

**FICTION & POETRY**



**ANDREW JENNINGS  
WITH ADAM BUSHNELL**



# COMPREHENSION NINJA

MASTERING COMPREHENSION: Photocopiable Activities to Improve Reading

**FOR AGES 9-10**



BLOOMSBURY

**COMPREHENSION**  
**NINJA**

**FOR AGES 9–10:  
FICTION & POETRY**

**ANDREW JENNINGS  
WITH ADAM BUSHNELL**

BLOOMSBURY EDUCATION  
Bloomsbury Publishing Plc  
50 Bedford Square, London, WC1B 3DP, UK  
29 Earlsfort Terrace, Dublin 2, Ireland

BLOOMSBURY, BLOOMSBURY EDUCATION and the Diana logo are trademarks of  
Bloomsbury Publishing Plc

First published in Great Britain, 2021 by Bloomsbury Publishing Plc

Text copyright © Andrew Jennings and Adam Bushnell, 2021

Ninja illustrations copyright © Andrew Jennings, 2021

Illustrations copyright © Adrienn Greta Schönberg, 2021

Andrew Jennings and Adam Bushnell have asserted their rights under the Copyright,  
Designs and Patents Act, 1988, to be identified as Authors of this work

Bloomsbury Publishing Plc does not have any control over, or responsibility for, any third-party  
websites referred to or in this book. All internet addresses given in this book were correct  
at the time of going to press. The author and publisher regret any inconvenience caused if  
addresses have changed or sites have ceased to exist, but can accept no responsibility for any  
such changes

All rights reserved. This book may be photocopied, for use in the educational establishment  
for which it was purchased, but may not be reproduced in any other form or by any other  
means – graphic, electronic, or mechanical, including photocopying, recording, taping or  
information storage or retrieval systems – without prior permission in writing of the publishers

A catalogue record for this book is available from the British Library

ISBN: PB: 978-1-4729-8989-5; ePDF: 978-1-4729-9124-9

2 4 6 8 10 9 7 5 3 1

Text design by Marcus Duck Design

Printed and bound in the UK by Ashford Colour Press



To find out more about our authors and books visit [www.bloomsbury.com](http://www.bloomsbury.com) and sign up for  
our newsletters

# CONTENTS

## INTRODUCTION

5

## PART 1

8

- |   |                           |     |
|---|---------------------------|-----|
| 1. <i>Hansel and Gretel</i> by Adam Bushnell                                | Fiction: Traditional tale | 8   |
| 2. <i>Nick the Knight</i> by Adam Bushnell                                  | Fiction: Fantasy          | 18  |
| 3. <i>The Beastly Game</i> by Adam Bushnell                                 | Fiction: Dialogue         | 28  |
| 4. <i>The Draconis System</i> by Adam Bushnell                              | Fiction: Sci-Fi           | 38  |
| 5. <i>The Plundering of Lindisfarne</i> by Adam Bushnell                    | Fiction: Historical       | 48  |
| 6. <i>The Vampire Hunter</i> by Adam Bushnell                               | Fiction: Adventure        | 58  |
| 7. An extract from <i>The Legend of Podkin One-Ear</i><br>by Kieran Larwood | Fiction: Extract          | 68  |
| 8. <i>The Jumblies</i> by Edward Lear                                       | Poetry                    | 78  |
| 9. An extract from <i>Beetle Boy</i> by M.G. Leonard                        | Fiction: Extract          | 88  |
| 10. An extract from <i>Friend or Foe</i> by Michael Morpurgo                | Fiction: Extract          | 98  |
| 11. <i>Siren Song</i> by Rachel Piercey                                     | Poetry                    | 108 |
| 12. An extract from <i>The Lost Magician</i> by Piers Torday                | Fiction: Extract          | 118 |

