

## Week 1 – text

Beside a tall, mossy tree, she paused for a moment, chest heaving, as she leaned with one hand against the gnarled bark. Absent-mindedly looking down, past the sodden legs of her combats, she spied something that raised her flagging spirits. A twig had been squashed into the soft earth. When she crouched down to inspect, she noticed a couple of silvery hairs sticking to her fingers. On examining the tree trunk more closely, she saw that it was festooned with pale, glistening fur. She was getting closer. She just had to make sure she caught up with her quarry before the hunters.

## Week 1 – questions

1. Find and copy one word from the first sentence that means 'rough'.

\_\_\_\_\_ (1 mark)

2. What evidence is there to suggest that a creature had passed close to the tree? Give two examples.

a) \_\_\_\_\_

b) \_\_\_\_\_ (2 marks)

3. What evidence is there that the character is feeling tired?

\_\_\_\_\_  
\_\_\_\_\_ (2 marks)

## Week 2 – text

Beside a tall, mossy tree, she paused for a moment, chest heaving, as she leaned with one hand against the gnarled bark. Absent-mindedly looking down, past the sodden legs of her combats, she spied something that raised her flagging spirits. A twig had been squashed into the soft earth. When she crouched down to inspect, she noticed a couple of silvery hairs sticking to her fingers. On examining the tree trunk more closely, she saw that it was festooned with pale, glistening fur. She was getting closer. She just had to make sure she caught up with her quarry before the hunters.

## Week 2 – questions

1. Which word is closest in meaning to **festooned**? Circle **one**.

caught

rubbed

rotten

draped

(1 mark)

2. How can you tell that she might have been thinking of giving up?

\_\_\_\_\_ (1 mark)

3. What evidence is there that she might have been going through a damp wood? Give two examples.

a) \_\_\_\_\_

b) \_\_\_\_\_ (2 marks)

## Week 3 – text

He left the headteacher's office as quickly as he could, her piercing words still reverberating around his mind. He should have gone outside for break but instead he sought the sanctuary of the classroom. He could hardly have been in more trouble so what difference would one more broken rule make? Anyway, Mr Corrigan was out on duty so he knew he would be alone. Eventually, his breathing returned to normal and he wiped his eyes with his sleeve. Now what? No one believed him, yet he had a clear conscience and was determined to prove his innocence.

## Week 3 – questions

1. Which word is closest in meaning to **sanctuary**? Circle **one**.

classroom

boredom

safety

warmth

**(1 mark)**

2. What evidence is there that he had been accused of doing something wrong? Give **two** examples.

a) \_\_\_\_\_

b) \_\_\_\_\_ **(2 marks)**

3. How is he feeling when he goes into the classroom? Use evidence from the text to support your answer.

\_\_\_\_\_

\_\_\_\_\_ **(2 marks)**

## Week 4 – text

He left the headteacher's office as quickly as he could, her piercing words still reverberating around his mind. He should have gone outside for break but instead he sought the sanctuary of the classroom. He could hardly have been in more trouble so what difference would one more broken rule make? Anyway, Mr Corrigan was out on duty so he knew he would be alone. Eventually, his breathing returned to normal and he wiped his eyes with his sleeve. Now what? No one believed him, yet he had a clear conscience and was determined to prove his innocence.

## Week 4 – questions

1. Where did he go after he left the headteacher's office?

\_\_\_\_\_ (1 mark)

2. Where was Mr Corrigan?

\_\_\_\_\_ (1 mark)

3. What does this text tell you about the boy's character?

\_\_\_\_\_  
\_\_\_\_\_ (2 marks)



## Week 5 – text

Once again, the slamming of the door was followed by the clunk of the key turning in the lock. Maude stared miserably at the hunk of bread and wedge of cheese. Even though she was ravenous, she resisted the temptation to scrape off the layer of blue-green mould and bolt it down – after all, there would be nothing else until the same time tomorrow. Instead, she tried to distract herself by looking into the full-length mirror on the wardrobe, partly to confirm her existence, partly to imagine how she might have looked had she been born into a happier household.

