

The national curriculum states that:

Pupils in years 3 and 4 should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.

This resource aims to give you the ability to test a pupil's level of fluency to this expected standard. Each 60-Second Read Activity Card features a short extract of age-appropriate text with an average word count of around 90-120 words. The cumulative word count for each line of text is shown in the left-hand margin of each card. Each of the cards also contains a set of comprehension questions that link to the KS2 reading content domains.

Each different question type is colour-coded to remind children of what they need to do to answer a question.

Vocabulary Questions

For vocabulary questions you will need to work out the meaning of unknown words and phrases using context clues.

2a: Give / explain the meaning of words in context.

Summary Questions

For summary questions you will need to summarise the main point(s) or main event(s) of a paragraph or text.

2c: Summarise main ideas from more than one paragraph.

Prediction Questions

For predicting questions you will need to work out what might happen next from clues in the text.

2e: Predict what might happen from details stated and implied.

Author Choice Questions

For author choice questions you need to spot examples of ambitious vocabulary and figurative language, and explain how these words/phrases add to the meaning of the text.

2g: Identify/explain how meaning is enhanced through choice of words and phrases.

Retrieval Questions

For retrieval questions you will need to go into a text and just simply retrieve the facts and key details.

2b: Retrieve and record information / identify key details from fiction and non-fiction.

Inference Questions

For inference questions you will need to hunt for clues in a text about how someone might be feeling or why something is happening.

2d: Make inferences from the text / explain and justify inferences with evidence from the text.

Compare, Contrast & Comment

For compare, contrast and comment questions you will need to look at the content of a paragraph/text and compares events and characters. Can you do the same?

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.

2h: Make comparisons within the text.



BUNCE'S GIANT STOREHOUSE

9 'Just feast your eyes on *that!*' cried Mr Fox,
18 dancing up and down. 'What d'you think of it,
22 eh? Pretty good grub!'

29 Suddenly, as though springs had been released
38 in their legs, the three hungry Small Foxes and
44 the ravenously hungry Badger sprang forward
49 to grab the luscious food.

58 '**STOP!**' ordered Mr Fox. 'This is *my* party, so
67 I shall do the choosing.' The others fell back,
74 licking their chops. Mr Fox began prowling
80 around the storehouse examining the glorious
84 display with an expert
88 eye. A thread of
91 saliva slid down
95 one side of his
98 jaw and hung
99 suspended
101 in mid-air,
103 then snapped.



Questions

1. Who was with Mr Fox in the storehouse, wanting to grab the luscious food?

2. Draw **four** lines and match each word from the text to its synonym. A synonym is a word or phrase with the same or very similar meaning.

grub

luscious

expert

suspended

delicious

skilful

food

dangled

3. How would you describe Mr Fox in this extract? Explain your answer.

4. '**STOP!**' ordered Mr Fox.

What effect is created by the use of the capital letters?



ROALD DAHL



BUNCE'S GIANT STOREHOUSE

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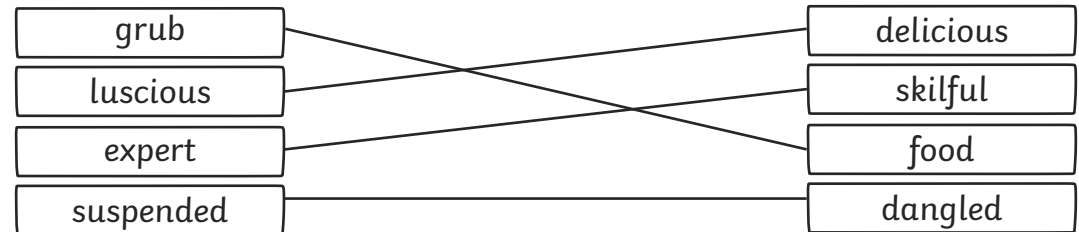
FANTASTIC MR FOX

Answers

1. Who was with Mr Fox in the storehouse, wanting to grab the luscious food?

Three Small Foxes and Badger were with Mr Fox.

2. Draw four lines and match each word from the text to its synonym. A synonym is a word or phrase with the same or very similar meaning.



3. How would you describe Mr Fox in this extract? Explain your answer.

Pupils' own responses, such as: I would describe Mr Fox as the leader and quite bossy because he orders the others around and they do what he says. Mr Fox says 'This is *my* party...', which shows he's in charge.

4. '**STOP!**' ordered Mr Fox.

What effect is created by the use of the capital letters?

Pupils' own responses, such as: I think the use of capital letters creates the effect that Mr Fox is shouting at the others to make sure they listen.

FURIOUS FARMERS FEVERISHLY FOLLOW FOX

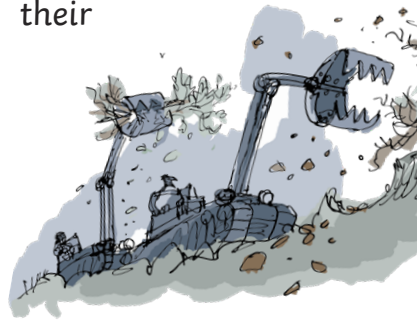
Read this newspaper article based on the book.

9 Yesterday saw havoc and chaos erupt on the hill
17 as three farmers, known as Boggis, Bunce and
28 Bean, set out on a mission to capture a fox, who
36 they claim has been stealing produce from them.

