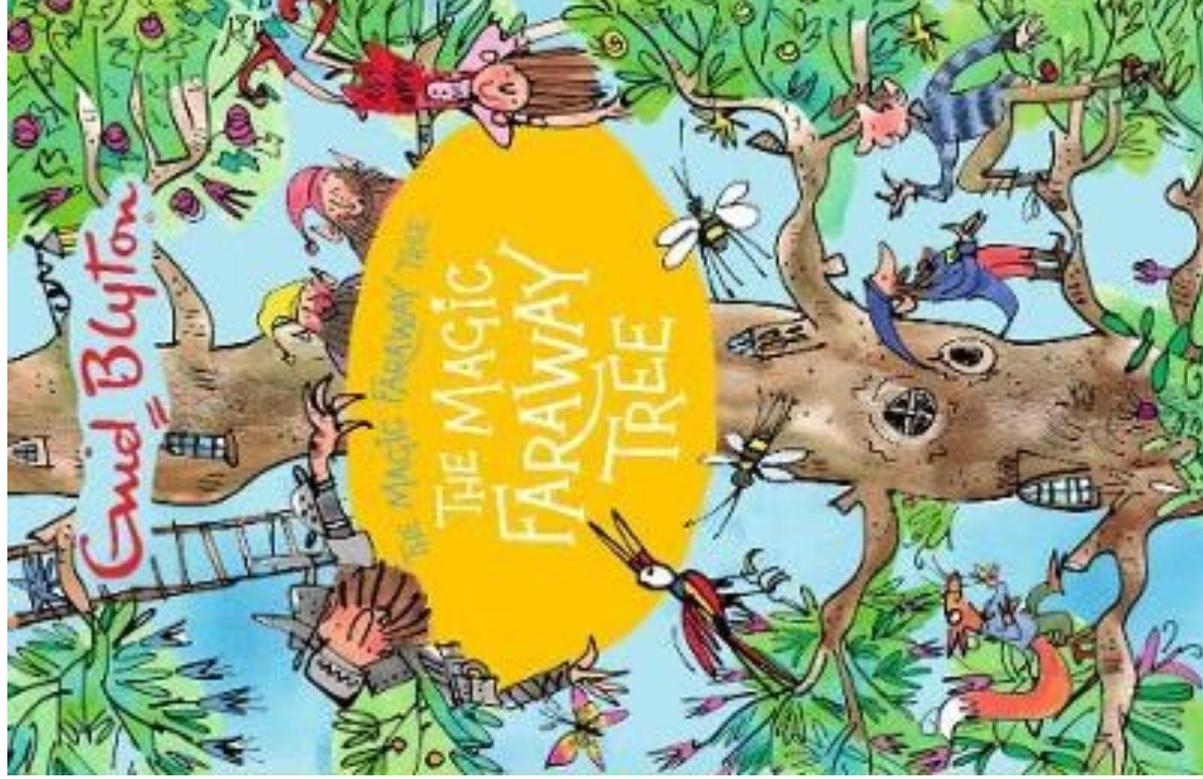


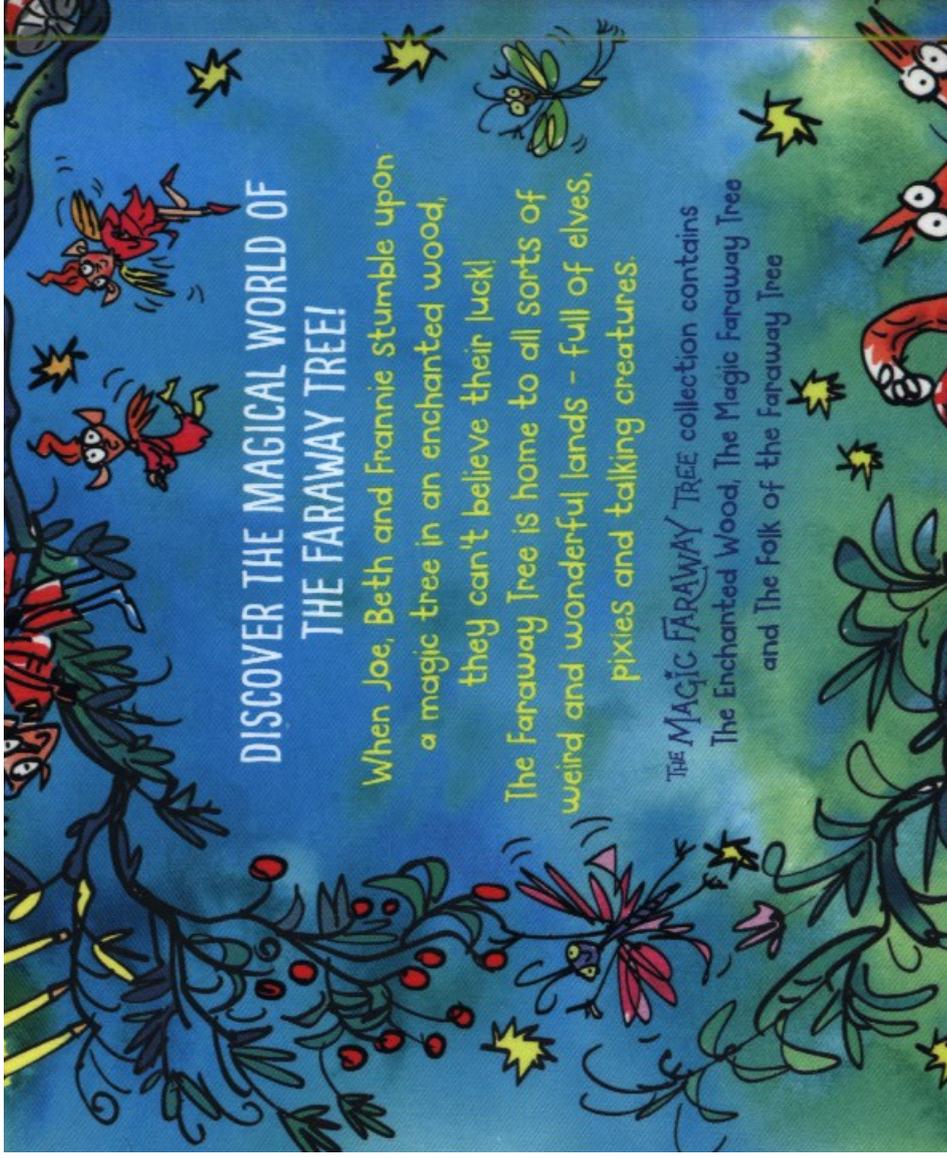
Monday 15th June

LO: To make predictions on a text based on the front cover and synopsis.



1. Is the text fiction or non-fiction? How do you know?
2. What genre do you think the text is going to be (fairy tale, adventure, horror, sci-fi, myth, legend)? What makes you think this?
3. Who wrote this book? Do you know any other books by the same author?
4. List what you can see on the front cover?
5. What is the title of the book?
6. Based on the front cover ONLY, what do you think this book might be about? Refer to the front cover in your answer.

V I P E R S



1. Who are the characters in the book?
2. What genre do you think this book is? Refer to key words in the blurb.
3. Do you think the children set out to find the magic tree? Why/why not?
4. How do the children feel about finding the tree?
5. What is special about the tree?
6. Based on the blurb and front cover what do you think will happen in this story?

**Extension:**

Read chapter one and add to your predictions.



Tuesday 16th June



LO: To answer comprehension questions  
on chapter one.

## Chapter 1: Rick comes to stay

*Read chapter 1 of the text and answer the following questions.*

1. Why were the children excited about having Rick come and stay?
2. Why is the word 'will' in italics on p.2?
3. Does the wood at the bottom of the garden sound like an inviting place to go? Why/why not? *Use evidence from the text to support your answer.*
4. How do we know that Rick is quite a polite boy?
5. Why does Rick think it will be 'rather dull' to live here?
6. How do the children try to convince Rick that he's going to enjoy being in the country?
7. Why does Rick think the children are making fun of him?
