

Kensuke's Kingdom

60-Second Reads Guidance

The national curriculum states that:

Pupils in year 5 and 6 should be able to read aloud a wide range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.

This resource aims to give you the ability to test a pupil's level of fluency to this expected standard. Each 60-Second Read Activity Card features a short extract of age-appropriate text with an average word count of around 90-120 words. The cumulative word count for each line of text is shown in the left-hand margin of each card. Each of the cards also contains a set of comprehension questions that link to the KS2 reading content domains.

Each different question type has its own canine helper to remind children of what they need to do to answer a question appropriately.



Vocabulary Questions

Vocabulary Victor is there to help you work out the meaning of unknown words and phrases using context clues.

2a: Give / explain the meaning of words in context.

Retrieval Questions

Rex Retriever is there to help you to go into a text and just simply retrieve the facts and key details.

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

Summary Questions

Summarising Sheba is there to remind you to summarise the main point(s) or main event(s) of a paragraph or text.

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

Inference Questions

Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.

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

Prediction Questions

Predicting Pip tries to see the future and she will help you to work out what might happen next from clues in the text.

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

Compare, Contrast & Comment

Cassie the Commentator discusses the content of a paragraph/text and compares events and characters. Can you do the same?

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.

2h: Make comparisons within the text.

Author Choice Questions

Arlo the Author likes to help you to spot examples of ambitious vocabulary and figurative language, and explain how these words/phrases add to the meaning of the text.

2g: Identify/explain how meaning is enhanced through choice of words and phrases.

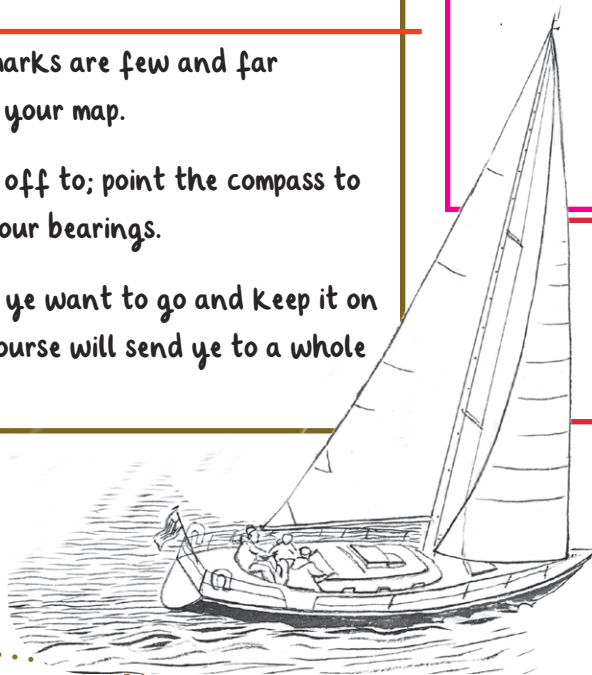
Barnacle Bill's Boat Basics

4 Respect for the Sea

- 11 • Find out the forecast: temperature fluctuations and inclement conditions can affect the speed and direction of a vessel.
- 20
- 22
- 31 • Prepare your equipment (vests, buoys and flares) for every
- 32 eventuality.
- 43 • Don a safety harness when up on deck; boats can veer
- 52 violently this way and that with the roaring ocean
- 55 thrashin' beneath 'em.

56 Navigation

- 66 • Figure out where ye are; landmarks are few and far
- 75 between at sea so mark 'em on your map.
- 87 • Plot a course for where you're off to; point the compass to
- 96 where ye need to be and get your bearings.
- 110 • Steer the boat in the direction ye want to go and keep it on
- 122 course. Even ten degrees off course will send ye to a whole
- 124 different destination!



Quick Questions

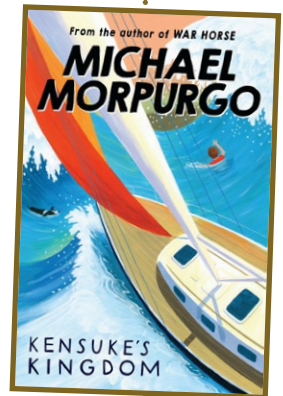
1. Which piece of equipment does Barnacle Bill suggest using to navigate? Tick one.

- ☐ buoys
- ☐ safety harness
- ☐ flares
- ☐ compass

2. Explain why the author has used the words 'roaring' and 'thrashin' to describe the ocean.

3. Look at the section titled '**Navigation**'. Which phrase from the text means the same as 'map out a route'?

4. How does the organisation of this text help the reader to better understand the information?



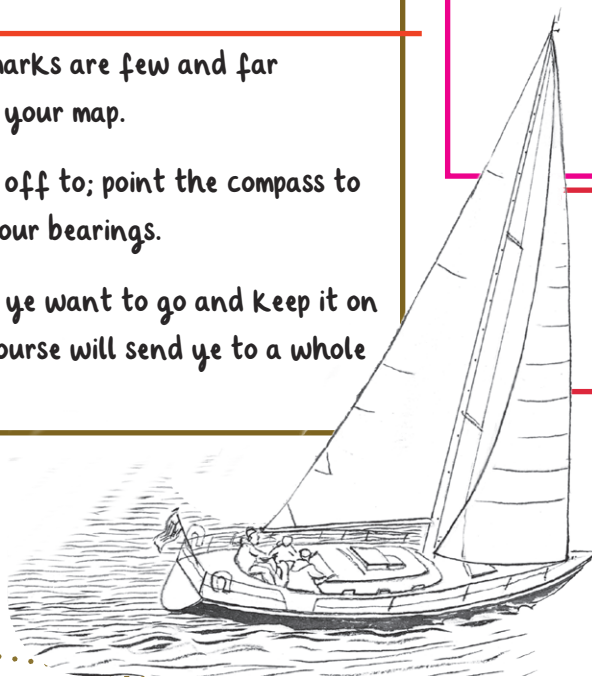
Barnacle Bill's Boat Basics

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Answers

1. Which piece of equipment does Barnacle Bill suggest using to navigate? Tick one.

- ☐ buoys
☐ safety harness
☐ flares
☒ compass

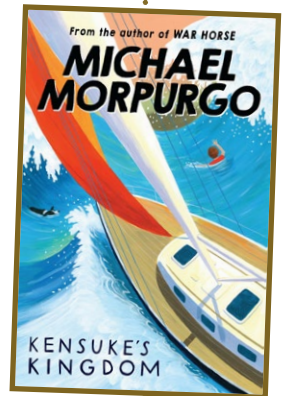
2. Explain why the author has used the words 'roaring' and 'thrashin' to describe the ocean.

Pupils' own responses, such as: The author has used the words 'roaring' and 'thrashin' because these words emphasise, like animals that roar and thrash, how wild and dangerous the ocean can be.

3. Look at the section titled '**Navigation**'. Which phrase from the text means the same as 'map out a route'?
- plot a course**

4. How does the organisation of this text help the reader to better understand the information?

Pupils' own responses, such as: This text is organised in sections, with headings and bullet points that separate the information into organised ideas, which help the reader to efficiently find out what they need.



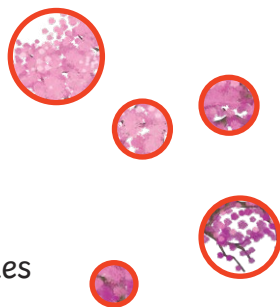
How to Paint the Sakura

10 So appealing is the Sakura tree, also known as the
18 Japanese cherry blossom, that there is a traditional
27 viewing period in Japan, known as 'hanami', for the
34 fleeting floral demonstration of blossoms each spring.

43 Its iconic appearance has long been the inspiration of
51 artists, particularly those of Japanese heritage. Here, find
60 out some key techniques for painting this majestic marvel.

63 You will need:

- 67 • pink or white paint
- 69 • brown paint
- 72 • paper or canvas
- 76 • thin and thick paintbrushes



77 Instructions

- 87 1. Lightly, press and lift a thick, loaded paintbrush on to
97 the paper or canvas towards a central point, forming a
104 circle with six oval-shaped beads of paint.
- 110 2. Repeat this to form several blossoms.
- 119 3. Join each blossom using a thin paintbrush loaded with
128 brown paint to create branches and a thin trunk.

Quick Questions

1. What is the traditional cherry blossom viewing period called?

2. Find and copy one word which means 'well-known for being admired or symbolic'.

3. Explain what the word 'lightly' in step 1 of the instructions suggests to the reader.

4. Why might an artist of Japanese heritage choose to paint the Sakura?

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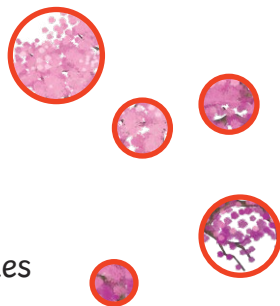
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Answers

1. What is the traditional cherry blossom viewing period called?

The traditional cherry blossom viewing period is called 'hanami'.

