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Home Learning Pack Year 4

Guidance and Answers

Autumn 2



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Week 1 Monday

Expanding Sentences Using Conjunctions (page 2)

A **conjunction** is a word used to join two clauses. There are different kinds of conjunctions such as for time (e.g. after), place (e.g. where) and cause (e.g. because).

Question 1 – For this question, children are given three sentences. They must read each and decide which one uses a **conjunction**.

Tom would put on his red coat whenever he was cold.

Question 2 – In this question, children must use their knowledge of **conjunctions** to identify the type of **conjunction** used in each sentence. They must put an 'X' in the correct column of the table.

Sentence	Time	Place	Cause
The old man walked to the shop after visiting his friend.	X		
She would carry on unless she was told to stop.			X
I put the toy where my brother could see it.		X	

Question 3 – For this question, children are given a selection of **main clauses**, **conjunctions** and **subordinate clauses** which must be joined in different ways to create four different sentences.

A **clause** contains a subject and a verb. For example: The child ran. 'The child' is the subject and 'ran' is the verb. There are main clauses and subordinate clauses.

A **main clause** is a group of words that make sense on their own. It has a subject (the person or thing that does an action) and verb (the action). For example, Adam eats bananas.

A **subordinate clause** contains a subject and a verb, but it does not make sense on its own. It needs to be attached to a main clause. For example: I read books when I have free time.

There are various ways to join the **main clauses**, **conjunctions** and **subordinate clauses**, four examples are given below.

Mrs Higgins walked to the park because it was a sunny day.

Sophie skipped to school after eating a delicious breakfast.

Jane was really happy when she found her favourite jacket.

Mrs Higgins walked to the park after eating a delicious breakfast.

Week 1 Tuesday

Present Tense (page 3)

A **verb** is an action word such as jump, skip, shout.

Simple present tense is used to describe when an action is happening right now, or habitual actions or occurrences.

Present progressive tense expresses continuing action that is occurring now, for example: I am listening. It is formed using the verb 'to be' with the present participle.

Question 1 – For this task, children must read the sentence and choose the correct verbs given to complete the gaps in the **present tense**.

The correct sentence is I **ride** my bike to school, but sometimes I **sleep** in and **get** the bus at 8 o'clock.

Question 2 – In this question, children must use their knowledge of **present progressive tense** to identify the verbs in the given sentences. It may help children to remind them that this tense is formed using the verb to be with the present participle.

A – She is gripping the dog's lead tightly so it can't escape.

B – The escaped tiger is running down the streets and the zookeepers are racing after him.

C – She is humming a tune and the children are dancing along.

Question 3 – For this question, children are given a sentence and a statement. Ruby says that she has underlined all **verbs** written in the **present progressive tense**. Children must decide whether they think Ruby is correct. Once they have decided, they must write a sentence to explain their choice.

Ruby is incorrect as she has missed out the present progressive verb 'is circling' which is another ongoing action.

Week 1 Wednesday

Punctuating Direct Speech (page 4)

Question 1 – In this question, your child will read each sentence to identify the one which has correctly used **inverted commas** to punctuate the speech. **Inverted commas**, also known as speech marks, go before and after **direct speech** in a sentence, for example: “Watch out!” shouted the girl. **Direct speech** is the writing of the exact words that have been spoken, using correct punctuation. Spoken words should begin with a capital letter and end with appropriate punctuation before the inverted commas. Your child will also need to identify the correct use of capital letters and punctuation at the end of sentences.

Sentence B has used correct punctuation because the **inverted commas** show the words that were spoken, it uses capital letters in the correct places, and it ends the speech and sentence with appropriate punctuation.

Question 2 – Your child will be using their knowledge of **direct speech** (see question 1 for an example) to identify the odd one out. Your child will need to know that if the **direct speech** is written after the **reporting clause**, a comma separates the reporting clause and the speech, for example: Jen said, “Let’s go to the park.”. A **reporting clause** is the phrase within a sentence which states who is speaking or thinking, for example: David wondered; Shabir asked; Tommy whispered.