8. How does Rick show that he's getting impatient with the children?
9. What is the purpose of the dashes (-) at the top of p.7?
10. How does mother come up with a solution to the children's disappointment?

V I P E (R) S



## Extension challenge!



Summarise the 5 main events/points from chapter 1:

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

3) \_\_\_\_\_

\_\_\_\_\_

4) \_\_\_\_\_

\_\_\_\_\_

5) \_\_\_\_\_

\_\_\_\_\_

V I P E R S



Wednesday 17th June



LO: To consolidate my understanding of  
different sentence structures.

Warm up: Match the sentence structure to its example.

Main clause

Rick's bed was leaned over by Joe.

Compound sentence (co-ordinating  
conjunction

They children were incredibly disappointed, but  
they tried their hardest not to show it.

Compound sentence (semi colon)

Although they tried not to show it, the children  
were disappointed.

Passive voice

A voice came from downstairs.

Relative clause

They never showed their disappointed because  
they knew how important it was for families to  
help out when they could.

Subordinate clause (start)

The children left the doors of their rooms  
open ; they needed to be able to call to one  
another.

Subordinate clause (end)

Rick, who was eager for adventure, worked  
hard all day.

Write TWO main clauses based on chapter 1. Colour code the subject, verb and object in each.

Subject ○ Verb ○ object ○

1. \_\_\_\_\_

2. \_\_\_\_\_

Write the following sentence in the PASSIVE VOICE (OVS)

1. Joe, Beth and Frannie lived in a little cottage in the country.
2. Beth, Frannie and Joe tended to the flowers in the garden regularly.
3. The children organised the room for Rick's stay.
4. The wind blew the trees.

Write THREE compound sentences using a semi-colon (two main clauses joined together).

