

Monday

The Mystery of the Poet Thief

Story
Elements

Avoiding the crowd outside, Detective Smith hastily ducked under the 'POLICE: DO NOT ENTER' tape, confidently dodged the broken glass on the pavement and ducked as he entered Ruby's Jewellery Shop. Tiny shards of glass glinted in the bright light coming in through the window. Detective Smith had unfortunately seen this kind of scene many times before. He paused to pull out a handkerchief from his pocket to wipe his brow. Still, it felt different this time. Ruby was a dear friend of his and he'd known her for years.

Surprisingly, only one glass cabinet in the entire shop was broken. Peering closer, he saw the empty jewellery stand. Underneath it, something else caught his eye. It was a piece of paper poking out. On it was a note addressed to him! It said, 'Rubies are red, violets are blue, can you guess where I'm next going to?' With furrowed brow, Detective Smith scratched his grey beard and gazed out of the window, thoughtfully.

National Curriculum References:

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

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

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

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

The Mystery of the Poet Thief Comprehension Questions

Story
Elements

Answer these questions, summarising the **main idea** of each section.

1. Describe the main character of the story.
2. What has happened so far in the story?
3. What is the story setting?
4. Can you predict what might happen next?
5. What is the **genre** of this story? Explain how you know.

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Tuesday

The Big Moment

Stepping out on to the stage, Alisha felt a shiver down her spine. The judges sat at their table, whispering quietly. She squinted into the darkness, focussing roughly on where she thought her mum should be. Disappointed, she lowered her gaze.

Taking a deep breath, she tried to remember everything from her lessons and the hours spent practising at home. Crouching down, she got into her start position and wrapped her arms around herself. Her stomach rumbled noisily and she regretted having skipped breakfast. With her heart thundering in her chest, she looked up and nodded, before resuming her position and waiting for the music to begin.

National Curriculum Reference:
2d - Make inferences from the text / explain and justify inferences with evidence from the text.

Inference

The Big Moment Comprehension Questions

Answer these questions using **inference** skills and clues from the text.

1. How is Alisha feeling? Explain how you know.
2. What is Alisha doing? Explain how you know.
3. Did Alisha see her mum in the audience? Explain how you know.
4. Who did Alisha nod to? Explain how you know.
5. Is Alisha well prepared? Explain how you know.
6. What time of day is it? Explain how you know.

National Curriculum Reference:
2d - Make inferences from the text / explain and justify inferences with evidence from the text.

Inference

Wednesday

Fireworks – Beautiful but Dangerous

Main Idea

Fireworks are beautiful. They come in many different forms and are designed to make a variety of colours, patterns and noises when they explode. Some of the most popular fireworks are Roman candles, Catherine wheels, rockets and sparklers.

People let off fireworks at different occasions and they are used as a form of celebration. As well as on Bonfire Night, fireworks are used at weddings, birthdays and at many large, organised events. Most famously perhaps, fireworks are used around the world on New Year's Eve to celebrate the start of the new year.

Although they look wonderful, fireworks can be very dangerous. Common firework injuries include hand burns, eye injuries and more seriously, amputations. In order to stay safe, there are certain tips and rules that people should follow. For example, fireworks should be kept in a closed metal box, children should be kept at a safe distance and people should never return to a lit firework.

National Curriculum Reference:
2c - Summarise main ideas from more than one paragraph.

Fireworks – Beautiful but Dangerous Comprehension Questions

Main Idea

Answer these questions, summarising the **main idea** of each section.

1. What is the main idea of the whole text?
2. What is the main idea of paragraph 1?
3. What is the main idea of paragraph 2?
4. What is the main idea of paragraph 3?

National Curriculum Reference:
2c - Summarise main ideas from more than one paragraph.

Thursday

Skill Focus: Retrieving information

BIG BEN GETS A BATH!

People from all over the world come to London and visit Big Ben but one week this August, they would have seen an unusual sight!

Five highly-trained abseiling experts started cleaning all four clock faces on 18th August. It will be the clock's first scrub for 4 years. Experts think it will take a week to complete the cleaning so long as the weather stays fine.

The Houses of Parliament clock (nicknamed Big Ben), which was built in 1859, will also be checked for damage to the dials. Each clock face is made up of 312 pieces of opal glass, which must be treated carefully. The hands of the clock were made in copper because it is lighter than other metals.

DID YOU KNOW?

Big Ben's real name is the Great Clock of Westminster which is at the top of the Elizabeth Tower (named after the Queen). The Elizabeth Tower is part of the Houses of Parliament.

To keep the climbing cleaners safe, the clock's hands have been frozen in the midday position.

1. Where is Big Ben?
2. What year was Big Ben last cleaned in?
3. Over 250 pieces of glass are used in Big Ben. True or false?
4. What material was chosen to make the hands of the clock and why?
5. How have they made sure the cleaners will not be in danger?
6. How many days will it take to finish the job?
7. What is the correct name for the building the clock is at the top of?

Skill focus: Making inferences

Opening night

Tim took another deep breath. Inside his chest, he could feel his heart pounding like a bass drum. Again, he took slow, deep breaths and picked up his script. Flicking through the pages, he read through his lines quietly to himself, mumbling under his breath. All his hard work over the last few months had been for tonight. Crossing his fingers tightly, he wished for good luck.

"Tim, are you ready? You're on in 2 minutes," said Mr. Smith.

"I think so, Sir," said Tim in a shaky voice.

"Don't worry, you'll be fine, Tim. Break a leg!"

Slowly, Tim stood up and made his way towards the heavy, red velvet curtain. He pulled it to the side and stepped through.

1. How do you think Tim is feeling at the beginning of the text?
2. Explain how you know how he is feeling.
3. What do you think Tim is waiting to do?
4. What clues told you what Tim might be doing?
5. Who do you think Mr. Smith is?
6. Do you think "Opening Night" is a good title? Why?
7. If you had to give this text a different title, what would you call it?