The odd one out is **C** because it is the only sentence which has not used **inverted commas** correctly.

Question 3 – In this question, your child will underline the errors in the text and explain their reason for doing so. The errors are linked to using capital letters, punctuating after a **reporting clause** (see question 2 for an explanation), and correct use of **inverted commas** (see question 1 for information).

Your child should have underlined as follows: One sunny day, Mindy rushed into the kitchen and cried, “Can we go to the park today Daddy? Pretty please?”

A possible explanation for this choices is: **A capital letter is needed at the beginning of the sentence and at the start of the speech. There should be a comma before the speech and inverted commas to complete the speech.**

Week 1 Thursday

Using Fronted Adverbials (page 5)

Adverbials are groups of words which add detail to the verb. They add extra information, such as how or when an action was carried out. In our sentence used in question 2, the verb is 'seen' and the adverbial is 'in the distance'.

Question 1 – This question is asking for your child to identify which **fronted adverbials** would make the most sense in the given sentence.

It could be helpful to discuss the strategy of narrowing down which **fronted adverbial** couldn't be used. As the sentence is written in the past tense, the option 'Sometime next week' would not make sense as there would be a mix in tenses.

The answer is: 'Deep in the jungle' is the option that would make the most sense with this sentence. There is no indication of why the tigers would be nervous, but it 'Deep in the jungle' emphasises the setting.

Question 2 – This question asks children to identify an **adverbial** that isn't at the start of the sentence and to then rewrite the sentence moving the **adverbial** to the beginning.

The rewritten sentence is: In the distance, the twinkling stars and the snow-covered peaks could be seen in the distance.

Question 3 – In this question, your child will need to rewrite the sentence changing the **fronted adverbial**. As this sentence starts with 'Nervously', this tells the reader how the boy is feeling. To convey a different meaning, children will need to pick an **adverbial** with a different meaning such as 'cheekily' or 'clumsily'.

The sentence could be rewritten as: Clumsily, the boy crept onto the stage but no one noticed he was there.

Week 1 Friday

Identifying Paragraphs – Fiction (page 6)

A **paragraph** is a group of sentences that share a common idea. A new paragraph should be started where there is a change of time, location, character or theme.

Question 1 – For this task children must read the text provided and write the first two words of each **paragraph**. It may be helpful to remind children that new **paragraphs** can be started when there is a change in topic, time, setting or when a new person starts to speak.

The first words of each paragraph are listed below.

Paragraph 1: It was

Paragraph 2: Moonlight struck

Paragraph 3: Without warning

Question 2 – For this task children must identify the **subject** of the first **paragraph** in the text. The **subject** of the paragraph is what the paragraph has been written about.

The correct answer is **a setting description**.

Question 3 – For this question, children must identify which **paragraph** describes the start of some action in the text.

The paragraph describing the action is **Paragraph 3**.

Question 4 – For this question, children must think about whether the given sentence can be added to the first **paragraph** so that the text still makes sense.

The correct answer is **false, the end of the first paragraph describes the absence of sound so this would not make sense**.

Question 5 – For this question, children must decide whether they agree or disagree with the statement about where a new **paragraph** should have been started. Again, it may be helpful to remind children of when new paragraphs should be started (as explained in question 1 above). Once children have decided whether they agree or disagree with the statement, they must write a sentence to explain their choice.

The correct answer is that **the statement is incorrect because the sentence is explaining why this day is different from a normal day, so is leading on from the previous sentence**.

Week 1 Friday

Identifying Paragraphs – Fiction (page 6)

Question 6 – This question is more open ended as children are asked to continue the story by writing the next **paragraph**. Children have been given a word bank to use for support. The **paragraph** must make sense with the rest of the text and must be punctuated correctly.