1. \_\_\_\_\_

2. \_\_\_\_\_

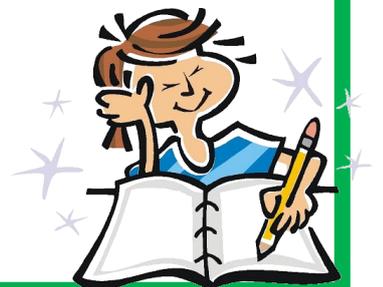
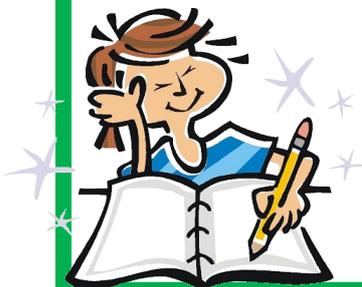
3. \_\_\_\_\_

Write THREE compound sentences using a co-ordinating conjunction (two main clauses joined together).

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_







Thursday 18th June



LO: To consolidate my understanding of  
inverted commas.

DO NOT refer to the  
book for this task!

Challenge 1:

*punctuate these into pattern 1 speech - speaker first! Speaker in brackets. Colour code using the success criteria.*

1. Listen, this is something quite exciting for us. (mum)
2. He can sleep in my room. (Joe)
3. Tomorrow, you can put up a little bed for him and you must make room in your cupboard for Rick's things. (Mum)
4. Hey, what will Rick say when we tell him about the Enchanted Forest and the Faraway Tree? (Joe)
5. And what will he say when we show him our friends there - Silky, and old moon-face, and the dear deaf old saucepan man, and everyone. (Beth)

Challenge 2:

*punctuate the same sentence as challenge 1 but in pattern 2 speech - speaker last! Colour code using the success criteria.*

Challenge 3:

*punctuate the sentences using pattern 3 speech. Colour code using the success criteria.*

1. The Enchanted Wood. What marvellous adventures we've had there. Maybe Rick will have some too. (Beth)
2. Hello, Aunt Polly! It's so good of you to have me. (Rick)
3. I expect I'll find it quite dull here after living in the city. It seems so quiet. I shall miss the noise of the buses and cars. (Rick)
4. You won't find it dull. My word, Rick, we've had more adventures since living here than we ever had when we lived in the town. (Joe)
5. What sorts of adventures? It seems such a quiet place that I shouldn't have thought there was even a small chance of an adventure to be found. (Rick)

Extension:

Write a conversation between the three children wake up for the day of adventure. Remember - NEW  
SPEAKER, NEW LINE!



### Success criteria

Pattern 1: Rick said, "It's great to see everyone again!"

Comma before the open inverted comma

Open inverted comma

Direct speech, which starts with a capital letter

piece of punctuation before the closed inverted comma

Closed inverted comma



### Success criteria

Pattern 2: "It's great to see everyone!" said Rick.

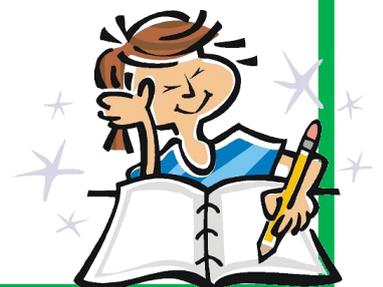
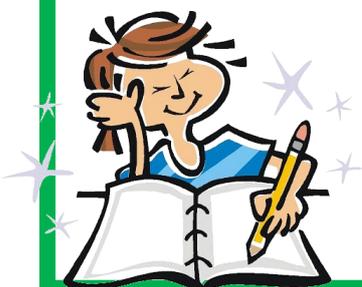
Open inverted comma

Direct speech, which starts with a capital letter

piece of punctuation before the closed inverted comma

Closed inverted comma

Full stop to mark the end of your sentence.



## Success criteria

Pattern 3: "The Enchanted Woods." Beth smiled. "What marvellous adventures we've had there!"

Open inverted comma

Direct speech, which starts with a capital letter

piece of punctuation before the closed inverted comma

Closed inverted comma

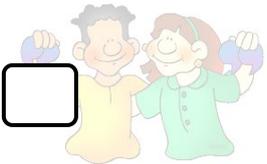
Full stop before the open inverted comma.

Open inverted comma

Direct speech starting with a capital letter.

piece of punctuation before the closed inverted comma (full stop).

Closed inverted comma





Friday 19th June



LO: To answer comprehension questions  
on chapter four.

## Chapter 4: The Land of spells.

*Read chapter 4 of the text and answer the following questions.*

1. What does the word 'shot' suggest about how Rick went down the tree and why do you think this was?
2. How did the cushions get back to Moon Face?
3. Find and copy a word meaning mum was 'shocked'.
4. Describe Joe's experience of trying to sleep at Moon-Face's.
5. How was breakfast magical for Joe?
6. Describe the Land of Spells.
7. Do you think the Land of Spells was a pleasant place to be? Why/why not?
8. What was the witch doing in the Land of Spells?
9. Was the witch a stereotypical witch? Yes or No. Use 3 pieces of evidence to back up your answer.
10. How did Joe get back to normal? Describe the process.

V I P E R S



## Extension challenge!



Summarise the 5 main events/points from chapter 1:

1) \_\_\_\_\_

\_\_\_\_\_

2) \_\_\_\_\_

\_\_\_\_\_

3) \_\_\_\_\_

\_\_\_\_\_

4) \_\_\_\_\_

\_\_\_\_\_

5) \_\_\_\_\_

\_\_\_\_\_

V I P E R S