2. Find and copy one word which means 'well-known for being admired or symbolic'.

iconic

3. Explain what the word 'lightly' in step 1 of the instructions suggests to the reader.

Pupils' own responses, such as: The word 'lightly' suggests that the paintbrush should be pressed gently so as to only put a small amount of paint on to the paper or canvas to avoid large splodges of paint.

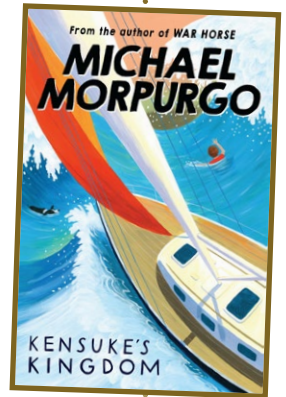
4. Why might an artist of Japanese heritage choose to paint the Sakura?

Pupils' own responses, such as: The Sakura is an iconic Japanese tree, known for blossoming briefly in spring so artists of Japanese heritage might want to capture its majesty while they can.



Disclaimer

Sensitive and/or upsetting topics may emotionally impact your students due to past experiences. You should consider whether this content is appropriate and ensure adequate support is available for anyone affected.



Japan

9 Situated on the eastern fringe of Asia, the Japanese
18 archipelago is a group of over 4000 islands. Four
22 of its largest include:

- 23 • Hokkaido
- 24 • Honshu
- 25 • Kyushu
- 26 • Shikoku



33 Known for its mountainous terrain, the country's
42 highest and most famous peak is Mount Fuji, an
52 active volcano that has long been a site of spiritual
59 worship for many in Japanese society, including
65 those following the ancient Shinto religion.

74 The capital, Tokyo, has an urban population of over
82 13 million people, while Japan's other notable cities
91 include Osaka and Kobe as well as Nagasaki. This
99 prominent port – on the west coast of Kyushu –
109 was the focal point of world news when it became
118 the second Japanese city to be devastated by an
125 atomic bomb during the Second World War.

Quick Questions

1. What phrase from the text describes the Japanese landscape?

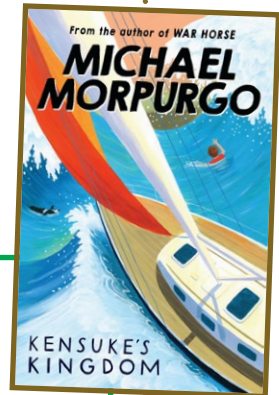
2. How many citizens inhabit Japan's capital city?

3. Why do you think the bombing of Nagasaki became the focal point of world news?

4. How could you describe Japan in 25 words or less?

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1. What phrase from the text describes the Japanese landscape?

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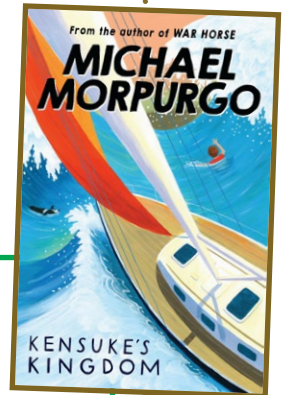
Pupils' own responses, such as: I think the bombing of Nagasaki became the focal point of world news because the atomic bomb would have had a devastating and far-reaching impact on the city.

4. How could you describe Japan in 25 words or less?

Pupils' own responses, such as: Japan, an archipelago of islands, has a mountainous landscape, including an active volcano. Its cities include Tokyo and Nagasaki, bombed during the Second World War.

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My Saviour

11 I do not know for how many days I lay there,
20 drifting in and out of sleep, only that whenever
28 I woke Kensuke was always there sitting beside
38 me. He rarely spoke and I could not speak, but
47 the silence between us said more than any words.
55 My erstwhile enemy, my captor, had become my
65 saviour. He would lift me to pour fruit juice or
74 warm soup down my throat. He would sponge me
83 down with cooling water, and when the pain was
95 so bad that I cried out, he would hold me and sing
105 me softly back to sleep. It was strange. When he
118 sang to me it was like an echo from the past, of my
124 father's voice perhaps – I didn't know.



Quick Questions

1. Find and copy the simile that the author uses to describe Kensuke's singing.

2. What phrase from the text means the same as 'former foe'?

3. Why do you think the silence between Kensuke and the narrator '**said more than any words**'?

4. Number the events 1-4 to show the order that they happen in the text.

- ☐ Kensuke fed the narrator fruit juice.
- ☐ The narrator's captor had become his saviour.
- ☐ The narrator drifted in and out of slumber.
- ☐ Kensuke would serenade the narrator to help him settle.

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Answers

1. Find and copy the simile that the author uses to describe Kensuke's singing.

like an echo (from the past)

2. What phrase from the text means the same as 'former foe'?

erstwhile enemy

3. Why do you think the silence between Kensuke and the narrator '**said more than any words**'?

Pupils' own responses, such as: I think the silence between Kensuke and the narrator 'said more than any words' because Kensuke's actions showed how much he cared.

4. Number the events 1-4 to show the order that they happen in the text.

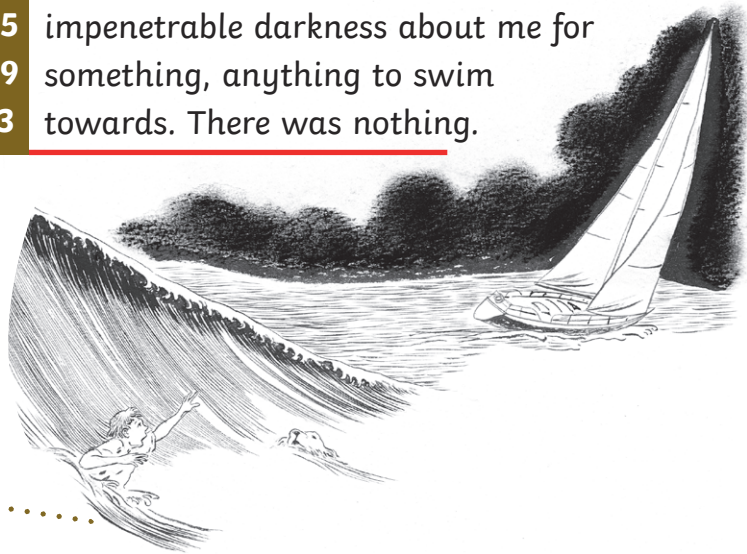
- 3** Kensuke fed the narrator fruit juice.
- 2** The narrator's captor had become his saviour.
- 1** The narrator drifted in and out of slumber.
- 4** Kensuke would serenade the narrator to help him settle.



Nothing Could Save Me

8 The terrors came fast, one upon another. The
18 lights of the *Peggy Sue* went away into the dark
28 of the night, leaving me alone in the ocean, alone
37 with the certainty that they were already too far
47 away, that my cries for help could not possibly be
56 heard. I thought then of the sharks cruising the
63 black water beneath me – scenting me, already
73 searching me out, homing in on me – and I knew
83 there could be no hope. I would be eaten alive.
91 Either that or I would drown slowly. Nothing
94 could save me.

100 I trod water, frantically searching the
105 impenetrable darkness about me for
109 something, anything to swim
113 towards. There was nothing.



Quick Questions

1. Which word from the text describes something that 'cannot be passed or seen through'? Tick one.

☐ certainty

☐ impenetrable

☐ homing

☐ beneath

2. **I trod water, frantically searching the impenetrable darkness about me for something, anything to swim towards.**

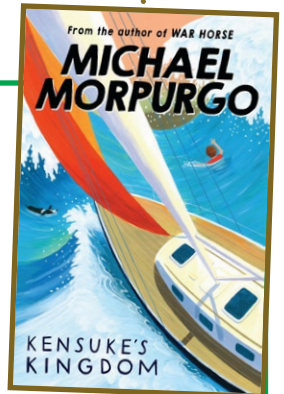
What does the word 'frantically' tell us about how the character feels in the following sentence?

3. What two things does the narrator believe will happen to him?

•

•

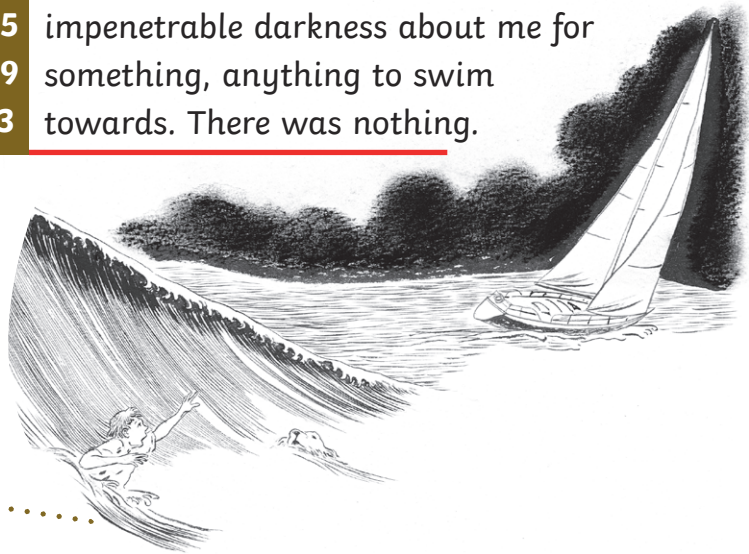
4. Explain what you think the narrator will do next.