There are various answers for this question as children can choose how to continue the story using their own ideas. **Correct answers must continue on from where the final paragraph finishes and must make sense with the rest of the story. All sentences must be punctuated correctly.**

Question 7 – For this question, children must explain why a sentence from the text begins a new **paragraph**.

The correct answer is that **it is a new paragraph because it is introducing a new theme and describing how the events described in the previous paragraphs began.**

Week 2 Monday

'Have' not 'Of' and 'These/Those' not 'Them' (page 7)

Question 1 – This activity focuses on using **Standard English**. For this task children must recognise when to use 'have' not 'of' in a sentence and when it is appropriate to use 'these' or 'those' not 'them'.

For this question, children must underline the correct words to complete each of the sentences so that they are written correctly. Children may find it helpful to read the sentences aloud to identify the correct words to complete the sentences.

We should have/of used the books in the library to find the answers to the questions.

~~Them~~/Those/~~These~~ are my history books on the bookshelf.

I could have/of sorted the shapes into different groups. The circles and squares can be separated.

~~Them~~/~~These~~/These are my favourite kind of chocolate because they have a soft centre.

Question 2 – This question gives children a selection of sentences to read. They must identify which sentences are written using **Standard English** and those that use **non-Standard English**.

	Standard English	Non-standard English
A. Them potatoes could be used to make a potato salad.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B. We should of woken up earlier to catch the flight.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C. These shoes belong to the old woman over there.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D. Them guards are protecting the castle from an attack.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E. These pieces of fruit will be shared equally between you all.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Question 3 – This question is more open ended for children to apply their understanding of **Standard English**. Children must use the six words provided to write their own sentence that uses the pronoun 'those' correctly.

There are various answers for this question, one example is given below.

Those people over there are annoying because they are speaking loudly.

Week 2 Tuesday

More Than One Paragraph (pages 8 - 9)

Question 1 – In this question, your child will read **paragraph** one and identify its focus. A **paragraph** is a group of sentences that share a common idea, so your child will need to check whether the main idea for that **paragraph** is to describe a character, describe a location or introduce a dilemma.

The correct answer is that **paragraph** one **describes a location**.

Question 2 – Your child will read the full text and then read the given sentence. Using their knowledge of **paragraphs** (see question 1 for explanation), they will decide which **paragraph** the new sentence can be added to. It should be a **paragraph** which shares the same focus.

The sentence should be added to **paragraph three because it give information about the cub called Luna**.

Question 3 – This question requires your child to read the start of **paragraph** five to identify the **device** which has been used. A **device** is a technique used by writers, and in this question, it refers to the use of **speech**, a **fronted adverbial** or a **pronoun**. **Direct speech** is shown by writing exactly what was spoken between **inverted commas** (the punctuation used around the speech). For example: “How are you?” asked the teacher. A **fronted adverbial** is a group of words which adds detail to the verb. This group of words has been moved to the front of the sentence. The **fronted adverbial** is usually followed by a comma, for example: Before bedtime, she read her book. A **pronoun** is a word such as I, they, your, or his that takes the place of a noun.

At the start of **paragraph** five, **speech** has been used.

Question 4 – In this question, your child will compare **paragraphs** two and four to decide whether the **fronted adverbial** (see question 3 for an explanation) links the two **paragraphs** together. Your child will need to explain whether the statement is true or false by describing what the **fronted adverbial** tells us in relation to both **paragraphs**.

The statement is true because it tells the reader the location of the characters in **paragraph four**.

Week 2 Tuesday

More Than One Paragraph (pages 8 - 9)

Question 5 – Your child will read the full text and use the information to write the next **paragraph**. They should make sure their **paragraph** is written in the **past tense**, so it follows on from the story. A **tense** is the form that a verb (doing word) takes that shows the time at which doing happened. The **past tense** shows that the 'doing' has already happened and is in the past.

