

Q1.

# Bella Goes To Sea

Bella the goose lived with William in a cottage by the sea. William was a fisherman. He had a big garden with lots of good grass for Bella to eat. Sometimes for a treat he took Bella to the Harbour Cafe and bought her a milkshake and biscuits. But whenever William went to sea, Bella had to stay behind. "You can guard the house," he said.



## Practice questions

(a) What was William's job?

Tick **one**.

cafe owner

☐

guard

☐

gardener

☐

fisherman

☐

(b) When William went away, what did he tell Bella to do?

---



Bella was lonely when William was away. She wished her wings were stronger so that she could fly after him. I will fly, thought Bella. She tried and tried... and at last she was flying perfectly.

One morning she followed William down to the harbour and out to sea. William was cross. "A fishing boat is no place for a goose," he said. But he let her stay. Bella loved life at sea.



- 1 When Bella was learning to fly, she...

Tick **one**.

was lazy.

☐

did not try hard.

☐

did not give up.

☐

found it easy.

☐

- 2 Why was William cross with Bella?

---

In the afternoon the sky grew dark and a wild wind began to blow. It was too rough for fishing and then the engine broke down. The little boat was blown onto some rocks with a great crunch. "We're shipwrecked," said William. "Somebody will come." But nobody came. Nobody knew they were there.



- 3 Why did the boat hit the rocks?

---

---

- 4 The boat hit the rocks with *a great crunch*.

This means that it made...

Tick **one**.

a huge squeak.

☐

a big splash.

☐

a long creak.

☐

a loud crash.

☐

Next morning William wrote a message and tied it to Bella's leg. "Fly away home!" he said. I can do it, thought Bella. She flew straight to the Harbour Cafe. The other fishermen set out to rescue William and his boat. "Brave Bella!" said William. "When I get a new boat you can come with me whenever I go to sea." Bella was happy.



5 Where did Bella take William's message?

---

6 At the end of the story, Bella was happy. Why?

---

---

7 Number the sentences below from 1 to 4 to show the order they happened in the story.

The first one has been done for you.

William sent Bella to get help.

Fishermen came to rescue William.

The boat hit some rocks.

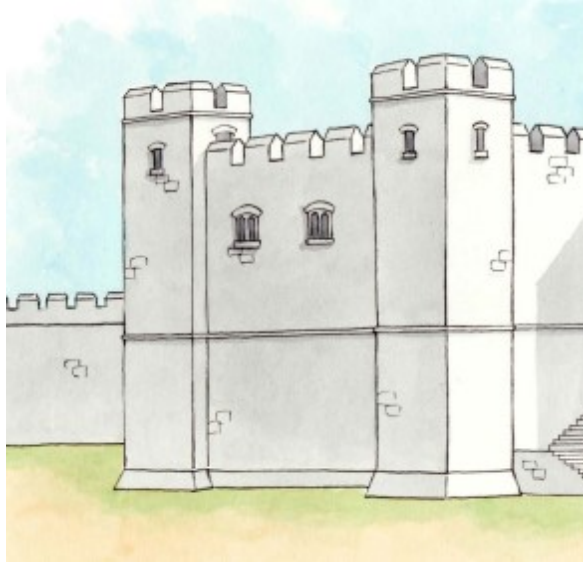
William went to sea on his boat.

**Q2.**

# LIVING IN A CASTLE

When you think of a castle, you might have stories like King Arthur in mind. You might even think of stories about princesses and dragons. But what were castles really like and who lived and worked in them?

Hundreds of years ago, when these castles were new, lots of people lived in them. The high towers and thick walls kept them safe when there were battles. Today, many castles are ruins and are falling down.



## Practice questions

(a) What is this text about?

Tick **one**.

building a  
castle

☐

repairing a  
castle

☐

living in a  
castle

☐

looking for a  
castle

☐

(b) **Find** and **copy** the name of the story that people might think of when they think of castles.

---



## Knights

Knights were important men who worked for the lord. They were skilled fighters who kept the land safe from robbers and enemies.

## Lords and Ladies

A castle usually belonged to a rich lord. He lived in the castle with his family. His wife was called a lady. Their children had their own garden to play in and lots of servants to do things for them.



- 1 Who did most castles belong to?

Tick **one**.

jesters

☐

lords

☐

knights

☐

servants

☐

- 2 **Find and copy one** word that shows knights were very good fighters.