Nothing Could Save Me

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Answers

1. Which word from the text describes something that 'cannot be passed or seen through'? Tick one.

<input type="checkbox"/> certainty	<input checked="" type="checkbox"/> impenetrable
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2. **I trod water, frantically searching the impenetrable darkness about me for something, anything to swim towards.**

What does the word 'frantically' tell us about how the character feels in the following sentence?

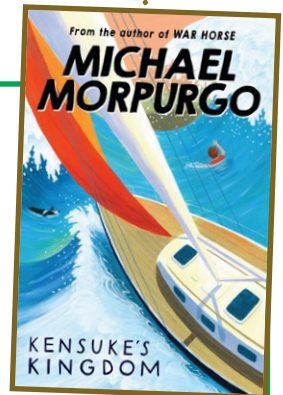
Pupils' own responses, such as: The word 'frantically' suggests the narrator feels panicked and out of control because he is frightened and desperate for safety.

3. What two things does the narrator believe will happen to him?

- **eaten alive**
- **drown slowly**

4. Explain what you think the narrator will do next.

Pupils' own responses, such as: I think the narrator might either find the energy and strength from deep within himself to swim until he reaches land or float on the surface of the ocean, drifting ashore to a deserted island.



Kensuke's Kingdom

Extract from Chapter 3 of 'Kensuke's Kingdom' by Michael Morpurgo, told from the viewpoint of Michael, the main character in the story.

January 1, 1989

Africa again! Cape Town. Table Mountain. And this time we're not just sailing by – we're going to put in there. They told me this evening. They didn't want to tell me before in case we couldn't afford it, but we can. We're going to stay for a couple of weeks, maybe more. We're going to see elephants and lions in the wild. I can't believe it. I don't think they can either. When they told me, they were like a couple of kids, all laughing and happy. They were never like this at home. These days they really smile at each other.

Mum's getting stomach cramps. Dad wants her to see a doctor in Cape Town, but she won't. I reckon it's the baked beans. The good news is the baked beans have at last run out. The bad news is we had sardines for supper. Eeeyuk!

February 7

We're hundreds of miles out in the Indian Ocean, and then this happens. Stella hardly ever comes up on deck unless it's flat calm. I don't know why she came up. I don't know why she was there. We were all busy, I suppose. Dad was brewing up down in the galley, and Mum was at the wheel. I was doing one of my navigation lessons, taking bearings with the sextant. The *Peggy Sue* was pitching and rolling a bit. I had to steady myself. I looked up and I saw Stella up at the bow of the boat. One moment she was just standing there, the next she was gone.

We had practised the 'man overboard' drill dozens of times back in the Solent with Barnacle Bill. Shout and point. Keep shouting. Keep pointing. Turn into the wind. Get the sails down quick. Engine on. By the time Dad had the mainsail and the jib down, we were already heading back towards her. I was doing the pointing, and the shouting too. She was paddling for her life in the green of a looming wave. Dad was leaning over the side and reaching for her, but he didn't have his safety harness on and Mum was going mad. She was trying to bring the boat in as close and as slow as she could, but a wave took Stella away from us at the last moment. We had to turn and come back again. All the time I was pointing and shouting.

Three times we came in but each time we passed her by. Either we were going too fast or she was out of reach. She was weak by now. She was hardly paddling. She was going under. We had one last chance.



Questions

1. When did Michael find out that his family were stopping in Cape Town? Tick one.
 - ☐ a couple of weeks ago
 - ☐ before they left home
 - ☐ this evening
 - ☐ three days ago
2. What are Michael's family eating for supper on January 1? Tick one.
 - ☐ sardines
 - ☐ baked beans
 - ☐ shellfish
 - ☐ pizza
3. Draw **four** lines and match each word from the text with its correct meaning.

deck

The time of day between afternoon and night time.

evening

Swimming using a small, thrashing action with arms and legs.

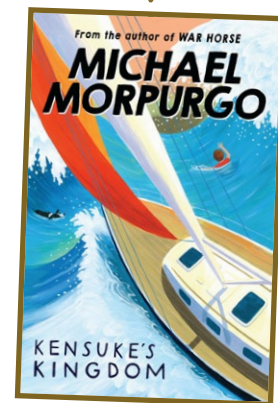
paddling

An opportunity to do or achieve something that you need or want.

chance

The outside, upper part of a boat or ship.

4. Which type of text is this? Tick one.
 - ☐ poem
 - ☐ play
 - ☐ recipe
 - ☐ diary



Questions

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5. Look at the extract dated **February 7**.

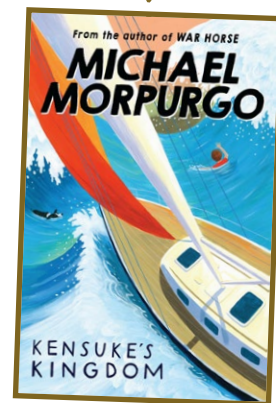
Find and copy one word from the text that shows that Michael and his family were all doing something on the boat on February 7.

6. Fill in the missing words.

We had _____ the 'man overboard' drill

_____ of times back in the Solent with
Barnacle Bill.

7. Explain how you think Michael might be feeling at the end of this text. Use the text to help you write your answer.



Answers



- When did Michael find out that his family were stopping in Cape Town? Tick one.
 - ☐ a couple of weeks ago
 - ☐ before they left home
 - ☒ **this evening**
 - ☐ three days ago
- What are Michael's family eating for supper on January 1? Tick one.
 - ☒ **sardines**
 - ☐ baked beans
 - ☐ shellfish
 - ☐ pizza
- Draw **four** lines and match each word from the text with its correct meaning.



deck	The time of day between afternoon and night time.
evening	Swimming using a small, thrashing action with arms and legs.
paddling	An opportunity to do or achieve something that you need or want.
chance	The outside, upper part of a boat or ship.

(Note: The diagram shows four lines connecting the words to their meanings: 'deck' to 'The outside, upper part of a boat or ship.', 'evening' to 'The time of day between afternoon and night time.', 'paddling' to 'Swimming using a small, thrashing action with arms and legs.', and 'chance' to 'An opportunity to do or achieve something that you need or want.')

- Which type of text is this? Tick one.
 - ☐ poem
 - ☐ play
 - ☐ recipe
 - ☒ **diary**



Answers

5. Look at the extract dated **February 7**.

Find and copy one word from the text that shows that Michael and his family were all doing something on the boat on February 7.

busy

6. Fill in the missing words.

We had **practised** the 'man overboard' drill
dozens of times back in the Solent with
Barnacle Bill.

7. Explain how you think Michael might be feeling at the end of this text. Use the text to help you write your answer.

Pupils' own responses, such as: I think that Michael might feel desperate because he knew that Stella was weak and going under, plus they had tried and failed three times to reach her. However, he might feel determined to save her with their one last chance.

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Questions

1. Draw **four** lines and match each word from the text with its correct meaning.

supper

Making a hot drink.

brewing

Appearing in a daunting or frightening way.

navigation

The act of mapping out a vehicle's route and following it.

looming

A meal or snack eaten at the end of the day, shortly before bed.



2. What had Michael and his parents practised in the 'man overboard' drill? Tick **two**.

- ☐ lean
☐ point
☐ reach
☐ shout

3. Number the events from 1-5 to show the order in which they occur in the text. The first one has been done for you.

- ☐ Stella was at the bow of the boat.
☐ Dad wanted Mum to see the doctor in Cape Town.
☐ Stella was weak and going under.
☒ **1** Michael and his family were going to Cape Town.
☐ Mum was at the wheel of the boat.

4. Underline **one** word in the quotation below that suggests that Stella was exhausted.

Either we were going too fast or she was out of reach. She was weak by now. She was hardly paddling.

Questions



5. List **two** ways that Michael noticed his mum and dad behaving differently on the boat to how they did at home.

- _____
- _____

6. Where was the boat when Stella came up on deck?

7. Look at the paragraph beginning **We had practised...**
Why do you think that Michael describes his mum as 'going mad'?