There are various answers, for example: *In the blink of an eye, Karl had made it! Looking around, he shuddered. He had dreamt about what the portal might be like, but it certainly wasn't this! The air was thick with dust, making it difficult for him to navigate his way, and the only sound was the repetitive dripping of water.*

Question 6 – In this question, your child should identify the main ideas of **paragraphs** one and two. Once they have identified these themes, they can compare the similarities and differences.

Your child identify that *paragraph one introduces us to Karl* and *paragraph two describes a location*.

Question 7 – Your child will have read the full text and will read Matty's sentence. They will need to compare the sentence to the content of **paragraph** three to check if the sentence matches the main idea. If not, your child can identify if the sentence would be better suited to a different **paragraph**.

The correct answer is: *No, Matty has not added his sentence to the correct paragraph because paragraph three focuses on the game. This sentence would fit better in paragraph two which focuses on the location.*

Week 2 Wednesday

Present Perfect or Simple Past? (page 10)

The **present perfect tense** is used to talk about experiences that are not time specific, an action that has started in the past but has an outcome in the present, or an action that has started in the past and is continuous up until the present. It is formed by using the present tense of the verb 'have' plus a past participle, for example: I **have been** to Spain.

The **simple past tense** is used to describe an action that has started and ended in a time before now. For example: I **walked** the dog.

Question 1 – This question asks children to circle the missing **verb** or **verbs** (a word used to describe an action) from each sentence. This question is checking their understanding of **tenses** and the **verb** forms used to demonstrate either '**present perfect**' or '**simple past tense**'.

To answer the question, children may find it useful to read the sentence, replacing the blank line with each of the given verb forms in turn to identify which sound correct.

The correct answers are: A: Ellie has broken her leg; B: Sam built a new shed.

Question 2 – This question is asking children to decide if a sentence is in the '**present perfect**' or '**simple past**' tense (as explained above).

The correct answers are: A: "has bought" – present perfect; B: "opened" – simple past; C: "flew" – simple past; D: "misspelt" – simple past; E: "have stolen" – present perfect

Question 3 – This question is asking children to swap the **tenses** of the two sentences. Sentence A is written in '**present perfect**' tense and needs to be rewritten in '**simple past**' tense. Sentence B is written in '**simple past**' tense and needs to be rewritten in '**present perfect**' tense.

The correct answers are: A: We lived in this house for five years and we were very happy here; B: Kayleigh has worn her old boots at the park and has stepped in the mud.

Week 2 Thursday

Expanding Sentences Using Adverbs (page 11)

An **adverb** is type of word that gives more information about a verb. It can tell you how, when, where or how often. Some examples include slowly, yesterday, regularly.

An **adverbial phrase** is a group of words that act in the same way as an adverb.

An **adverb of cause** is often an alternative to because, for example, otherwise or furthermore.

An **adverb of time** tells us when an action has happened, or how frequently, for example immediately, before.

An **adverb of place** tells us where an action has happened, for example below, above.

Question 1 – Children are given three sentences that each use an **adverb**. Children must read the sentences and identify the adverb used in each.

- A. Immediately, he called for an ambulance to help the injured man.
- B. The neighbours became angry when my noisy dogs began to bark outside.
- C. Shut the window, otherwise it will get cold and damp.

Question 2 – In this question, children must use their knowledge of **adverbs of time, place** and **cause** to identify the **adverb** type used in each sentence. The **adverb** in each of the three sentences has been underlined to help children identify the type used.

Sentence	Time	Place	Cause
A. As soon as the weather improved, many large flies appeared <u>everywhere</u> .		X	
B. We shall, <u>therefore</u> , rearrange another time to discuss these important issues and find a solution.			X
C. Delilah <u>usually</u> attends an evening class on Mondays, but it was cancelled this week.	X		

Question 3 – For this question, children are given a sentence using an **adverb** and two different statements to describe the type of **adverb** that has been used. Children must decide which statement is correct and write a sentence to explain their choice.

Ron is correct because **occasionally** is an adverb of time as it tells the reader how often the ferry service runs.