## PART 2

128

- |   |                             |     |
|---|-----------------------------|-----|
| 13. An extract from <i>The Space We're In</i> by Katya Balen                      | Fiction: Extract            | 128 |
| 14. <i>Art on the Wall</i> by Adam Bushnell                                       | Fiction: Contemporary       | 132 |
| 15. <i>My Uncle: The Spy</i> by Adam Bushnell                                     | Fiction: Adventure          | 136 |
| 16. <i>The Group Chat</i> by Adam Bushnell  | Fiction: Dilemma            | 140 |
| 17. <i>The Musicians of Bremen</i> by Adam Bushnell                               | Fiction: Traditional tale   | 144 |
| 18. An extract from <i>The Adventurers and the Cursed Castle</i><br>by Jemma Hatt | Fiction: Extract            | 148 |
| 19. <i>Haduken II's Death</i> by Chris Hole                                       | Fictional newspaper article | 152 |
| 20. <i>Our Family Dogs</i> by Andrew Jennings                                     | Poetry                      | 156 |
| 21. <i>The Funfair</i> by Andrew Jennings in collaboration<br>with Alexis, Year 6 | Fiction: Adventure          | 160 |
| 22. <i>For Dilberta</i> by Grace Nichols  | Poetry                      | 164 |
| 23. An extract from <i>Mohinder's War</i> by Bali Rai                             | Fiction: Extract            | 168 |
| 24. An extract from <i>The Boy at the Back of the Class</i><br>by Onjali Q. Raúf  | Fiction: Extract            | 172 |

## ANSWERS

176

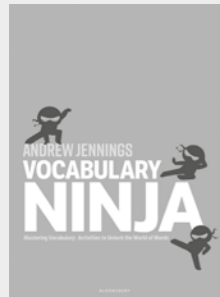
## ACKNOWLEDGEMENTS

184



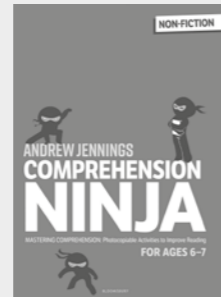
# OTHER NINJA RESOURCES

## FOR TEACHERS



### VOCABULARY NINJA

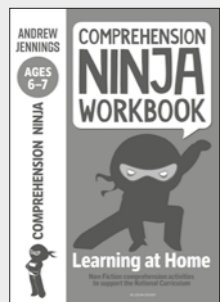
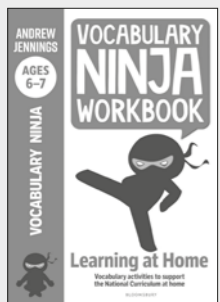
A practical guide containing strategies and photocopiable activities to help transform pupils into vocabulary ninjas. Featuring theory and teaching approaches, as well as key topic vocabulary, etymology and phrases, this book will bring the primary curriculum to life.



### COMPREHENSION NINJA NON-FICTION

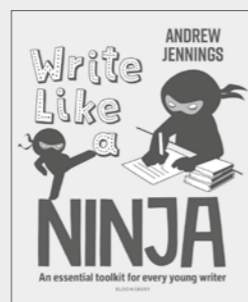
A set of six books for ages 5–11 that provide strategies and photocopiable resources to teach comprehension. Each book presents 24 high-quality non-fiction texts and photocopiable activities with strong links to the National Curriculum.

## FOR CHILDREN



### NINJA WORKBOOKS

Vocabulary and comprehension workbooks to support learning at home. Each workbook contains bespoke non-fiction texts and hundreds of questions that are linked to the National Curriculum. Perfect for developing literacy skills and boosting children's confidence in literacy and reading comprehension.



### WRITE LIKE A NINJA

A pocket-sized book full of all the grammar, vocabulary and sentence structures that children need in order to improve and develop their writing skills. Fully aligned to the Key Stage 2 National Curriculum, this book is designed to be used independently by pupils both in the classroom and at home.

## FURTHER RESOURCES FOR SCHOOLS, TEACHERS AND CHILDREN ONLINE

Head to [www.vocabularyninja.co.uk](http://www.vocabularyninja.co.uk) and follow @VocabularyNinja on Twitter for more teaching and learning resources to support the teaching of vocabulary, reading, writing and the wider primary school curriculum.