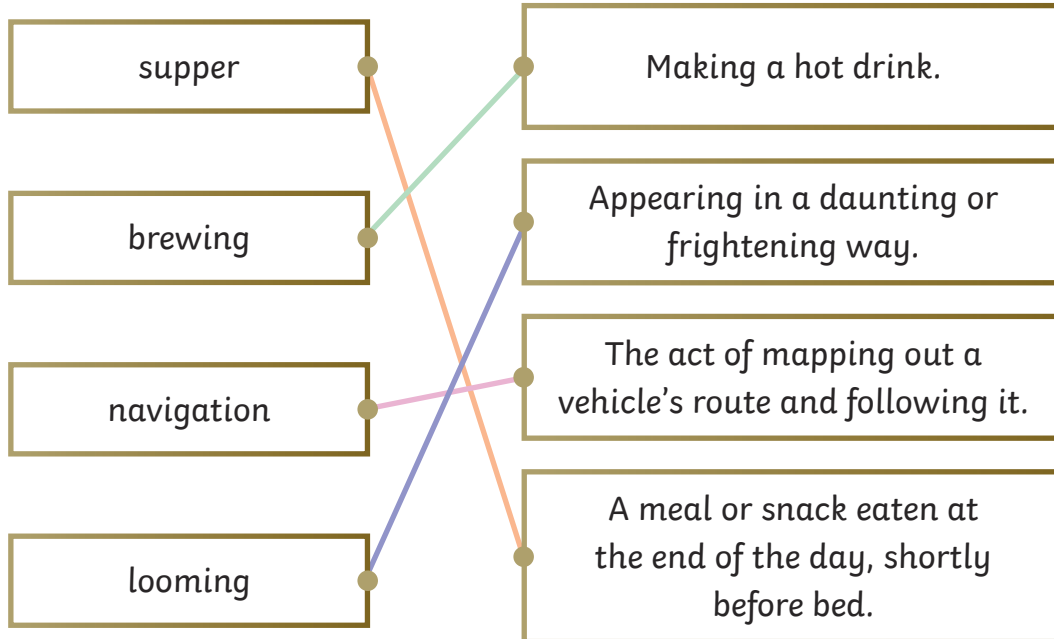
8. What do you think will happen next in the story?





Answers

1. Draw **four** lines and match each word from the text with its correct meaning.



2. What had Michael and his parents practised in the 'man overboard' drill? Tick **two**.

- ☐ lean
☒ **point**
☐ reach
☒ **shout**

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- 4** Stella was at the bow of the boat.
2 Dad wanted Mum to see the doctor in Cape Town.
5 Stella was weak and going under.
1 Michael and his family were going to Cape Town.
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4. Underline **one** word in the quotation below that suggests that Stella was exhausted.

Either we were going too fast or she was out of reach. She was weak by now. She was hardly paddling.

Answers

5. List **two** ways that Michael noticed his mum and dad behaving differently on the boat to how they did at home.

Accept any two of the following: like a couple of kids; laughing; happy; (really) smiling at each other.

6. Where was the boat when Stella came up on deck?

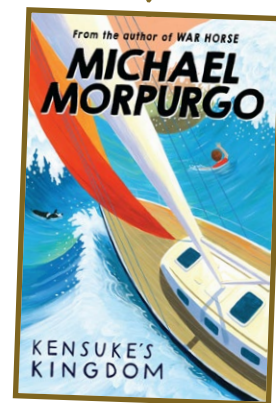
The boat was hundreds of miles out in the Indian Ocean.

7. Look at the paragraph beginning **We had practised...**
Why do you think that Michael describes his mum as 'going mad'?

Pupils' own responses, such as: I think that Michael describes his mum as 'going mad' because there was a lot of panic after Stella had fallen into the ocean and especially because Dad was leaning over the side of the boat without his safety harness.

8. What do you think will happen next in the story?

Pupils' own responses, such as: I think that Mum will manage to bring the boat in as close to Stella as possible so that Dad can lean over to reach her. Michael knows that they have one last chance so I think that he will help Dad to pull Stella up onto the boat.



Questions



1. Which word or phrase from the text means 'appearing in a daunting or frightening way'? Tick one.

- ☐ pointing
- ☐ paddling
- ☐ looming
- ☐ pitching

2. Underline **two** words from the quotation below that suggests that the ocean might not be calm at this time.

The Peggy Sue was pitching and rolling a bit. I had to steady myself. I looked up and I saw Stella up at the bow of the boat.

3. Fill in the missing words.

Africa again! Cape Town. Table

And this time we're not just

by – we're going to put in there.

4. List **two** actions from the 'man overboard' drill.

-
-

5. Find and copy one phrase which shows that Stella was struggling in the water.

.....

6. Explain how you can tell that the family all cared for Stella.

.....



Questions

7. Compare how the two days in this diary extract were different from Michael's point of view.

8. Summarise what happened on February 7 in 35 words or fewer.

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Answers

1. Which word or phrase from the text means 'appearing in a daunting or frightening way'? Tick one.

- ☐ pointing
☐ paddling
☒ **looming**
☐ pitching

2. Underline **two** words from the quotation below that suggests that the ocean might not be calm at this time.

The Peggy Sue was pitching and rolling a bit. I had to steady myself. I looked up and I saw Stella up at the bow of the boat.

3. Fill in the missing words.

Africa again! Cape Town. Table **Mountain**.
 And this time we're not just **sailing**
 by – we're going to put in there.

4. List **two** actions from the 'man overboard' drill.

Accept any two of the following: shout; point; keep shouting; keep pointing; turn into the wind; get the sails down quick; engine on.

5. Find and copy one phrase which shows that Stella was struggling in the water.

Accept one of the following: weak; hardly paddling; going under.

6. Explain how you can tell that the family all cared for Stella.

Pupils' own responses, such as: I can tell that the family cared for Stella because they are desperate to save her: Dad risked his own life leaning and reaching, Mum tried to bring the boat to her three times and Michael was constantly shouting and pointing.

Answers

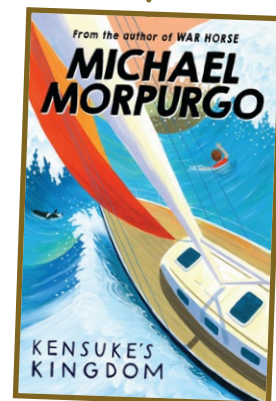
7. Compare how the two days in this diary extract were different from Michael's point of view.

Pupils' own responses, such as: January 1 brought joy and excitement for Michael because he found out that the family would be docking in Africa, possibly for a couple of weeks. On the contrary, on February 7, Michael experienced the shock and horror of Stella going overboard.

8. Summarise what happened on February 7 in 35 words or fewer.

Pupils' own responses, such as: While the family were all busy on the boat, Stella appeared on deck and suddenly fell overboard, prompting the family to commence the 'man overboard' drill in order to save her life.

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Kensuke's Kingdom

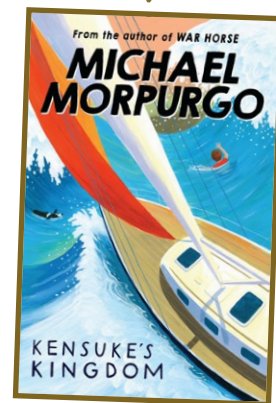
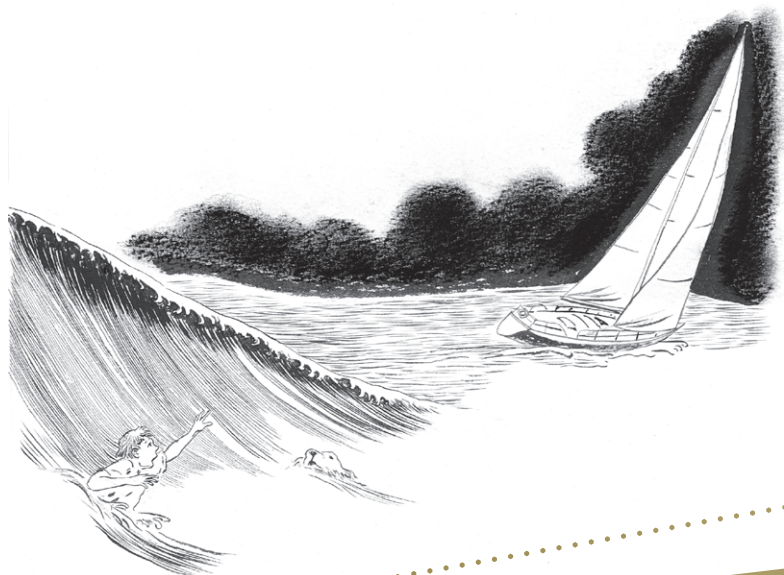
Extract from Chapter 4 of 'Kensuke's Kingdom' by Michael Morpurgo and told from the viewpoint of Michael, the main character in the story.

The island looked perhaps two or three miles in length, no more. It was shaped a bit like an elongated peanut, but longer at one end than the other. There was a long swathe of brilliant white beach on both sides of the island, and at the far end another hill, the slopes steeper and more thickly wooded, but not so high as mine. With the exception of these twin peaks the entire island seemed to be covered with forest. So far as I could see there was no sign of any human life. Even then, as I stood there, that first morning, filled with apprehension at the terrifying implications of my dreadful situation, I remember thinking how wonderful it was, a green jewel of an island framed in white, the sea all about it a silken shimmering blue. Strangely, perhaps comforted somehow by the extraordinary beauty of the place, I was not at all down-hearted. On the contrary I felt strangely elated. I was alive. Stella Artois was alive. We had survived.