Week 2 Friday

'I' or 'Me' (page 12)

Question 1 – For this task, children must read the selection of sentences provided and decide whether they are written in **Standard English**. This activity focuses on the use of 'I' when it is the **subject** of the sentence and 'me' when it is the **object** of the sentence.

The **subject** of a sentence is the noun (or pronoun) which carries out the action expressed by the verb. For example: The girl kicked the ball. 'The girl' is the subject because she carried out the action (kicking).

The **object** of a sentence is the noun (or pronoun) which is involved in the action expressed by the verb, but does not carry out the action. For example: The girl kicked the ball. 'The ball' is the object because it is involved in the action, but did not complete the action.

A. Eric and I went to the library.

E. I suppose he wanted to help.

B. Me and Mum went for a lovely walk after finishing our breakfast.

F. Ishmael didn't mention anything to Molly and I.

C. Jack bought a calendar for me.

G. "It's none of your business," Chen said to me.

D. Can you describe it to I?

H. Lucas ran forward between Kyle and me.

Question 2 – In this question, children must use their knowledge of **Standard English** to complete the sentences with either 'I' or 'me' to ensure that they are grammatically correct.

Please don't mention anything to anyone unless **I** tell you any different.

Sarah and **I** couldn't decide what to do at the weekend.

Katie and **I** occasionally arrive at the same time, so she asked if she could get a lift with **me** next week.

The boxes they delivered to **me** had completely taken over the garage, so dad and **I** eventually moved them.

Question 3 – Children are given four sentences. They must read each of the sentences and decide which use 'I' and 'me' correctly. Children must write a sentence to explain why the sentences do or do not use **Standard English**.

Sentences A and D are both correct because 'Lucy, Charlie and I' is the subject of sentence A and 'Harriet and me' is the object of the sentence D. Sentence B should be 'Strange things often happen to Lucy, Charlie and me' and sentence C should be 'Harriet and I couldn't decide what time to arrive at the party.'

Additional Resources

Guided Reading – The UFO (pages 13 - 17)

Children should read the text and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or check using a dictionary/online search.

The answers to the questions are given below.

1. What type of text is this? Circle the correct answer.

A diary.

2. Which of the features below tell you this?

first person	<input checked="" type="checkbox"/>	second person	<input type="checkbox"/>
date	<input checked="" type="checkbox"/>	present tense	<input type="checkbox"/>
future tense	<input type="checkbox"/>	past tense	<input checked="" type="checkbox"/>

3. Complete the sentences below filling in the date and place the events of the first section of text happen.

The text was written on Tuesday 7th January 2020. The events took place in Truro which is in Cornwall.

4. True or false? The text is written in a formal tone.

False because it is written as if the author is talking to the reader as a friend.

5. Why has the author used brackets in the sentence below?

To give more information to the reader.

6. Who was being interviewed when the writer got to school on Wednesday 8th January?

The girl from number 53.

7. Which part of the school day on 8th January was different to normal?

The start of the school day.

8. Which sentence do you think best explains why people didn't believe the author's part of the story?

People thought they were making it up because the author was jealous of all of the attention Ellen was getting.

Additional Resources

Guided Reading – The UFO (pages 13 - 17)

9. Which words taken from the text match the definitions below?

A. aerial; B. surrounding; C. panic-stricken; D. morsel; E. commotion.

10. How do you think the author was feeling at the end of their entry on 8th January? Choose a word from the word bank below and explain your choice.

There are various answers for this question, so one example has been provided below. The author is confused because they couldn't understand why nobody would believe them.

11. What happened to Ben and the author on their way home from school the next day?

On their way home, Ben and the author met an alien.

12. When the alien first appeared, what did it do? Find and copy two sentences from the text. Each line represents one word.

A. It stared right at us, unmoving.

B. There it remained with piercing blue eyes, for what felt like ten minutes.

13. How do you think the characters were feeling at this point in the text? Explain your choice.

Ben and the author were shocked and a little bit scared of what they could see because they both froze and couldn't decide what to do next.