# INTRODUCTION

## THE COMPREHENSION NINJA: FICTION & POETRY SERIES

The Comprehension Ninja: Fiction & Poetry series has been designed to be an essential resource for teaching reading comprehension skills and building pupil confidence. The books focus on information retrieval, using core comprehension skills that underpin the reading domains set out by the National Curriculum.

Each of the six books in the series contains 24 awesome fiction and poetry texts, followed by comprehension activities. The texts have been curated to feature a range of authors, genres and text types from the world of children's literature and poetry.

Quite often, comprehension activities can bombard pupils with a range of question types that they have not yet had time to master – meaning they quickly encounter questions that they find extremely challenging. This series places the emphasis on teachers being able to teach and model each skill, while pupils develop their understanding of each question type individually.

## PROGRESSION AND DEVELOPMENT OF SKILLS

The books in the Comprehension Ninja: Fiction & Poetry series grow in difficulty via the complexity and length of the texts. The vocabulary in the book for ages 7–8 is more challenging than the vocabulary in the book for ages 5–6, for example. The length of the reading texts falls in line with statutory assessments at Year 2 and Year 6, growing in increments each year, thus increasing the demands on pupils to accurately retrieve information from larger and more complex texts.

### Approximate text length\* in the Comprehension Ninja: Fiction & Poetry series:

<b>Ages 5-6:</b>	100-150 words
<b>Ages 6-7:</b>	200-250 words
<b>Ages 7-8:</b>	300-450 words
<b>Ages 8-9:</b>	500-600 words
<b>Ages 9-10:</b>	650-700 words
<b>Ages 10-11:</b>	700-800 words

\*Within each age range, the poetry texts can vary from the word count ranges shown above. In these instances, the reduced word count is complemented by more complex vocabulary and sentence structures.

## HOW TO USE THIS BOOK

This book contains 24 fiction and poetry texts for you to use in your classroom. Part 1 includes 12 texts that have eight subsequent pages of questions built around different comprehension skills. These texts and questions have been developed so that you can specifically target and teach each individual skill, and then have a plethora of questions for pupils to work on. In maths, you wouldn't jump from division one day into 3D shapes the next. The same must apply to reading – we should teach each skill and give pupils the opportunity to practise and master the skills before we move on. You now have in your hands 12 texts with associated questions to teach each skill – that's a minimum of 96 lessons from Part 1 of the book.

Part 2 includes texts 13 to 24 and these look more like traditional tests. Each text has a corresponding set of questions. Each set of questions requires pupils to use the comprehension skills mastered in Part 1. You could choose to use these texts formatively across the year to inform which skills require further attention, but here lies a fantastic opportunity for pupils to apply their new skills to each question type independently and with confidence.

It is important to note that this resource hasn't been designed to be a testing tool but rather a teaching and learning tool. A tool whereby teachers support pupils to access texts and to master core comprehension skills. However, because of the nature of testing in schools, it is important that children see and experience test-type texts and questions – as they will from Part 2.

This is a versatile resource: it's up to you how it is used. As pupils grow in confidence and skill level, they will relish completing these activities.

### PRE-READING AND KEY INFORMATION TO IDENTIFY IN THE TEXT

Before they answer questions, teach pupils to pre-read a text and identify key information using a pencil or a highlighter.

Here are some examples of the key information pupils could be encouraged to look out for when they read fiction or poetry.

**Who or which?** Characters, people, animals, events, and so on.

**When?** Time periods, including times of the day, days, months, years, and so on.

**Where?** Locations or changes in location.

**What or how?** Actions that characters perform, linked to verb phrases.

**Vocabulary:** Key vocabulary that is relevant to understanding and words that pupils are unfamiliar with.

**Dialogue:** Conversations between characters.

We want to train pupils to underline or highlight pieces of key information as they read through the text. A good guideline is to underline or highlight three-to-six pieces per paragraph. Key information should be single words, or small groups of words, not full sentences. Model this skill to pupils and discuss why you have underlined certain information. As well as physically marking the text, model your thought processes too, showing pupils how you make mental notes about locations, characters, actions, and so on.