---

- 3 Who did knights protect the land from?

---



### **Jesters**

A jester was there to amuse the lords and ladies. He did this by singing, dancing, telling stories or even juggling.

### **Servants**

The servants in a castle often worked from early in the morning to late at night. They did many important jobs such as cooking, cleaning and washing. They also cared for the children and looked after the gardens.

- 4 When did the servants start work?

- 5 Tick to show what jesters and servants did in the castle.

The first one has been done for you.

	<b>Jesters</b>	<b>Servants</b>
gardening		✓
cleaning		
dancing		
juggling		
cooking		

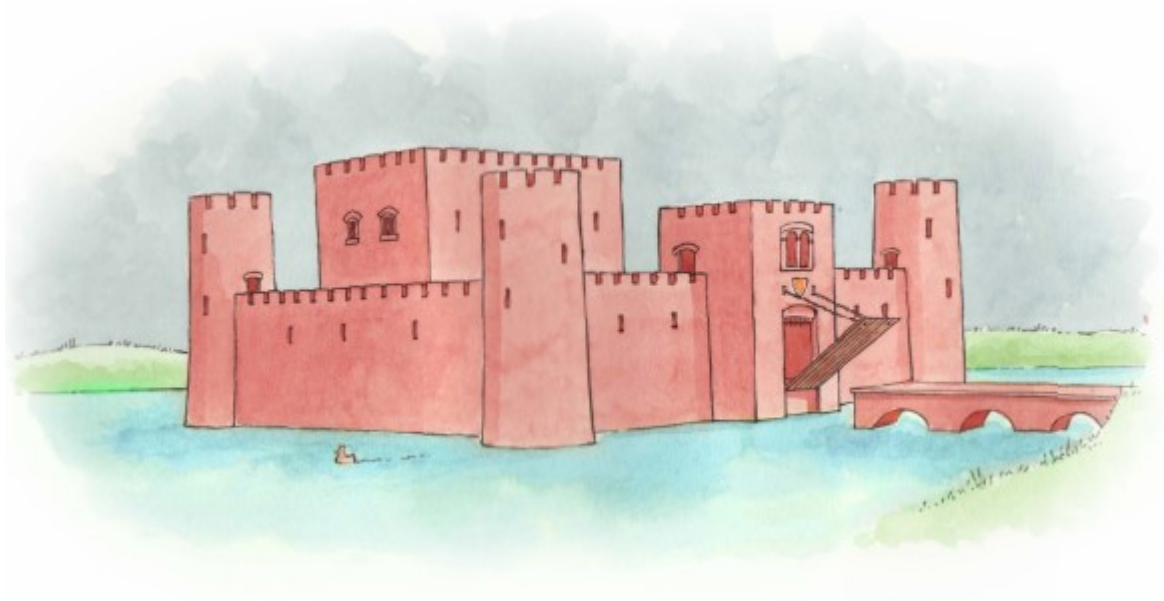
## **Did you know?**

Some castles were surrounded by a moat filled with deep water to stop enemies getting in. The only way into a castle was over a drawbridge which was lowered across the moat.

Castles were very noisy and smelly places. Animals roamed inside the walls and all sorts of people worked there. People who made things



from metal clanged out armour and weapons, soldiers and knights practised fighting, and children played. The people who worked in the kitchens had to make dinner for all these people.



6 Why were some castles surrounded by a moat?

---

7 What made castles smelly places?

---

8 Give **two** things that people made inside the castle walls.

1. 

---

2. 

---



## Mark schemes

### Q1.

No answers to practice questions (a) and (b)

- 1 **Content domain:** 1d - make inferences from the text.

**Award 1 mark** for:

was lazy.	<input type="checkbox"/>	did not try	<input type="checkbox"/>
		hard.	
did not give up.	<input checked="" type="checkbox"/>	found it easy.	<input type="checkbox"/>

**1 mark**

- 2 **Content domain:** 1b - identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

**Award 1 mark** for any reference to Bella's disobedience **or** the fact that she flew out to sea / to the boat, e.g.:

- *she had followed him*
- *she had not stayed at home*
- *she was supposed to guard the house*
- *she did not do as she was told*
- *she didn't listen*
- *she was not safe.*

**Also accept** for **1 mark** reference to the following quotation:

- *A fishing boat is no place for a goose.*

**1 mark**

- 3 **Content domain:** 1b - identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

**Award 1 mark** for reference to any of the following acceptable points:

- the storm / bad weather / the wind
- the rough sea
- the engine or the boat breaking down, e.g.:
  - *it broke down.*

**Do not accept** the boat broke, e.g.:

- *it broke.*

**Do not accept** it is dark / they could not see in the dark.

**1 mark**

- 4 **Content domain:** 1a - draw on knowledge of vocabulary to understand texts.

