a lot of arms is tidying up," thought Molly.



3 What was Molly doing on Tuesday?

4 Molly thought that something with many arms had been in the garden.
Why?

Her race track had been...

Tick **one**.

eaten up.

☐

dropped.

☐

picked up.

☐

broken.

☐

On Wednesday, Molly was building a monster when her mother said, "Molly, tidy up!" But Molly was too busy having fun. Then Molly went for tea, and she still hadn't tidied up.

When Molly came back, the living room was tidy.

"Who's tidying up? I'd like to meet them. Maybe it's an octopus..." she thought.

Molly looked everywhere: under her bed, inside the top drawer and even down the toilet!

But Molly couldn't find Octopus anywhere. Then she had an idea...



5 Why was Molly always too busy to tidy up?

6 Where did Molly look for the octopus?

Write down **one** place.

7 *Then she had an idea...*

The word *idea* means....

Tick **one**.

a dream.

☐

a feeling.

☐

a thought.

☐

an adventure.

☐

On Thursday, when her mother said, "Molly, tidy up!", Molly carried on dancing, making a massive mess of her bedroom.

And when Molly went for tea, she ate it super fast and raced back to her bedroom.

Molly imagined Octopus would be very busy today because she'd left a huge mess.

But she had a surprise... there wasn't an octopus: it was her mother!

So on Friday, when her mother said, "Molly, tidy up!", she did.



8 Why did Molly rush to finish her tea?

Tick **one**.

She wanted to carry on playing.



She wanted to tidy her room.



She wanted to see the octopus.

☐

She wanted to carry on dancing.

☐

- 9 Draw **three** lines to show where Molly was playing on each day.

Monday ●

● garden

Tuesday ●

● living room

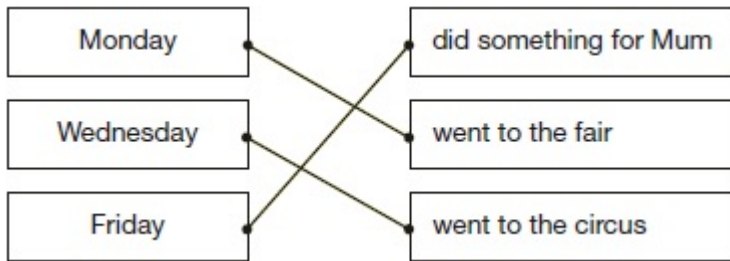
Wednesday ●

● bedroom

Mark schemes

- 1** 1 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for all three lines joined to the correct boxes:



1 mark

- 2 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for reference to acrobats (swinging).

Also accept reference to a (big) tent.

Do not accept reference to a circus / the circus.

1 mark

- 3 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for reference to either of the acceptable points below:

- JJ thinking that the wall looked boring / JJ not liking the colour, e.g.
 - *he said the colour was boring*
 - *it was a boring colour*
 - *it was dull*
 - *because he did not like the colour.*
- JJ wanting to make the wall look better, e.g.
 - *so it would be more colourful*
 - *he wanted it to look nicer.*

Do not accept reference to JJ not liking the wall without reference to the colour.

1 mark

- 4 **Content domain:** 1d – make inferences from the text.
Secondary content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for:

Jasmine didn't like painting.	<input type="checkbox"/>
The steps were dangerous.	<input checked="" type="checkbox"/>
He knew what to paint.	<input type="checkbox"/>
Mum would like what he painted.	<input type="checkbox"/>

- 5 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for reference to Jasmine wanting to see the top of the picture / shed, e.g.