## KEYWORDS IN THE QUESTION

Once pupils have read the text and underlined key information, they can begin to answer questions about it. We now need to teach pupils to spot keywords or key phrases in a question. These are words or phrases that signpost where to look in the text to find the answer. Take a look at this question:

*Why was the dinosaur near to tears?*

Pupils should be taught to underline 'near to tears'. They would then need to skim through the text to find the section where the phrase 'near to tears' can be found, then scan that section to find the exact phrase. After this, pupils should be taught to read the sentences or lines before and after the one that contains the key phrase. This will help them find the answer. Pupils might understand that the word 'dinosaur' is not necessarily a helpful keyword, as it is likely to be repeated many times in the text.

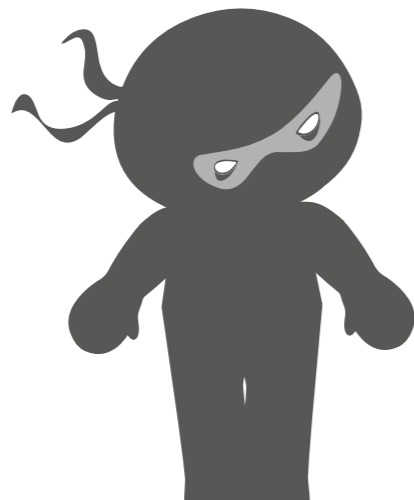
Pupils might not understand what the keywords in the question mean. However, they can still answer the question by finding the keyword or key phrase and reading around it.

## THE QUESTION TYPES

### FILL IN THE GAP

Pupils are given sentences with missing words. They will need to locate the sentences in the text and identify the missing words. Refer pupils back to their pre-reading and marking of the text, which should increase their retrieval speed.

**Practise this skill by giving pupils a page of their reading book and the same page with multiple words blanked out. Can they fill in the blanks? Prompt pupils to spot keywords in the rest of the sentence in order to locate the full sentences in the original text.**



### FIVE Ws AND HOW

These are classic reading comprehension question stems: what, where, who, which, when and how. All of these require pupils to retrieve information from the text to demonstrate their understanding.

**Constantly refer back to the pre-reading process and model this skill to pupils, demonstrating how, as a reader, you are constantly identifying the five Ws as you read. Say your thoughts as you read the text aloud, demonstrating how you make mental notes of the question words as you read. Model to pupils how you can begin to predict what the questions are likely to be.**

### MULTIPLE CHOICE

These questions require pupils to choose an answer from a selection of four possible answers. Prompt pupils to locate the required information by spotting keywords in the question and locating them in the text, then reading around this information to find the correct answer.

**Teach pupils to discount illogical answers using what they already know from their pre-read of the text. Also ensure that pupils don't answer questions using their own prior knowledge. Prompt pupils to 'prove it' by finding the exact information in the text.**

### TRUE OR FALSE

Pupils are given a statement and asked if it is true or false. Younger year groups will begin to learn this skill by answering yes or no, before progressing to true or false.

**Ensure pupils are not guessing. Train pupils to spot the keywords in the questions and locate this information in the text. By reading around this information and pre-marking the text, pupils will be able to discover whether the statements are true or false.**

### SUMMARISE

Summary questions require pupils to understand the main idea or main piece of action in a section of text. For some questions, pupils will have to select the correct summary statement from multiple options, while for other questions they will need to write a short summary.

**Refer to the concept of summarising as 'What is the main idea of this section of text?'. Try to find opportunities for pupils to summarise information during reading sessions and in other subjects such as history or science.**

### 123 SEQUENCING

These questions require pupils to sequence information in the order it occurs in the text, from first to last.