14. What does the author of the text want you to believe? Choose two options from the list below.

A. They want us to believe that aliens exist.

D. They want us to believe that they had an encounter with an alien and saw a UFO.

Additional Resources

Non-Text Guided Reading – Vibrant Summer (pages 18 - 21)

A **fact** is a true statement that is backed up by evidence. An example of a fact is: The River Ouse flows through York.

An **opinion** is based on what someone thinks or believes. There is no proof to back these statements up. An example of an opinion is: I look better with my hair tied up.

Inference is a reading skill where children use the clues given to draw a conclusion about what is or might be happening. For example, a text may say 'I put up an umbrella.' Children may infer from this that it is raining even though this is not directly mentioned.

For this activity, children must use the picture below to help them to answer the questions. (page 20 of the children's pack). Children must use their inference skills to look carefully at the image and find the information needed to answer each question.



The correct answers are shown below:

1. Various responses, for example; Why is the lady visiting the market?
2. Various responses. Possible answers might be that it makes them feel happy as it is full of colour, or jealous because it looks like a fun place to visit.
3. Various responses. Possible answers might be that she is feeling relaxed (the way she is stood), excited (a slight smile on her face), intrigued (something has caught her attention).
4. Various responses. For example; FACT – There are lots of vegetables. The lady has a camera. OPINION – The woman is on holiday. The woman is buying some fruits to try.
5. Various responses. Possible answers might reference the idea that the woman is on holiday and she is taking photos of the market she is walking through.
6. Various responses. Possible answers may include: bottles of oil, creased table cloths, dazzling sunlight, rainbow array of vegetables, a huddle of people.
7. Various responses must be justified. For example; it is vibrant because all of the fruit and vegetables are bright and colourful; it is calm because the lady looks like she is calm and relaxed; it is busy because you can see people in the background.
8. Accept any reasonable answer as long as they are justified. For example, I would show it to my friend because it makes me feel happy when I look at the image. I would not show this to my friend because I don't know who the woman in the photo is.
9. Various responses. Possible answers might reference an outdoor market, possibly suggest it is abroad.
10. Various responses. Possible answers might include holiday photos, food magazine.

Additional Resources

Guided Reading – The Discovery (pages 22 – 25)

Children should read the text and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or check using a dictionary/online search.

The answers to the questions are given below.

1. Where is the story set?

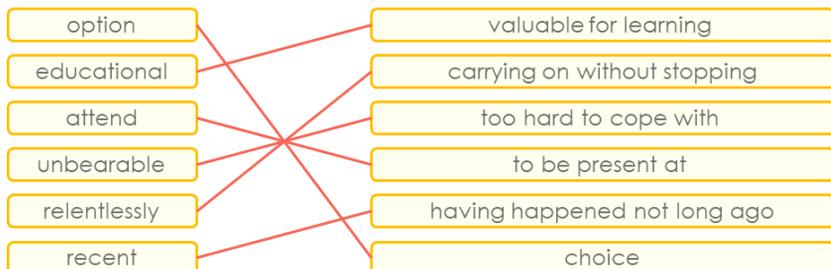
The story is set in Egypt.

2. Which four words are used to replace 'said' in the text?

Some examples are given below.

1. asked
2. responded
3. wondered
4. answered

3. Match each word to the correct definition.



4. Underline three adjectives in the sentences below that describe the heat in Egypt.

As it has done ever since their arrival three days ago, the sun blazed down relentlessly, making the midday heat almost unbearable. Playing outside in this dry, dusty heat was just not an option.

5. Why did the children's father think the trip would be educational?

The children's father thought the trip would be educational because it would give them chance to learn about ancient history.

6. Who found the entrance to the tomb of Tutankhamen?

Howard Carter found the tomb of Tutankhamen.