- *so she could look at the top of the picture*
- *to see the top of the shed*
- *because she wanted to see the top of the painting.*

Also accept relevant text lifts from the following sentence: *I wanted to see the top of our picture so I climbed the steps, e.g.*

- *I wanted to see the top of our picture.*

1 mark

- 6 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for:

The steps moved.	<input checked="" type="checkbox"/>	JJ told her to.	<input type="checkbox"/>
The brushes were dirty.	<input type="checkbox"/>	Mum was angry.	<input type="checkbox"/>

1 mark

- 7 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for reference to any of the acceptable points below:

- the paint splashing, e.g.
 - *paint splashed*
 - *paint splashed around.*
- the paint splashing onto the shed / picture / everywhere, e.g.
 - *paint splashed all over the place*
 - *lots of paint went everywhere*
 - *it made a big splash*
 - *red, white, green and yellow droplets flew in the sky*
 - *she got paint all over*
 - *paint landed on the painting.*

- the paint splashing onto Jasmine / Jasmine's clothes, e.g.
 - *she got covered in paint*
 - *great splashes of paint fell on her clothes*
 - *the paint splatted at her*
 - *red and white splashes dropped on top of her*
 - *paint went all over her.*
- making a mess, e.g.
 - *it got all messy*
 - *she got very dirty*
 - *she got in a mess.*
- Jasmine's reaction to the paint spilling, e.g.
 - *she thought her mum would be cross*
 - *Jasmine wailed*
 - *Jasmine got worried.*

Also accept relevant text lifts from the following sentence: *Red, white, green and yellow droplets flicked all over the sky at the top of our lovely painting, e.g.*

- *red, white, green and yellow droplets flicked all over the sky*
- *red, white, green and yellow droplets flicked all over our lovely painting.*

1 mark

8 **Content domain:** 1a – draw on knowledge of vocabulary to understand texts.

Award 1 mark for any of the acceptable points below:

- 1. *(we) rubbed (it)*
2. *(we) scrubbed (it)*
- 1. *(we) scrubbed (it)*
2. *(we) rubbed (it)*
- *(we) rubbed and scrubbed (it)*

1 mark

9 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for reference to any of the acceptable points below:

- Jasmine's hair, e.g.
 - *on Jasmine's hair*
 - *the paint was on her head*
 - *you have got paint all over your hair*
 - *at the top of her head.*
- Jasmine's clothes, e.g.
 - *on Jasmine's clothes*
 - *she saw the paint on her clothes*
 - *it was all over Jasmine's clothes.*

- Jasmine (without reference to her hair or clothes), e.g.
 - *all over Jasmine*
 - *Jasmine*
 - *on Jasmine*
 - *Mum first saw paint on Jasmine.*

1 mark

10 **Content domain:** 1d – make inferences from the text.

Award 1 mark for reference to either of the acceptable points below:

- Mum being angry or upset with or without an explanation of her reaction, e.g.
 - *cross because they'd made such a mess!*
 - *angry*
 - *she was angry at them so she shouted*
 - *Mum was cross*
 - *cross because Jasmine got paint in her hair*
 - *she felt angry*
 - *horrified*
 - *furious.*
- Mum being shocked / surprised, e.g.
 - *she felt surprised*
 - *shocked*
 - *Mum was shocked when she saw Jasmine.*

Also accept reference to Mum feeling amazed.

1 mark

11 **Content domain:** 1d – make inferences from the text.

Award 1 mark for:

- | | |
|----------------------------------|-------------------------------------|
| the sky that JJ painted | <input type="checkbox"/> |
| the basketball net and red ball | <input type="checkbox"/> |
| the flowers that Jasmine painted | <input type="checkbox"/> |
| the splashes of paint | <input checked="" type="checkbox"/> |

1 mark

2

1 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for: reference to (tall, waving) wheat.

Also accept (fat, ripe) grain(s).

1 mark

- 2 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for:

seeds.	<input type="checkbox"/>	wheat.	<input type="checkbox"/>
flour.	<input checked="" type="checkbox"/>	dough.	<input type="checkbox"/>

1 mark

- 3 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for:

farmer	<input type="checkbox"/>	miller	<input type="checkbox"/>
trucks	<input checked="" type="checkbox"/>	combine harvester	<input type="checkbox"/>

1 mark

- 4 **Content domain:** 1a – draw on knowledge of vocabulary to understand texts.
Secondary content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for **both** of the following:

- soft
- squashy.