**Teach pupils to allocate each word or statement (usually no more than five) a symbol – for example, a square, a triangle, a rectangle, a star or a cross. Pupils should then find these statements in the text and mark the corresponding symbol on the text. Once pupils have done this, it is easy to look at the text and see which symbol comes first, second, third and so on. This is a very effective strategy to help pupils sequence information.**

### FIND AND COPY

These questions require pupils to identify a word when provided with a contextual description rather than a contextless definition. Pupils will need to use keywords to locate the correct area of the text and then find and copy the correct word. For older pupils, questions may direct pupils to a certain part of the text at the beginning of the question, for example, *Look at the verse beginning 'Maggie just froze...'*

**This skill is much more challenging than its name suggests. Teach pupils to follow the instructional part of the question to locate the correct area of the text efficiently. Although counterintuitive, teaching pupils to apply a 'best guess' approach if they are struggling to find the correct word is still a worthwhile strategy and more often than not will produce a correct answer.**

### CIRCLE A WORD

This skill requires pupils to locate words based on an explicit definition of the word. Pupils may be required to circle words from a single sentence or from a paragraph of the text.

**Regularly discuss definitions via Vocabulary Ninja's Word of the Day. Ensure that you explore definitions, play matching games where pupils match words and definitions, and apply the 'best guess' strategy where pupils answer with their own logic without necessarily knowing the answer for certain.**

## READING AND EXPLOITING FICTION AND POETRY TEXTS WITH YOUR PUPILS

The Comprehension Ninja: Fiction & Poetry series offers so much more than information retrieval. The series offers an unrivalled and unique collection of texts and poetry from a range of poets and authors.

So, how else could you use this treasure trove of texts in your classroom or school?

- Use the high-quality texts to develop lessons focusing on other reading domains such as inference, prediction, comparison and explanation.
- Use the texts and question sets to complement your writing units based on the same text. If children have done lots of comprehension activities related to a text, they will have a better overall understanding of the characters, settings and events depicted in the text.
- Use the extracts as ways to hook children into reading new books and genres. If you're using a text that is an extract from a book, have a physical copy of the book available to give to children once they are hooked.
- Rather than reading a whole book, develop writing units based on the short extracts of books or poems so that children gain a greater understanding of a far smaller extract. This is great for interventions or time-sensitive writing opportunities.



# HANSEL AND GRETEL

ADAM BUSHNELL

FICTION: TRADITIONAL TALE

Once upon a time, there was a woodcutter who lived with his wife and two children. The boy was called Hansel and the girl was called Gretel. They all lived in a cottage beside a great forest. The father, stepmother and children were happy for a while, but then a great famine came to the land. It crept and crawled into every home. All were starving and miserable. The woodcutter's family knew that they would not live past the winter.

One night, as the woodcutter fretted about what they would do, his wife turned to him.

"Tomorrow, take the children into the deepest and thickest part of the forest. Make them a fire, give them some bread and then leave them there."

"What?" gasped the woodcutter.

He sat straight up in bed and stared through the inky black of the night at his wife, with a look of horror upon his face. Surely, she was joking – but he could not see her expression to be certain.

"All four of us will die if you don't," the stepmother went on. "We'll have a chance if there are only two of us."

"Never," he hissed. "I will never do that to my children!"

Hansel and Gretel were in their room. They could not sleep for the hunger they felt, and they heard every word of the conversation between their father and stepmother. They both cried tears of mixed emotions: thin waterfalls of shock, fear and then relief. Still, they couldn't be certain they were safe. At last, Hansel sat up.

"Sister," he whispered. "I have an idea. Follow me!"

Gretel followed Hansel and the pair tiptoed out of the cottage. The moon, full and fat in the sky, was glowing with a dim white light above them. Hansel began collecting some small white stones that reflected the light of the moon and shone like tiny moons upon the ground. Gretel joined him and soon enough their pockets were filled with stones.

The next day, the stepmother kept on and on at the woodcutter.

"Will you have me die?" she whispered into his ear. "My death will be your fault! They're young. They'll have a chance in the forest. We can find them when this famine passes."

On and on she whispered to him, all that day and into the night, until at last he agreed.

The next morning, the stepmother went into Hansel and Gretel's room.

"Wake up, you lazy pair," she said, kicking their beds. "You're coming with us to carry logs."

Hansel and Gretel got dressed quickly and checked that their white stones were safely in their pockets. Then they followed their father and stepmother into the forest. All the while, the brother and sister dropped their white stones every few paces. As they were behind their stepmother, she did not notice what they were doing.