I sat down in the shadow of a great rock. The gibbons set up a renewed chorus of howling and hooting in the forest, and a flock of raucous birds clattered up out of the canopy of the trees below us and flew off across the island to settle in the trees on the hillside opposite.

'We'll be all right,' I told Stella. 'Mum and Dad, they'll come back for us. They're bound to. They will. They will. Mum'll get better and they'll come back. She won't leave us here. She'll find us, you'll see. All we've got to do is keep a look out for them – and stay alive. Water, we'll need water. But so do those monkeys, right? We've just got to find it, that's all. And there must be food too – fruit or nuts, something. Whatever it is that they eat, we'll eat.'

It helped to speak my thoughts out loud to Stella, helped to calm the panic that came over me now in waves. More than anything, it was Stella's companionship that helped me through those first hours on the island.



Kensuke's Kingdom

Extract from Chapter 4 of 'Kensuke's Kingdom' by Michael Morpurgo and told from the viewpoint of Michael, the main character in the story.

It seemed to make sense not to plunge at once into the forest looking for water – to be honest I was too frightened anyway – but rather to explore the shoreline first. I might come across a stream or river flowing out into the sea and, with a bit of luck, on the way I might well find something I could eat as well.

I set off in good spirits, leaping down the scree like a mountain goat. Where monkeys lived, I reasoned, we could live. I kept telling myself that. I soon discovered that the track down through the trees was bereft of all edible vegetation. I did see fruit of sorts, what looked to me like fruit, anyway. There were coconuts up there too, but the trees were all impossible to climb. Some rose a hundred feet, some two hundred feet from the forest floor – I had never seen such giant trees.

At least the intertwining canopy did provide welcome relief from the heat of the day. All the same, I was becoming desperately parched now, and so was Stella. She padded alongside me all the way, her tongue hanging. She kept giving me baleful looks whenever our eyes met. There was no comfort I could give her.

We found our beach once again and set off round the island, keeping wherever possible to the edge of the forest, to the shade. Still we found no stream. Again, I saw plenty of fruit, but always too high, and the trees were always too smooth, too sheer to climb. I found plenty of coconuts on the ground, but always cracked open and empty inside.



Questions

1. Underline **one** word from the quotation below that suggests that Michael feels happy about having stayed alive.

I was not at all down-hearted. On the contrary I felt strangely elated. I was alive. Stella Artois was alive. We had survived.

2. Look at the paragraph beginning '**We'll be all right,** I told Stella. What does Michael tell Stella that they need to do? Tick **two**.

- ☐ look out for Mum and Dad
- ☐ speak to each other
- ☐ sit in a shadow
- ☐ stay alive

3. Fill in the missing words.

I might come across a _____ or river flowing out into the sea and, with a bit of luck, on the way I might well find _____
I could eat as well.

4. Give an example of an item growing on the island.

5. What provided Michael and Stella with relief from the heat of the day?

6. **All the same, I was becoming desperately parched now, and so was Stella.**
Explain what you think the word 'parched' means using the text to help you.



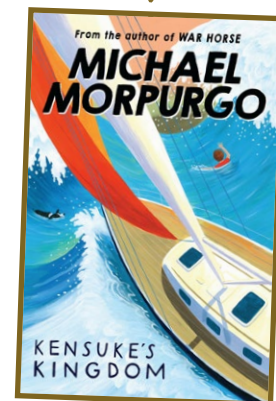
Questions

7. Look at the paragraph beginning **We found our beach once again...**

What does this paragraph tell you about the island?

8. Explain how you think Michael might be feeling at the end of this text.

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Answers



1. Underline **one** word from the quotation below that suggests that Michael feels happy about having stayed alive.

*I was not at all down-hearted. On the contrary I felt strangely **elated**. I was alive. Stella Artois was alive. We had survived.*

2. Look at the paragraph beginning 'We'll be all right,' I told Stella. What does Michael tell Stella that they need to do? Tick **two**.

- ☒ **look out for Mum and Dad**
☐ speak to each other
☐ sit in a shadow
☒ **stay alive**

3. Fill in the missing words.

I might come across a **stream** or river flowing out into the sea and, with a bit of luck, on the way I might well find **something** I could eat as well.

4. Give an example of an item growing on the island.

Accept any one of the following: trees; fruit; coconuts.

5. What provided Michael and Stella with relief from the heat of the day?

The (intertwining) canopy provided Michael and Stella with relief from the heat of the day.

6. **All the same, I was becoming desperately parched now, and so was Stella.** Explain what you think the word 'parched' means using the text to help you.

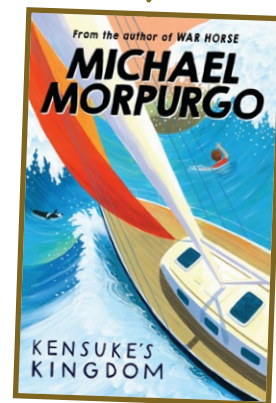
Pupils' own responses, such as: I think that the word 'parched' means thirsty because the heat of the day will have made Stella and Michael hot and they have been looking for water on the island.

7. Look at the paragraph beginning **We found our beach once again...** What does this paragraph tell you about the island?

Pupils' own responses, such as: This paragraph suggests that there is a forest next to the beach with trees, covered in smooth bark, growing fruits and coconuts. It also tells us that there is no stream to be found.

8. Explain how you think Michael might be feeling at the end of this text.

Pupils' own responses, such as: I think that Michael might be feeling concerned because his situation is becoming more desperate; he cannot find drinking water or food to eat and Stella is relying on him to provide her with comfort too.



Questions

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1. Draw **four** lines and match each word from the text with its correct meaning.

elongated

the edge of a
body of water

howling

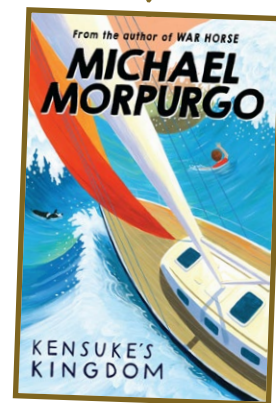
unusually long
and thin

canopy

the top layer of leaves
and branches on trees
in a forest

shoreline

shrieking or calling
out loudly



2. Which word describes how Michael feels about being on the island? Tick one.

- ☐ strange
☐ down-hearted
☐ brilliant
☐ elated

3. Give **two** things that Michael sets out to find as he explores the island.

- _____
- _____

4. What part of the island did Michael explore first?

5. Find and copy a phrase that shows that Michael felt positive as he set off to find supplies.

Questions



6. How would you describe the change in Michael's feelings as time goes on? Explain your answer.

7. How can you tell that Stella was both loyal to and reliant on Michael?

8. Look at the paragraph beginning **We found our beach once again...** How does this paragraph suggest that surviving on this island would be difficult but not impossible?

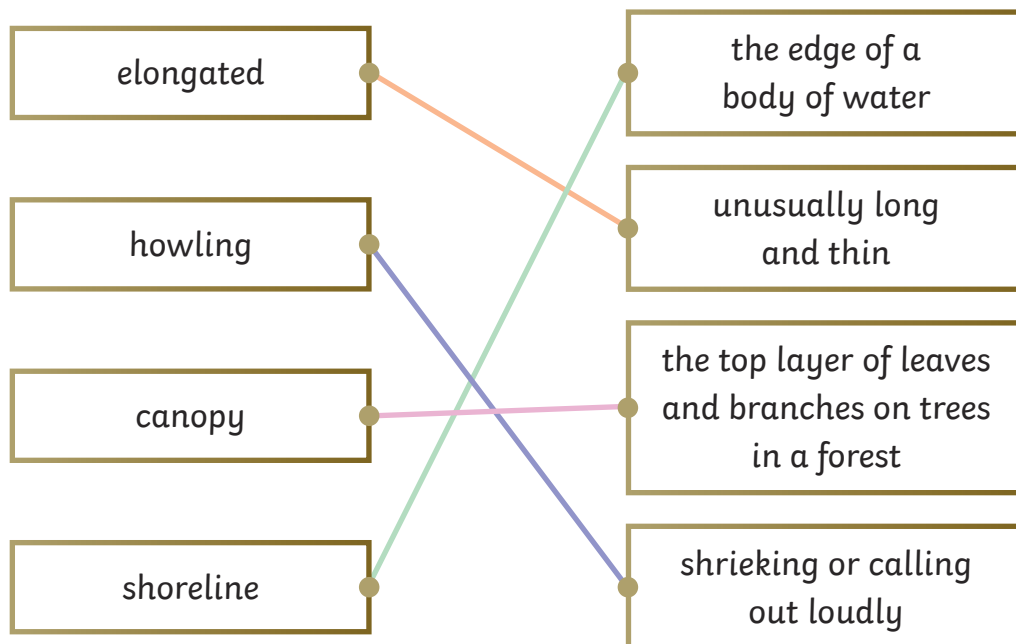
9. Explain why Michael might consider himself lucky to be on this island.