Also accept plausible misspellings, e.g.

- *squishy*
- *sqwashee*.

1 mark

Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for reference to the shop(s).

1 mark

- 5 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for:

spring	<input type="checkbox"/>	autumn	<input checked="" type="checkbox"/>
summer	<input type="checkbox"/>	winter	<input type="checkbox"/>

1 mark

6 **Content domain:** 1a – draw on knowledge of vocabulary to understand texts.

Award 1 mark for sweet (fruit).

Also accept ripe (fruit).

1 mark

7 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for reference to the juice factory.

Also accept (apple) factory.

1 mark

8 **Content domain:** 1a – draw on knowledge of vocabulary to understand texts.

Award 1 mark for either of the following acceptable points:

- spoilt (apples)
- bad (apples).

1 mark

9 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for:

cleans the apple juice

☐

squeezes out the juice

☒

gets rid of all the germs

☐

washes the apples

☐

1 mark

10 **Content domain:** 1c – identify and explain the sequence of events in texts.

Award 1 mark for: for all three boxes numbered correctly:

The machines cut down the apples.

The apples are washed and cleaned.

The fruit grows from apple buds.

The juice is poured into cartons.

1 mark

- 1 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for:

do not like playing games.

☐

only play one game.

☐

play many games.

☒

must have very expensive games.

☐

1 mark

- 2 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for any **two** of the following:

- sticks
- stones
- coins.

Also accept *(other small) items*.

Also accept *objects*.

1 mark

3 **Content domain:** 1d – make inferences from the text.

Award 1 mark for reference to either of the following acceptable points:

- players having to stay very still / freeze / not move (including references to ‘moving’ players being eliminated from the game), e.g.
 - *because you have to stay still like a statue*
 - *because everyone has to freeze*
 - *they freeze when one child shouts ‘statue’*
 - *because you freeze like one*
 - *because you have to stop.*
- pretending to be a statue, e.g.
 - *because you have to act like a statue.*

Also accept references to saying ‘statue’, e.g.

- *because the child shouts ‘statue’*
- *because players walk around waiting for someone to shout ‘statue’ .*

Do not accept references to helping practise your balance.

Do not accept references to the party game musical statues.

1 mark

4 **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for reference to **both** *up* and *down*, e.g.

- *up down*
- *it means up and down.*

1 mark

- 5 (a) **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Secondary content domain: 1d – make inferences from the text.

Award 1 mark for reference to one player hiding the objects / setting up the game, e.g.

- *they hide small things*
- *one child hides the objects*
- *hiding things.*

Do not accept *hiding*.

1 mark

- (b) **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Secondary content domain: 1d – make inferences from the text.

Award 1 mark for reference to either of the following acceptable points:

- the actions of the player in the middle of the circle / being the (sleeping) kangaroo, e.g.
 - *one of the players guesses who touched them*
 - *one child pretends to be a sleeping kangaroo*
 - *one person is in the middle.*
- one player touching the 'kangaroo's' shoulder, e.g.
 - *someone has to tap the kangaroo*
 - *they have to touch the kangaroo without them guessing who it is*
 - *one child touches the kangaroo's shoulder.*

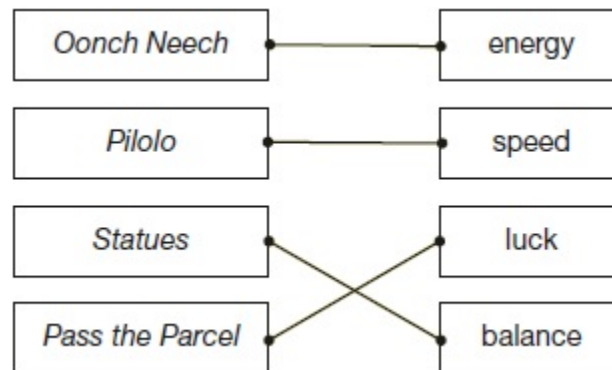
Do not accept *guessing* without any further explanation.