The woodcutter chopped down a small tree and cut it into pieces. Hansel stacked the small branches for kindling and Gretel piled up the larger logs for when the fire got going. Their stepmother watched them with narrow eyes, her arms crossed over her chest.

Hansel then collected dry moss and Gretel struck two pieces of flint she had found. Sparks soon ignited the moss and the pair quickly made a pyramid of kindling. When the fire was going well, a log was added. Their father was leaning on his axe, watching his children work. A single tear rolled down his cheek.

"Right," snapped the stepmother. "We're off to cut down more trees. You two wait here, and you can help us carry them back to the house. Here's some bread, but don't eat it now. Save it. We'll be a while."

Then the woodcutter and stepmother disappeared into the darkness of the forest. Hansel and Gretel sat by the fire, looking into the flames, lost in their own thoughts.

Day slipped into night and Gretel stood up.

"They aren't coming back," she announced.

Hansel nodded. "I know."

Gretel pointed at the closest white stone on the floor. Hansel then stood by his sister and saw the small stone glowing from the light of the full moon that looked down from above the treetops.

"It worked," he smiled.

The pair held hands and followed the trail of glowing white stones back to the cottage.



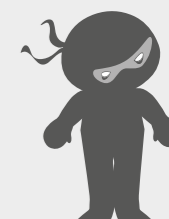
**FILL IN THE GAP**



Read the sentences and choose the correct word to fill in each gap.

- 1 The father, stepmother and children were happy for a while, but then a great \_\_\_\_\_ came to the land.
- 2 It crept and \_\_\_\_\_ into every home.
- 3 One night, as the \_\_\_\_\_ fretted about what they would do, his wife turned to him.
- 4 "Tomorrow, take the children into the \_\_\_\_\_ and thickest part of the forest.
- 5 He sat straight up in bed and stared through the inky black of the night at his wife, with a look of \_\_\_\_\_ upon his face.
- 6 They could not sleep for the \_\_\_\_\_ they felt, and they heard every word of the conversation between their father and stepmother.
- 7 They both cried tears of mixed \_\_\_\_\_: thin waterfalls of shock, fear and then relief.
- 8 Gretel followed Hansel and the pair \_\_\_\_\_ out of the cottage.
- 9 The moon, full and fat in the sky, was \_\_\_\_\_ with a dim white light above them.
- 10 On and on she \_\_\_\_\_ to him, all that day and into the night, until at last he agreed.
- 11 Hansel and Gretel got dressed quickly and checked that their white stones were safely in their \_\_\_\_\_.
- 12 Hansel stacked the small branches for \_\_\_\_\_ and Gretel piled up the larger logs for when the fire got going.
- 13 Sparks soon \_\_\_\_\_ the moss and the pair quickly made a pyramid of kindling.
- 14 Hansel and Gretel sat by the fire, looking into the \_\_\_\_\_, lost in their own thoughts.
- 15 The pair held hands and followed the trail of glowing white \_\_\_\_\_ back to the cottage.

**? FIVE WS AND HOW**



Answer the questions below. Look back at *Hansel and Gretel* to find the correct answers.

- 1 Who lived with the woodcutter?  
\_\_\_\_\_
- 2 Where was the cottage?  
\_\_\_\_\_
- 3 What season did the family know they would not survive?  
\_\_\_\_\_
- 4 What did the stepmother tell the woodcutter to make in the thickest part of the forest?  
\_\_\_\_\_
- 5 How many people did the stepmother think would have a chance of survival?  
\_\_\_\_\_
- 6 Who heard every word of the woodcutter and the stepmother's conversation?  
\_\_\_\_\_
- 7 What did Hansel begin to collect in the moonlight?  
\_\_\_\_\_
- 8 What did Gretel do when she saw Hansel collecting stones?  
\_\_\_\_\_
- 9 What did the brother and sister drop as they followed their father and stepmother into the forest?  
\_\_\_\_\_
- 10 How did Gretel make sparks?  
\_\_\_\_\_
- 11 What shape did Hansel and Gretel make using the kindling?  
\_\_\_\_\_
- 12 When was a log added to the fire?  
\_\_\_\_\_
- 13 What was the father leaning on while he watched his children work?  
\_\_\_\_\_
- 14 What did the stepmother say she and the woodcutter were going to do when they left the children?  
\_\_\_\_\_
- 15 What did the stepmother tell Hansel and Gretel not to eat straight away?  
\_\_\_\_\_

# MULTIPLE CHOICE



Circle the correct answer to the following questions.

