

Mc/1/6/20 ①

**Take your time**

**to work through all of the work attached.**

**This work should be completed during guided reading sessions  
throughout the week.**

### Year 3 Reading Comprehension Autumn

- Find evidence in the text to support answers
- Use context to work out meaning of words
- Understand motivation, cause and effect
- Discuss events as a whole

### Week 1

Read the text below and answer the questions carefully. Remember to look back at the text for the answer and write full answers



## CHAPTER 2

That was anywhere.....apart from the room under the house – the cellar! The doorway into this room had a metal chain secured around it and five extensive locks: two at the top, two at the bottom and one in the middle to secure the chain. Old Rufus always wore the five keys on a rusty chain around his left ankle and wouldn't let anyone, but himself, into the room. Every evening without fail, he would spend one hour in this room. The noises that came from under this door would **intrigue** even the least nosy of humans.

When Kasper searched the house for somewhere comfortable and free of dust to sleep, he often sat in front of the locked door staring up at it, checking every centimetre of the flat white surface, trying to imagine a way in. He had to keep a careful look out for Old Rufus though, as he had been warned many times not to go anywhere near the door. But Kasper believed he was a brave, curious and naughty feline who liked dangerous adventures!

So one wintery evening, Kasper lay by the roaring open fire beside his owner's feet, pretending to be fast asleep. He had devised a cunning plan to get into the secret cellar. Rather than relying on his poor memory or paper to showcase his ingenious idea - he drew a clever map of his plan on his left paw.

Old Rufus rose from his chair at the usual time of twenty past seven, bent to his feet and untied the key chain; walking slowly to the locked door at the back of the house next to the rickety fridge.

As soon as Old Rufus was out of sight, Kasper opened one of his eyes to check that the old man had left the room. As spritely as a hefty cat could: he jumped from the floor to the chair, onwards to the ancient chandelier and then the wooden plinth above the door that led to the kitchen where Old Rufus was halfway through unlocking the five different locks. Kasper stood there still, flat against the wall so that he wouldn't be spotted. The plinth displayed Old Rufus' ghastly plate and teapot collection from the four corners of the world.

As the final lock snapped open, Old Rufus tugged at the stubborn door. It creaked open slowly allowing the light from the kitchen to penetrate the black abyss of the cellar, casting a long shadow of Rufus down the stone stairway. Three seconds to wait....2 seconds..... and just at the right moment as Rufus stepped into the blackness, Kasper nudged the favoured teapot from Sri Lanka with his wet sniffy nose. The teapot rocked backwards and forwards on the plinth until it could rock no more; tipping silently over the edge where gravity took control pulling the teapot to the solid oak floor below. Energetically Kasper pounced from the plinth to the kitchen worktop behind the toaster and crouched low, watching the teapot fall to its resting place with an almighty smash!

The sound echoed in Rufus' ears and he turned his head, stepping backwards out of the dark stairwell. He ran with thunderous strides to the shattered pieces of his teapot and fell to his knees – a sad sobbing noise emitting from his chest. Simultaneously, Kasper took the opportunity to jump silently to the floor and crept slowly into the darkness.

Old Rufus stared at the pieces of broken teapot, picking up the largest section tears rolling down his weathered face, memories of his time in Sri Lanka flooding back.

1 In the first line the author uses a ..... Can you explain why?

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2 The cellar door was very secure. Do you agree? How do you know?

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3 What does the word **intrigue** mean?

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4 What was the inside of Old Rufus' house described like? Tick 2

dirty		dust		clean	
tired		tidy		sparkly	

5 What did Kasper use his paw for?

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6 Describe Kasper's plan or movements to get into the cellar?

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7 What words describe the cellar as the door opened?

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8 What did Old Rufus like to collect when on his travels?

boats		plates		sparkly		bottles	
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9 Why did Kasper make the teapot smash onto the kitchen floor?

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10 How did Kasper react when he saw the teapot on the floor? Why do you think he felt this way?

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# Year 3 Summer Term 1

**a** Mr Whoops has made three clumsy spelling mistakes in his sentence.  
Can you underline them and correct them?

Last night, I saw an illusionist, who was a member of the magic sircle, perform vargyous picular tricks at a local magic show.

\_\_\_\_\_

\_\_\_\_\_

**b** Can you add two adjectives and an appropriate punctuation mark into this sentence to describe the train?  
The \_\_\_\_\_  
train sped past the station.

**c** Underline all the verbs in this sentence:

**Tomorrow, my team are playing in the cup final and I am the top goal scorer.**



**d** Are these sentences commands, exclamations, statements or questions?

Did you see the news

\_\_\_\_\_

How terrible that is

\_\_\_\_\_

Put that down

\_\_\_\_\_

**e** Complete this table:

	starts with a vowel	starts with a consonant
garage		
newspaper		
unicorn		
igloo		

**f** Circle the prepositions in these sentences?

The frightened boy hid behind the jagged rock.

The girl, who was wearing a sun hat, was sitting under the umbrella.

# Year 3 Group Term 1 Answers

**a**

Mr Whoops has made three clumsy spelling mistakes in his sentence. Can you underline them and correct them?

Last night, I saw an illusionist, who was a member of the magic **circle**, perform **vargous picular** tricks at a local magic show.

**various**  
**circle**  
**peculiar**

**b**

Can you add two adjectives and an appropriate punctuation mark into this sentence to describe the train?

The \_\_\_\_\_  
train sped past the station.

**Accept any two appropriate adjectives separated by a comma, e.g. fast, yellow train.**

**c**

Underline all the verbs in this sentence:

Tomorrow, my team **are playing** in the cup final and I **am** the top goal scorer.

**d**

Are these sentences commands, exclamations, statements or questions?

Did you see the news?  
**question**

How terrible that is!  
**exclamation**

Put that down.  
**command**

**e**

Complete this table:

	starts with a vowel	starts with a consonant
garage		X
newspaper		X
unicorn	X	
igloo	X	

**f**

Circle the prepositions in these sentences?

The frightened boy hid **behind** the jagged rock.

The girl, who was wearing a sun hat, was sitting **under** the umbrella.



# Words with a long /a/ sound spelt using 'ei' or 'eigh'

Practise your weekly spelling words using cursive handwriting.

eight

eighth

eighty

veil

vein

beige

weight

sleigh

freight

neighbour

## Inference

If you see someone with a cast on their leg, can you infer that:

- ....they will have a cast on their arm too?
- ....they broke their leg?
- ....they injured themselves playing sport?
- ....they must wear the cast for six months?

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## Inference

Can you read the sentence below and find the correct inference?

Tom couldn't believe his eyes! His car was cleaner than he had ever seen it!

Can you infer that:

- ....Tom's car was a Rolls Royce?
- ....someone had cleaned Tom's car as a surprise?
- ....Tom's car was red?
- ....Tom had never cleaned his car before?

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## Inference

If your teacher is not at school today, can you infer that:

- ....your teacher is never going to return?
- ....there will be no lessons at school today?
- ....you will not be given any homework?
- ....your teacher is sick or at a meeting?

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## Inference

Can you read the sentence below and find the correct inference?

Boom! Fizz! Another one exploded over the children's heads as they grinned and yelled in excitement.

Can you infer that:

- ....the children were bored?
- ....it was winter time?
- ....the children loved fireworks?
- ....it was the first time the children had seen fireworks?

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