This means that it made...

**Award 1 mark** for the correct option ticked.

- |                |                          |               |                                     |
|----------------|--------------------------|---------------|-------------------------------------|
| a huge squeak. | <input type="checkbox"/> | a big splash. | <input type="checkbox"/>            |
| a long creak.  | <input type="checkbox"/> | a loud crash. | <input checked="" type="checkbox"/> |

**1 mark**

- 5 **Content domain:** 1b - identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

**Award 1 mark** for reference to either of the following acceptable points:

- the Harbour (Cafe) / the (Harbour) Cafe
- the fishermen.

**Do not accept** reference to his friends or land.

**Do not accept** reference to home.

**1 mark**

- 6 **Content domain:** 1b - identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

**Award 1 mark** for reference to any of the following acceptable points:

- she was allowed to go with William, e.g.:
  - *he was going to let her go with him now.*
- she had saved William / the day, e.g.:
  - *she had rescued William.*
- William praised her / called her brave, e.g.:
  - *William calls her brave.*
- she was allowed to go in the new boat, e.g.:
  - *he says she can go in the new boat.*
- she could fly
- she helped William, e.g.:
  - *she helped*
  - *she had been successful.*

**Do not accept** responses that do not focus on Bella or William, e.g.:

- *they saved him*
- *they called her brave*
- *they helped him.*

1 mark

7 **Content domain:** 1c - identify and explain the sequence of events in texts.

**Award 1 mark** for all boxes correctly numbered.

William sent Bella to get help.	<input type="text" value="3"/>
Fishermen came to rescue William.	<input type="text" value="4"/>
The boat hit some rocks.	<input type="text" value="2"/>
William went to sea on his boat.	<input type="text" value="1"/>

1 mark

## Q2.

No answers to practice questions (a) and (b)

1 **Content domain:** 1b - identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

**Award 1 mark** for:

jesters	<input type="checkbox"/>	lords	<input checked="" type="checkbox"/>
knights	<input type="checkbox"/>	servants	<input type="checkbox"/>

1 mark

2 **Content domain:** 1a - draw on knowledge of vocabulary to understand texts.

**Award 1 mark** for:

- *skilled (fighters).*

**Also accept** an introduction, e.g.:

- *they were skilled fighters*
- *the word is skilled.*

**Do not accept:**

- *important.*

1 mark

3 **Content domain:** 1b - identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

**Award 1 mark** for reference to either of the following acceptable points:

- robbers

- enemies.

1 mark

- 4 **Content domain:** 1b - identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

**Award 1 mark** for reference to:

- early, e.g.:
  - *early in the morning.*

**Do not accept:** morning without reference to early.

**Do not accept:**

- *early in the morning to late at night.*

1 mark

- 5 **Content domain:** 1b - identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

**Award 1 mark** for all boxes correctly ticked.

	Jesters	Servants
gardening		✓
cleaning		✓
dancing	✓	
juggling	✓	
cooking		✓

1 mark

- 6 **Content domain:** 1b - identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

**Award 1 mark** for references to stopping enemies getting in, e.g.:

- *keep robbers out*
- *stop fighters from coming in*
- *stop intruders from getting in*
- *keep out bad guys.*

**Also accept** references to protecting people, e.g.:

- *It kept people safe.*

1 mark

- 7 **Content domain:** 1d - make inferences from the text.

**Award 1 mark** for reference to any of the following acceptable points, e.g.:

- animals
- lots of people, e.g.:
  - *there were loads of people inside.*
- kitchens / dinner, e.g.:
  - *food*
  - *cooking.*

**Also accept for 1 mark** reference to the smells of the furnaces / people who made things from metal.

**Also accept for 1 mark** reference to waste from everyday life.

**1 mark**

- 8 **Content domain:** 1b - identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

**Award 1 mark** for any **two** of the following acceptable points:

- armour
- weapons
- dinner.

**Also accept for 1 mark** answers referring to *things made from metal*.

**1 mark**