1 mark

- 6 **Content domain:1b** – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Secondary content domain: 1d – make inferences from the text.

Award 1 mark for all four lines being joined to the following correct boxes:



1 mark

- 7 **Content domain:1b** – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for three boxes correctly ticked and **award 2 marks** for all four boxes correctly ticked.

Sentence	True	False
In <i>Pilolo</i> , players try to find hidden items.	✓	
In <i>Statues</i> , one child shouts, 'freeze'.		✓
In <i>Oonch Neech</i> , players must stand very still.		✓
<i>Kangaroo Skippyroo</i> is a game all about luck.		✓

Up to 2 marks

5

No answers to practice questions (a) and (b)

- 1 **Content domain: 1d** - make inferences from the text.
Secondary content domain: 1a – draw on knowledge of vocabulary to understand texts.

Award 1 mark for:

angry. ☐ happy. ☐
sad. ☐ confused. ☒

1 mark

2 **Content domain:** 1d - make inferences from the text.

Award 1 mark for reference to any of the following acceptable points:

- the room being tidy, e.g.
 - *it had all been put away*
 - *there was no mess*
 - *everything was neat.*
- her (bed)room being magic, e.g.
 - *her room.*
- the palace having gone / disappeared, e.g.
 - *her palace had gone.*

1 mark

3 **Content domain:** 1b - identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for reference to Molly racing / hopping, **or** general references to Molly playing, without mentioning racing / hopping, e.g.

- *hopping*
- *running*
- *she was racing in the garden*
- *she was playing different games*
- *she was playing*
- *on the race track.*

Do not accept references to Molly being in the garden, e.g.

- *she was in the garden.*

1 mark

4 **Content domain:** 1d - make inferences from the text.

Award 1 mark for:

eaten up.	<input type="checkbox"/>	picked up.	<input checked="" type="checkbox"/>
dropped.	<input type="checkbox"/>	broken.	<input type="checkbox"/>

1 mark

- 5 **Content domain:** 1b - identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for reference to Molly being too busy playing / having fun, **or** listing any of the activities Molly was engaged in, e.g.

- *she was too busy playing*
- *she was having fun*
- *rshe was building a monster.*

Do not accept answers that do not explain *why* she was busy, e.g.

- *she was busy*
- *she didn't like tidying.*

1 mark

- 6 **Content domain:** 1b - identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for reference to any **one** of the following:

- bed
- drawer
- toilet.

Also accept *bedroom*

Also accept responses that give more than one correct place, e.g.

- *down the toilet and in the drawer.*

1 mark

- 7 **Content domain:** 1a - draw on knowledge of vocabulary to understand texts.

Award 1 mark for:

- | | | | |
|------------|--------------------------|---------------|-------------------------------------|
| a dream. | <input type="checkbox"/> | a thought. | <input checked="" type="checkbox"/> |
| a feeling. | <input type="checkbox"/> | an adventure. | <input type="checkbox"/> |

1 mark

- 8 **Content domain:** 1d - make inferences from the text.

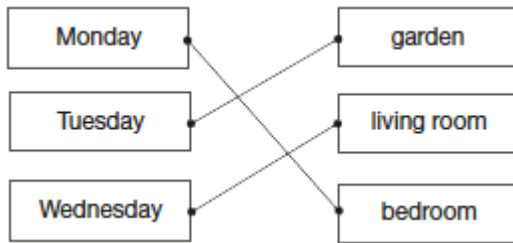
Award 1 mark for:

- | | |
|---------------------------------|-------------------------------------|
| She wanted to carry on playing. | <input type="checkbox"/> |
| She wanted to tidy her room. | <input type="checkbox"/> |
| She wanted to see the octopus. | <input checked="" type="checkbox"/> |
| She wanted to carry on dancing. | <input type="checkbox"/> |

1 mark

- 9 **Content domain:** 1c - identify and explain the sequence of events in texts.

Award 1 mark for all three lines being joined to the following correct boxes:



1 mark