Answers



1. Draw **four** lines and match each word from the text with its correct meaning.



2. Which word describes how Michael feels about being on the island? Tick one.

- ☐ strange
☐ down-hearted
☐ brilliant
☒ **elated**

3. Give **two** things that Michael sets out to find as he explores the island.

Accept any two of the following: water; a stream; a river; something he could eat (food, fruit or nuts).

4. What part of the island did Michael explore first?

Michael explores the shoreline first.

5. Find and copy a phrase that shows that Michael felt positive as he set off to find supplies.

good spirits

Answers



6. How would you describe the change in Michael's feelings as time goes on? Explain your answer.

Pupils' own responses, such as: I think that Michael started out feeling positive because he thought he would find drinking water and something to eat. However, as time goes on, both he and Stella become parched and cannot find food so he might feel worried and even desperate.

7. How can you tell that Stella was both loyal to and reliant on Michael?

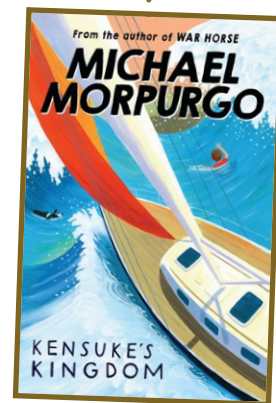
Pupils' own responses, such as: I can tell that Stella is loyal to and reliant on Michael because she stays close to him, such as when he talks to her and when she pads alongside him, looking at him balefully because she is thirsty and relying on him to find water.

8. Look at the paragraph beginning **We found our beach once again...** How does this paragraph suggest that surviving on this island would be difficult but not impossible?

Pupils' own responses, such as: This paragraph says that there are trees, which could provide shelter and fruit, although this might prove difficult to reach. Michael had not yet found water but there are empty coconuts, suggesting an animal (possibly a human) may have eaten the contents so this implies surviving on the island is possible.

9. Explain why Michael might consider himself lucky to be on this island.

Pupils' own responses, such as: Michael might consider himself lucky because he was alive and on this jewel of an island with Stella for company. He remained positive that Mum and Dad would come back for them and meanwhile, that they could live there because monkeys were living there.



Questions

1. Underline **two** adjectives in the quotation below that suggest that Michael is concerned about his circumstances.

Even then, as I stood there, that first morning, filled with apprehension at the terrifying implications of my dreadful situation, I remember thinking how wonderful it was, a green jewel of an island framed in white, the sea all about it a silken shimmering blue.

2. Number the events from 1-5 to show the order in which they occur in the text. The first one has been done for you.

- ☐ Michael found no food growing along the track that he took.
- ☐ Michael told Stella that Mum and Dad would return.
- ☐ Both Michael and Stella were desperately thirsty.
- ☒ 1 Michael noticed how magnificent the island is.
- ☐ A number of gibbons could be heard shrieking from the forest.

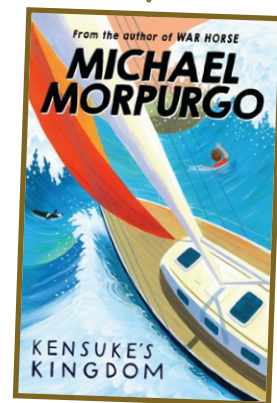
3. Find and copy one word from the text that describes what Stella offered to comfort Michael during those first hours on the island.

4. Why does Michael not venture deep into the forest?

5. What made the trees on the island unique to Michael compared to others he had previously seen?

6. Look at the first paragraph. Give **three** reasons why Michael feels positive about his circumstances.

- ---
- ---
- ---



Questions

7. **It helped to speak my thoughts out loud to Stella, helped to calm the panic that came over me now in waves.**

Why do you think Michael was experiencing 'panic' that came over him in 'waves'?

8. **There was no comfort I could give her.**

How might Michael be feeling at this point in the story?
Explain your answer.

9. Give a summary of what happens in this extract of text in 20 words or fewer.

10. Read the last paragraph carefully from **We found our beach once again...**

What does the last paragraph suggest that Michael might do next? Give two examples of what you predict, using evidence from the text to support your answer.



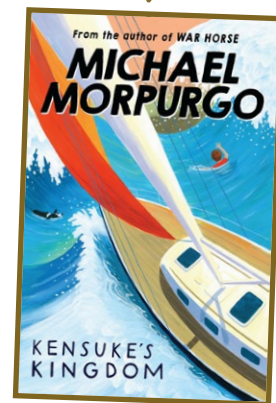
Answers



- Underline **two** adjectives in the quotation below that suggest that Michael is concerned about his circumstances.

Even then, as I stood there, that first morning, filled with apprehension at the terrifying implications of my dreadful situation, I remember thinking how wonderful it was, a green jewel of an island framed in white, the sea all about it a silken shimmering blue.

- Number the events from 1-5 to show the order in which they occur in the text. The first one has been done for you.



- 4** Michael found no food growing along the track that he took.
 - 3** Michael told Stella that Mum and Dad would return.
 - 5** Both Michael and Stella were desperately thirsty.
 - 1** Michael noticed how magnificent the island is.
 - 2** A number of gibbons could be heard shrieking from the forest.
- Find and copy one word from the text that describes what Stella offered to comfort Michael during those first hours on the island.

companionship

- Why does Michael not venture deep into the forest?

Michael does not venture deep into the forest because he was too frightened and he thought he might find fresh water near the shoreline.

- What made the trees on the island unique to Michael compared to others he had previously seen?

The trees on the island were unique to Michael because they were giant trees, taller than any he had seen before.

- Look at the first paragraph. Give **three** reasons why Michael feels positive about his circumstances.

Accept any three of the following: the island was wonderful; a silken, shimmering, blue sea surrounded the island; he was in an extraordinarily beautiful place; he was alive; Stella was alive; both he and Stella had survived.

Answers



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7. **It helped to speak my thoughts out loud to Stella, helped to calm the panic that came over me now in waves.**

Why do you think Michael was experiencing 'panic' that came over him in 'waves'?

Pupils' own responses, such as: I think that he might be experiencing panic in waves because of feeling mixed emotions: elation to be alive; positivity in believing that Mum and Dad will return; apprehension about staying alive and concern for finding water and food.

8. **There was no comfort I could give her.**

How might Michael be feeling at this point in the story?
Explain your answer.

Pupils' own responses, such as: I think that he might feel down-hearted and guilty because he has failed to find water for himself and his loyal companion, Stella, who is relying on him to give her comfort and reminding him in the baleful looks she gives.

9. Give a summary of what happens in this extract of text in 20 words or fewer.

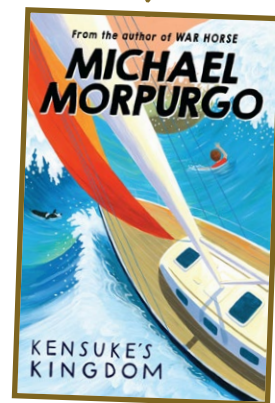
Pupils' own responses, such as: Michael and his dog, Stella, find themselves on an island, needing to survive but struggling to find water and food.

10. Read the last paragraph carefully from **We found our beach once again...**

What does the last paragraph suggest that Michael might do next? Give two examples of what you predict, using evidence from the text to support your answer.

Acceptable points:

- AP1.** Michael might venture into the forest.
- AP2.** Michael might build a structure to help him to climb trees.
- AP3.** Michael might continue along the shoreline.
- AP4.** Michael might decide to construct a shelter.
- AP5.** Michael might search previously undiscovered parts of the island to look for signs of human life.

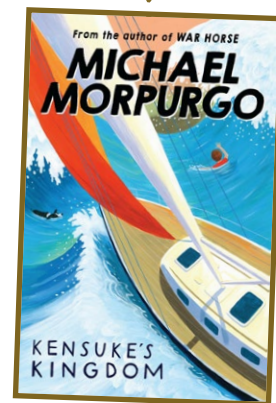


Answers



Award 3 marks for **two** acceptable points, at least **one** with evidence, e.g.

- Michael might continue along the shoreline and he might scour parts of the island that he hasn't yet explored to look for signs of human life as he might think someone has eaten the contents of the coconuts. [AP3 and AP5 + evidence]
- Michael might venture deeper into the forest to find water because he hasn't found a stream along the shoreline and he might collect branches and leaves from the trees there to construct a structure that will help him to reach the fruit that is growing too high for him to get to. [AP1 + evidence and AP2 + evidence]



Award 2 marks for either **two** acceptable points, or **one** acceptable point with evidence, e.g.