## Week 5 – questions

1. Why did Maude not eat the bread and cheese straight away?

\_\_\_\_\_ (1 mark)

2. What does the word **ravenous** mean?

\_\_\_\_\_ (1 mark)

3. What kind of person do you think Maude was? Use evidence from the text to support your answer.

\_\_\_\_\_  
\_\_\_\_\_ (2 marks)

## Week 6 – text

Once again, the slamming of the door was followed by the clunk of the key turning in the lock. Maude stared miserably at the hunk of bread and wedge of cheese. Even though she was ravenous, she resisted the temptation to scrape off the layer of blue-green mould and bolt it down – after all, there would be nothing else until the same time tomorrow. Instead, she tried to distract herself by looking into the full-length mirror on the wardrobe, partly to confirm her existence, partly to imagine how she might have looked had she been born into a happier household.

## Week 6 – questions

1. **Find** and **copy** a group of words that means the same as **prove she was still alive**.

\_\_\_\_\_ (1 mark)

2. What evidence is there that Maude is being held against her will? Give **two** examples.

a) \_\_\_\_\_

b) \_\_\_\_\_ (2 marks)

3. Look at the last sentence. How does it make the reader feel about Maude?

\_\_\_\_\_  
\_\_\_\_\_ (2 marks)

## Week 7 – text

Well, this was awkward! Jess shifted in her seat, edging as far as possible from the suited man snoring next to her. She could just about see the sleeve of Mum's coat a little way down the aisle. Between them sat dozens of strangers, all packed into the same carriage yet desperate to ignore each other by any means possible – phone, laptop, newspaper, sleep. If only they could have taken a later one, they would have been able to sit together. Jess tried to guess where her neighbouring passengers worked: bank, bank, office, government, office, secretary, bank. What job could possibly be worth this?

## Week 7 – questions

1. Why did Jess edge away from the man sitting next to her?

\_\_\_\_\_ (1 mark)

2. Where do you think Jess was?

\_\_\_\_\_ (1 mark)

3. In what ways do you think readers might sympathise with Jess's character? Explain fully, referring to the text in your answer.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (3 marks)

## Week 8 – text

Well, this was awkward! Jess shifted in her seat, edging as far as possible from the suited man snoring next to her. She could just about see the sleeve of Mum's coat a little way down the aisle. Between them sat dozens of strangers, all packed into the same carriage yet desperate to ignore each other by any means possible – phone, laptop, newspaper, sleep. If only they could have taken a later one, they would have been able to sit together. Jess tried to guess where her neighbouring passengers worked: bank, bank, office, government, office, secretary, bank. What job could possibly be worth this?

## Week 8 – questions

1. Where was Jess's mum?

\_\_\_\_\_ (1 mark)

2. Tick **true** or **false** in the following table.

	True	False
The man next to Jess was working on his laptop.		
Jess could not see her mum clearly.		
Jess wished they had gone later.		
Jess knew what the people near her did for their jobs.		

(1 mark)

3. Explain how Jess is feeling during this extract. Explain fully, referring to the text in your answer.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (3 marks)



## Week 9 – text

The grown-ups were talking. Tuning out the incessant drone, Ibra's eyes swept lazily around his uncle's room. On top of a tall cupboard, in the dingiest corner, sat a battered, bulging, brown bag ... a bag that was alive! Yes, he was sure of it – one of the bulges had moved. And another. He glanced at his relatives but they were all engaged in an intense discussion. No interruption would be tolerated unless it was very important. But how important was a living hold-all? Especially one that had now sprouted the head of a snake, which Ibra instantly recognised to be some sort of python.

## Week 9 – questions

1. Using information from the text, tick **true** or **false** in the following table.

	True	False
Ibra was concentrating on what the grown-ups were saying.		
Ibra was with members of his family.		
Ibra was allowed to join in the conversation.		
There was a snake in the old, brown bag.		

(1 mark)

2. How do you think Ibra is feeling at the beginning of the text?

\_\_\_\_\_ (1 mark)

3. What do you think Ibra was thinking when the bag started to move?

\_\_\_\_\_  
\_\_\_\_\_ (2 marks)