1 Where did the family live?

in a tree	in a flat	in a cottage	in a house
-----------	-----------	--------------	------------

2 What came to the land?

a flood	a famine	a plague	a fire
---------	----------	----------	--------

3 At first, what did the woodcutter think the stepmother's idea was?

a joke	a good plan	a bad plan	a mistake
--------	-------------	------------	-----------

4 The children could not sleep because they felt...

fearful	hungry	thirsty	cold
---------	--------	---------	------

5 How much of the woodcutter and the stepmother's conversation did the children hear?

a few words	the last part	the father's words	every word
-------------	---------------	--------------------	------------

6 When the children snuck out of the cottage, what was the moon like?

half	crescent	full	eclipsed
------	----------	------	----------

7 What words were used to describe how the stones shone?

little moons	tiny moons	button moons	miniature moons
--------------	------------	--------------	-----------------

8 What type of branches did Hansel pile up for kindling?

small	large	broken	dry
-------	-------	--------	-----

9 When Gretel announced, "They aren't coming back," what did Hansel do?

laughed	sighed	nodded	cried
---------	--------	--------	-------

10 What did the children follow all the way back to the cottage?

the small mushrooms	the white stones	the kindling	the moon
---------------------	------------------	--------------	----------

# TRUE OR FALSE



Read the sentences. Put a tick in the correct box to show which sentences are true and which are false.

1	The woodcutter had two children.	True	<input type="checkbox"/>	False	<input type="checkbox"/>
2	The woodcutter's wife was the children's stepmother.	True	<input type="checkbox"/>	False	<input type="checkbox"/>
3	A great famine had come to the land.	True	<input type="checkbox"/>	False	<input type="checkbox"/>
4	The family were starving.	True	<input type="checkbox"/>	False	<input type="checkbox"/>
5	The family thought that they would be able to live past the winter.	True	<input type="checkbox"/>	False	<input type="checkbox"/>
6	The woodcutter's wife was joking about abandoning the children.	True	<input type="checkbox"/>	False	<input type="checkbox"/>
7	It was the woodcutter's idea to leave the children in the forest.	True	<input type="checkbox"/>	False	<input type="checkbox"/>
8	The children knew about the stepmother's plan.	True	<input type="checkbox"/>	False	<input type="checkbox"/>
9	After overhearing the conversation, Gretel had an idea.	True	<input type="checkbox"/>	False	<input type="checkbox"/>
10	The small white stones glowed in the moonlight.	True	<input type="checkbox"/>	False	<input type="checkbox"/>
11	Hansel and Gretel filled their pockets with stones.	True	<input type="checkbox"/>	False	<input type="checkbox"/>
12	The children collected mushrooms for the journey.	True	<input type="checkbox"/>	False	<input type="checkbox"/>
13	The stepmother went on and on at the woodcutter until he agreed to her plan.	True	<input type="checkbox"/>	False	<input type="checkbox"/>
14	The brother and sister dropped stones as they followed their father and stepmother into the forest.	True	<input type="checkbox"/>	False	<input type="checkbox"/>
15	The stepmother chopped down a small tree and cut it into pieces.	True	<input type="checkbox"/>	False	<input type="checkbox"/>
16	The stepmother and the woodcutter left the children with a fire and some cheese.	True	<input type="checkbox"/>	False	<input type="checkbox"/>
17	The stepmother said that she and the woodcutter would be gone for a while.	True	<input type="checkbox"/>	False	<input type="checkbox"/>
18	The father came back for the children.	True	<input type="checkbox"/>	False	<input type="checkbox"/>
19	Gretel followed Hansel all the way home.	True	<input type="checkbox"/>	False	<input type="checkbox"/>
20	The children held hands as they followed the trail of stones.	True	<input type="checkbox"/>	False	<input type="checkbox"/>



# SUMMARISE



1 Look at the first paragraph. Tick the statement which best summarises this paragraph.

- Hansel and Gretel lived with their mother and father.
- Hansel and Gretel listened to their parents' conversation.
- Hansel and Gretel's father was a woodcutter.
- The woodcutter's family were starving because of a famine.