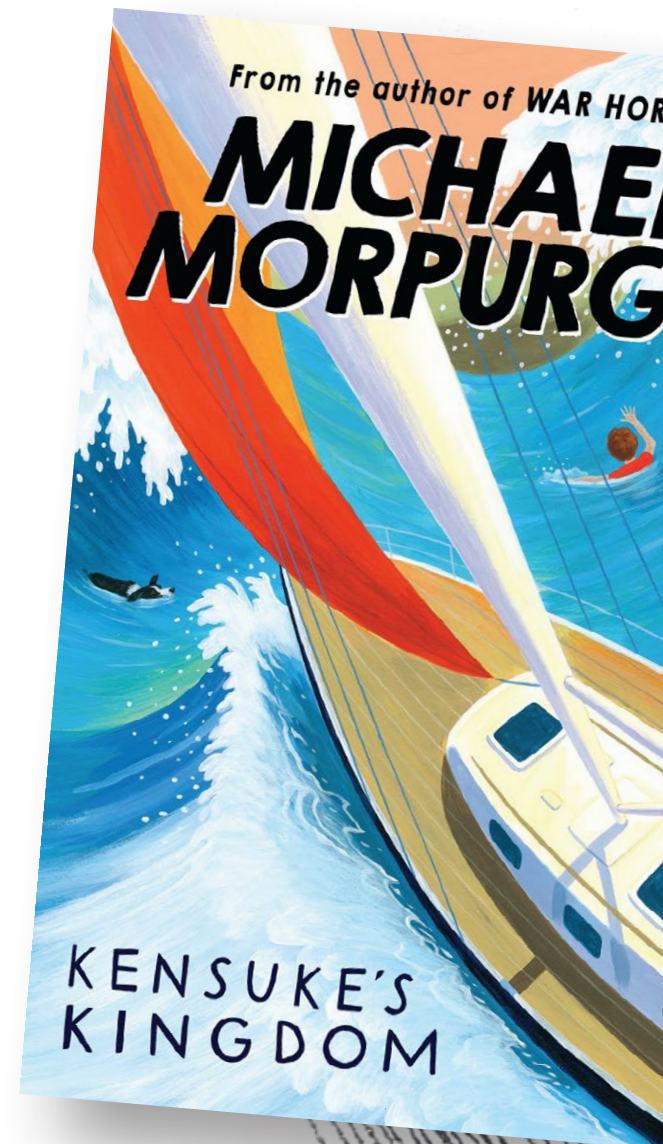
- Michael might continue along the shoreline or he might venture deeper into the forest. [AP3 and AP1]
- Michael might construct a structure out of branches and driftwood to help him to climb or reach the fruit that is growing up too high for him to get to. [AP2 + evidence]

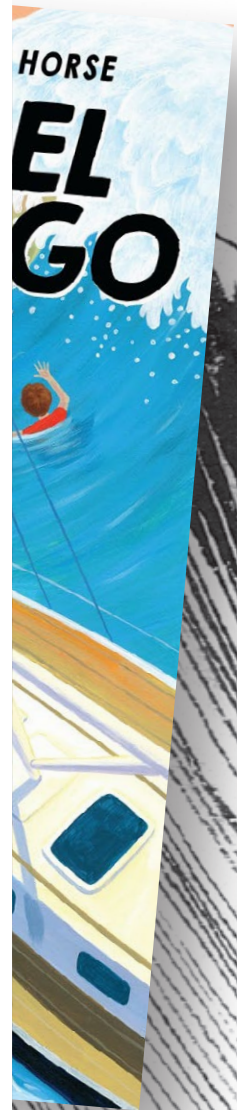
Award 1 mark for **one** acceptable point, e.g.

- Michael might construct a shelter. [AP4]
- Michael might look for humans living on other parts of the island. [AP5]

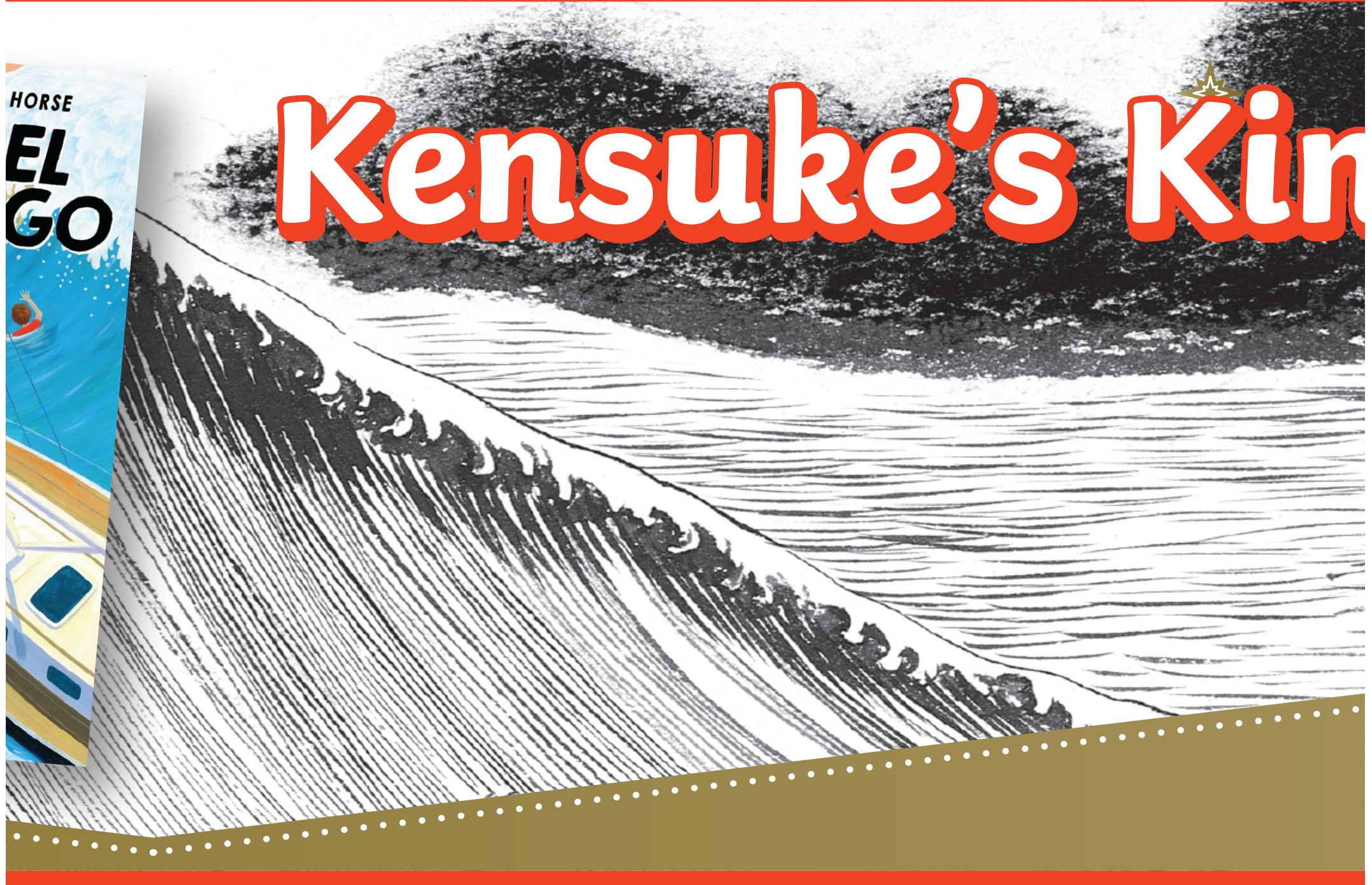
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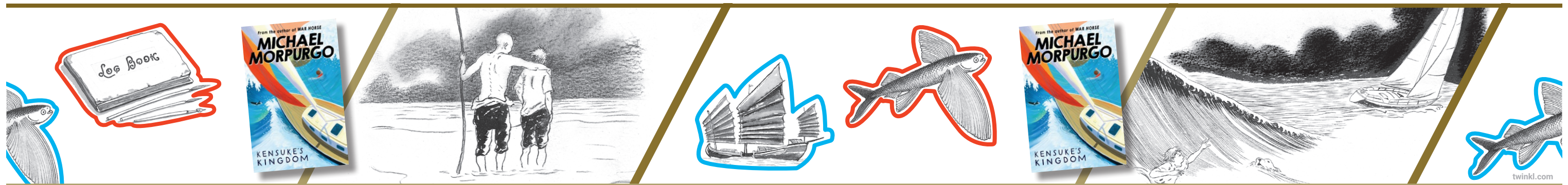


