

On Wednesday, Molly was building a monster when her mother said, "Molly, tidy up!" But Molly was too busy having fun. Then Molly went for tea, and she still hadn't tidied up.

When Molly came back, the living room was tidy.

"Who's tidying up? I'd like to meet them. Maybe it's an octopus..." she thought.

Molly looked everywhere: under her bed, inside the top drawer and even down the toilet!

But Molly couldn't find Octopus anywhere. Then she had an idea...



5 Why was Molly always too busy to tidy up?

6 Where did Molly look for the octopus?

Write down **one** place.

7 *Then she had an idea...*

The word *idea* means....

Tick **one**.

a dream.

☐

a feeling.

☐

a thought.

☐

an adventure.

☐

On Thursday, when her mother said, "Molly, tidy up!", Molly carried on dancing, making a massive mess of her bedroom.

And when Molly went for tea, she ate it super fast and raced back to her bedroom.

Molly imagined Octopus would be very busy today because she'd left a huge mess.

But she had a surprise... there wasn't an octopus: it was her mother!

So on Friday, when her mother said, "Molly, tidy up!", she did.



8 Why did Molly rush to finish her tea?

Tick **one**.

She wanted to carry on playing.

She wanted to tidy her room.

She wanted to see the octopus.

☐

She wanted to carry on dancing.



- 9 Draw **three** lines to show where Molly was playing on each day.

Monday ●

● garden

Tuesday ●

● living room

Wednesday ●

● bedroom

Mark schemes

- 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 Molly being too busy playing / having fun, **or** listing any of the activities Molly was engaged in, e.g.

- *she was too busy playing*
- *she was having fun*
- *rshe was building a monster.*

Do not accept answers that do not explain *why* she was busy, e.g.

- *she was busy*
- *she didn't like tidying.*

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 **one** of the following:

- bed
- drawer
- toilet.

Also accept *bedroom*

Also accept responses that give more than one correct place, e.g.

- *down the toilet and in the drawer.*

1 mark

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

Award 1 mark for:

- | | | | |
|------------|--------------------------|---------------|-------------------------------------|
| a dream. | <input type="checkbox"/> | a thought. | <input checked="" type="checkbox"/> |
| a feeling. | <input type="checkbox"/> | an adventure. | <input type="checkbox"/> |

1 mark

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

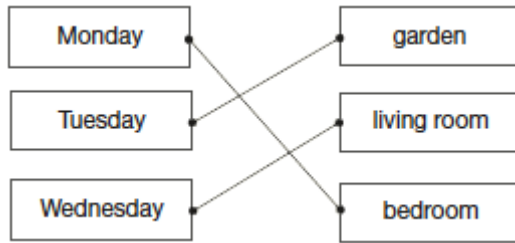
Award 1 mark for:

- | | |
|---------------------------------|-------------------------------------|
| She wanted to carry on playing. | <input type="checkbox"/> |
| She wanted to tidy her room. | <input type="checkbox"/> |
| She wanted to see the octopus. | <input checked="" type="checkbox"/> |
| She wanted to carry on dancing. | <input type="checkbox"/> |

1 mark

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

Award 1 mark for all three lines being joined to the following correct boxes:



1 mark