2 Look at the paragraph beginning "Tomorrow, take the children...". Write one or two sentences to summarise what's happening in this paragraph.

---



---

3 Look at the paragraph beginning 'Hansel and Gretel got dressed quickly...'. Write one or two sentences to summarise what's happening in this paragraph.

---



---

# 123 SEQUENCING



1 Look at the first line of each paragraph in *Hansel and Gretel*. Number the sentences from 1 to 5 to show the order they occur in the text.

- Gretel followed Hansel and the pair tiptoed out of the cottage.
- He sat straight up in bed and stared through the inky black of the night at his wife, with a look of horror upon his face.
- Then the woodcutter and stepmother disappeared into the darkness of the forest.
- Once upon a time, there was a woodcutter who lived with his wife and two children.
- Hansel and Gretel got dressed quickly and checked that their white stones were safely in their pockets.

2 Look at the first paragraph in *Hansel and Gretel*. Number the sentences from 1 to 5 to show the order they occur in the text.

- All were starving and miserable.
- The woodcutter's family knew that they would not live past the winter.
- The boy was called Hansel and the girl was called Gretel.
- They all lived in a cottage beside a great forest.
- The father, stepmother and children were happy for a while, but then a great famine came to the land.

3 Look at *Hansel and Gretel*. Number the sentences from 1 to 5 to show the order they occur in the text.

- They both cried tears of mixed emotions: thin waterfalls of shock, fear and then relief.
- The moon, full and fat in the sky, was glowing with a dim white light above them.
- Hansel stacked the small branches for kindling and Gretel piled up the larger logs for when the fire got going.
- Surely, she was joking – but he could not see her expression to be certain.
- Their father was leaning on his axe, watching his children work.

 **FIND AND COPY**


These questions are about *Hansel and Gretel*.

- 1 Look at the first paragraph. Find and copy a word that means sad.  
\_\_\_\_\_
- 2 Look at the paragraph beginning 'He sat straight up in bed...'. Find and copy a word that means the look on someone's face.  
\_\_\_\_\_
- 3 Look at the paragraph beginning 'Hansel and Gretel were in their room.'. Find and copy a word that suggests that the children felt a bit better after feeling anxious.  
\_\_\_\_\_
- 4 Look at the paragraph beginning 'Gretel followed Hansel...'. Find and copy a word that tells us that the children walked out of the cottage quietly and carefully.  
\_\_\_\_\_
- 5 Look at the paragraph beginning 'Gretel followed Hansel...'. Find and copy a word that tells us that light bounced off the small stones.  
\_\_\_\_\_
- 6 Look at the paragraph beginning 'The woodcutter chopped down...'. Find and copy a word that means sticks to help a fire start.  
\_\_\_\_\_
- 7 Look at the paragraph beginning 'Hansel then collected...'. Find and copy a word that means set alight.  
\_\_\_\_\_
- 8 Look at the last sentence. Find and copy a word that tells us that the stones had made a path.  
\_\_\_\_\_

 **CIRCLE A WORD**


Read the paragraphs below and then follow the instructions.

Once upon a time, there was a woodcutter who lived with his wife and two children. The boy was called Hansel and the girl was called Gretel. They all lived in a cottage beside a great forest. The father, stepmother and children were happy for a while, but then a great famine came to the land. It crept and crawled into every home. All were starving and miserable. The woodcutter's family knew that they would not live past the winter.

One night, as the woodcutter fretted about what they would do, his wife turned to him.

- 1 Circle a word that means named.
- 2 Circle a word that means a small house.
- 3 Circle a word that means next to.
- 4 Circle a word that means a period when food is very limited.
- 5 Circle a word that means suffering or dying from hunger.
- 6 Circle a word that means worried.