Additional Resources

Guided Reading – The Discovery (pages 22 – 25)

7. Where do you think the children are going to explore? What do you think they want to find?

They are going to investigate the tunnels because they want to find some hidden treasure.

8. Which two words best describe what it was like to be in the tunnels?

constricted	<input checked="" type="checkbox"/>
melancholy	<input type="checkbox"/>
gloomy	<input checked="" type="checkbox"/>
substantial	<input type="checkbox"/>
cheerful	<input type="checkbox"/>
effortless	<input type="checkbox"/>

9. If you wanted to see the pendant today, where would you be likely to find it?

in a museum

in Ben and Rachel's house

in the tunnels in Egypt

in a box in the children's loft

10. True or false? Rachel and Ben's father was angry at them for finding the pendant.

true

false

11. How do you know? Explain your answer using evidence from the text.

Various answers, for example: The statement is false because their father bought them an ice cream as a treat so he must have been happy.

12. Find and copy the six-word phrase from the text that describes the pendant when the children opened the parcel to see it more clearly.

'exquisite scarab pendant studded with jewels'.

Additional Resources

Guided Reading – The Discovery (pages 22 – 25)

13. Find and copy the words in the text that can be used as a synonym for the words below.

beautiful	–	<u>exquisite</u>
scuttled	–	<u>scurried</u>
treasures	–	<u>valuables</u>
locket	–	<u>pendant</u>
importance	–	<u>significance</u>

14. Who is the author of this story?
The author's name is Jane Harvey.

Additional Resources

Guided Reading – Inspiring Dahl (pages 26 - 28)

Children should read the text and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted, and children should be encouraged to discuss its meaning or check using a dictionary/online search.

The answers to the questions are given below.

1. Find and copy the 3 adjectives used in the first paragraph.

1. entertaining
2. remarkable
3. terrific

2. Why has the author chosen to use these words?

As there are multiple answers to this question, we have given one explanation below.
They help the reader to understand how much Mark enjoys Roald Dahl's stories.

3. True or false? Mark found school easy when he was younger.

False, Mark says that he found school difficult.

4. Give one reason why Mark did not find school easy when he was younger.

He couldn't understand why his teachers and parents wanted him to read every night.

5. Underline the 2 phrases or sentences in the text that show why the nickname 'Book Worm' is a suitable name for Mark.

However, I am now known as the 'Book Worm' (which I love) and I read every chance that I can. My teacher is always telling me to put my book away in my bag and read it again during the next break. Sometimes they don't notice me and I read all lesson.

6. What tells you that Mark enjoyed reading James and the Giant Peach?

He says that it gripped him from start to finish.

7. What does Mark not want Roald Dahl to tell his mum?

Mark doesn't want Roald Dahl to tell his mum that he reads all lesson without his teacher noticing.

Additional Resources

Guided Reading – Inspiring Dahl (pages 26 - 28)

8. What are the names of Mark's sister's favourite characters?

Boggis, Bunce and Bean (from *Fantastic Mr Fox*).

9. What three things has Mark done so far with his first book?

He has written a plan just like his teacher taught him, created the three main characters and made notes about the plot.

10. Number the pieces of information below to put them in the correct order.

Mark doesn't want his mum to discover he reads in lessons without his teachers seeing.

4

Mark has become addicted to reading.

2

Mark asks Roald Dahl how he plans and writes stories.

5

The letter is the first Mark has written to an author.

1

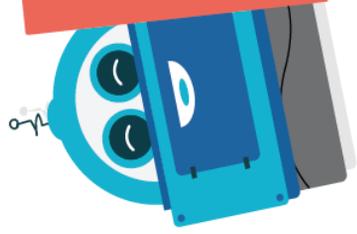
Mark's sister thinks a character from *Fantastic Mr Fox* is based on their neighbour.

6

Mark couldn't understand why he had to read.

3

Home learning



HERO!

_____ This certificate of brilliance goes to _____

_____ for being **TOTALLY AWESOME** at _____

Signed _____

Date _____