46 The three men attempted to dig the fox out, first
53 with shovels and then with tractors, essentially
59 destroying the hillside in the process.

66 Crowds of villagers came to watch this
72 extraordinary sight, with many jeering and
78 laughing upon learning the end goal.

85 This frenetic pursuit halted at six o'clock
93 when the farmers, purple with rage, were too
102 exhausted to carry on, even though the fox had
107 evaded capture. Despite a disappointing
113 result for them, the men seem
117 determined to continue their
121 hunt for the creature
124 – who knows what
128 they will do next?



Extract written by Twinkl



ROALD
DAHL



Questions

1. Name two items the farmers use in their attempt to dig the fox out.

- _____
- _____

2. Find and copy a word that means the same as 'something that has been grown'.

3. ...who knows what they will do next?

What do you think the farmers could do next to try and catch the fox?

4. Summarise this text in 25 words or fewer.

FANTASTIC MR FOX

FURIOUS FARMERS FEVERISHLY FOLLOW FOX

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121 hunt for the creature
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FANTASTIC MR FOX

Answers

1. Name two items the farmers use in their attempt to dig the fox out.
shovels
tractors

2. Find and copy a word that means the same as 'something that has been grown'.
produce

3. ...who knows what they will do next?

What do you think the farmers could do next to try and catch the fox?
Pupils' own responses, such as: The farmers could try to catch the fox by placing food that foxes like at the entrance to the tunnel to entice him out.

4. Summarise this text in 25 words or fewer.

Pupils' own responses, such as: Three farmers tried to dig a fox out of the hillside using shovels and tractors because he had been stealing from them.

THE RACE



Prior to this extract, Boggis, Bunce and Bean have started their attempt to dig the foxes out using tractors while the foxes try to escape by digging downwards.

7 Sometimes the foxes would gain a little
13 ground and the **CLANKING** noises would
21 grow fainter and Mr Fox would say, 'We're
32 going to make it! I'm sure we are!' But then a
39 few moments later, the machines would come
48 back at them and the crunch of the mighty
55 shovels would get **LOUDER** and **LOUDER**. Once
64 the foxes actually saw the sharp metal edge of
74 one of the shovels as it scraped up the earth
77 just behind them.
84 'Keep going, my darlings!' panted Mr Fox.
87 'Don't give up!'
89 '**KEEP GOING!**'
91 Boggis shouted
94 to Bunce and
96 Bean. 'We'll
99 get him any
101 moment now!'



ROALD DAHL



Questions

FANTASTIC MR FOX

1. Find and copy **two** words that show what noises the machines make.

- _____
- _____

2. Find and copy a phrase that means the same as 'get further ahead'.

3. Compare how the foxes and the farmers are feeling in the text. Explain your answer.

4. What could the foxes try next to escape the machines?



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FANTASTIC MR FOX

Answers

1. Find and copy **two** words that show what noises the machines make.
clanking
crunch

2. Find and copy a phrase that means the same as 'get further ahead'.
gain a little ground

3. Compare how the foxes and the farmers are feeling in the text.
Explain your answer.
Pupils' own responses, such as: I think the foxes are feeling petrified by the machines but also hopeful that they can escape while the farmers are feeling excited at the thought of catching Mr Fox.

4. What could the foxes try next to escape the machines?
Pupils' own responses, such as: The foxes could try to change direction by going sideways or backwards in order to confuse Boggis, Bunce and Bean and escape the machines.



WOODLAND MAMMALS

8 Britain's woods are home to a variety of
10 interesting mammals.

12 Red Foxes

19 With distinctive reddish fur and bushy tails,
26 red foxes are adaptable creatures who can
33 live in numerous habitats, from woodlands to
40 cities. They make their homes in underground
47 spaces known as dens. Being omnivores, red
54 foxes can eat plants and animals, although
60 they prefer birds and small mammals.

61 Badgers

66 Recognisable by their black-and-white striped
74 faces, badgers are the largest land predator in
81 the UK. Despite being omnivores, the majority
88 of their diet consists of earthworms. Badgers
93 live in connected underground burrows
96 called a sett.

97 Moles

104 Rarely seen above ground, moles are small,
111 stocky creatures covered in black fur. They
119 have very poor vision but excel at digging
125 tunnels to find earthworms to eat.

Extract written by Twinkl



Questions

1. Which woodland animal is the largest land predator in the UK?

2. Find and copy **two** words that means the same 'easy to notice or identify'.

- _____
- _____

3. Compare and contrast **two** animals from the text. Give one similarity and one difference between them.

4. Why do you think people gave the red fox this name?



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Answers

1. Which woodland animal is the largest land predator in the UK?

The largest land predator in the UK is the badger.

2. Find and copy **two** words that means the same 'easy to notice or identify'.

**recognisable
distinctive**

3. Compare and contrast **two** animals from the text. Give one similarity and one difference between them.

Pupils' own responses, such as: Red foxes and badgers are similar because they are both mammals but badgers prefer to eat earthworms, while red foxes like to consume birds and small mammals.

4. Why do you think people gave the red fox this name?

Pupils' own responses, such as: I think people gave the red fox this name because of their appearance as they have reddish fur.