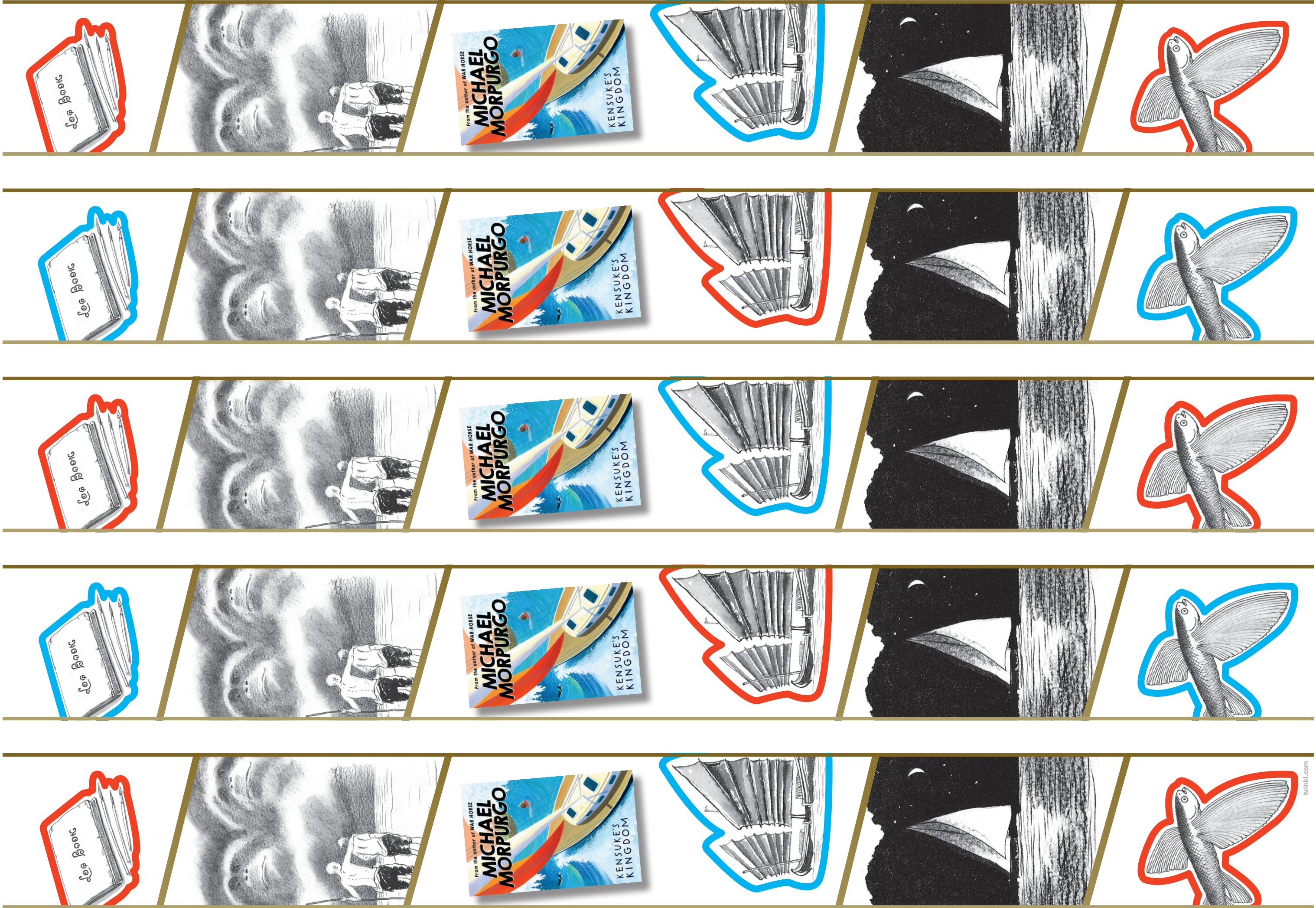
Kensuke's King

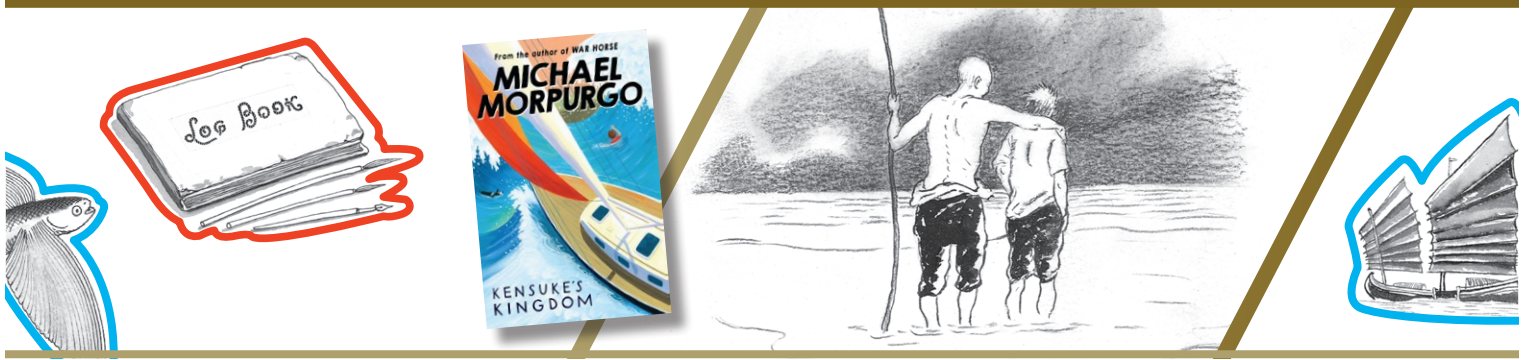


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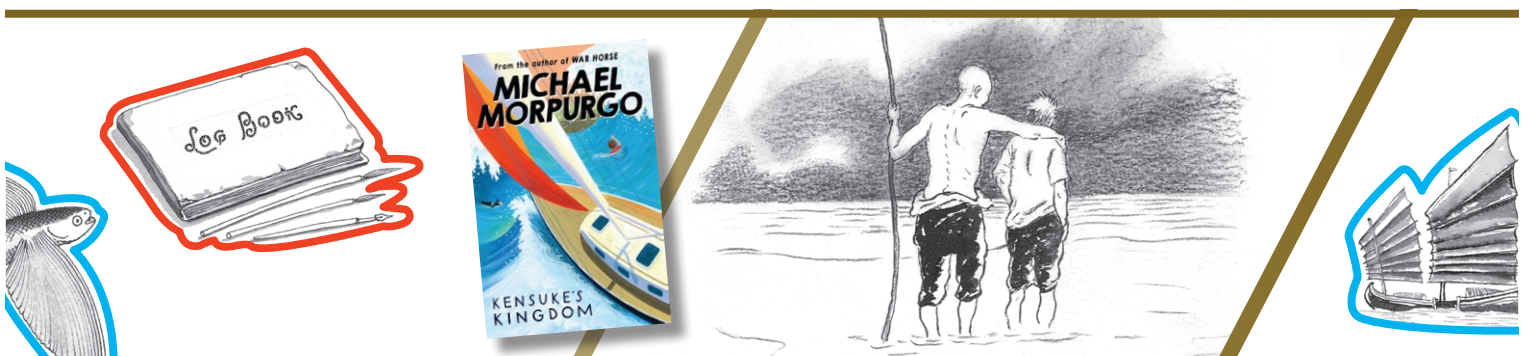
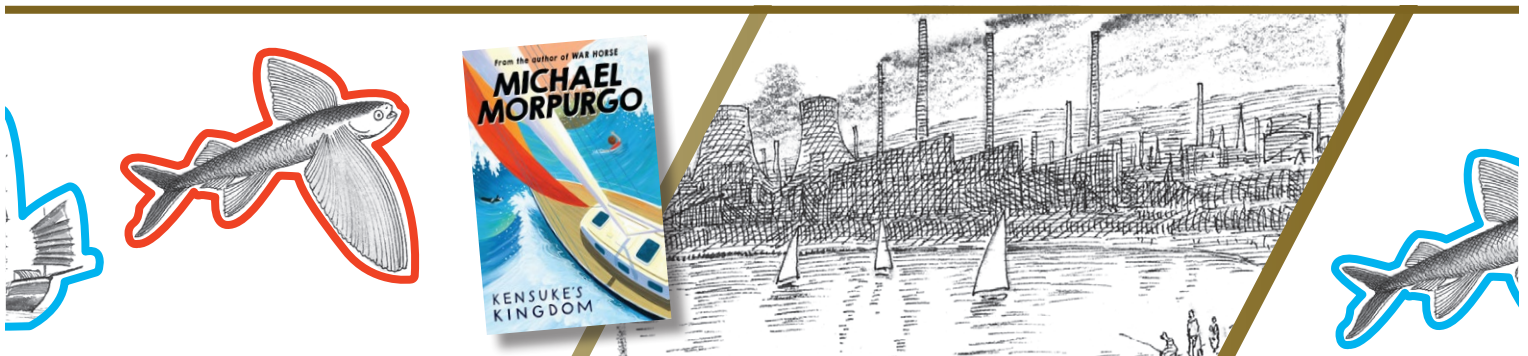
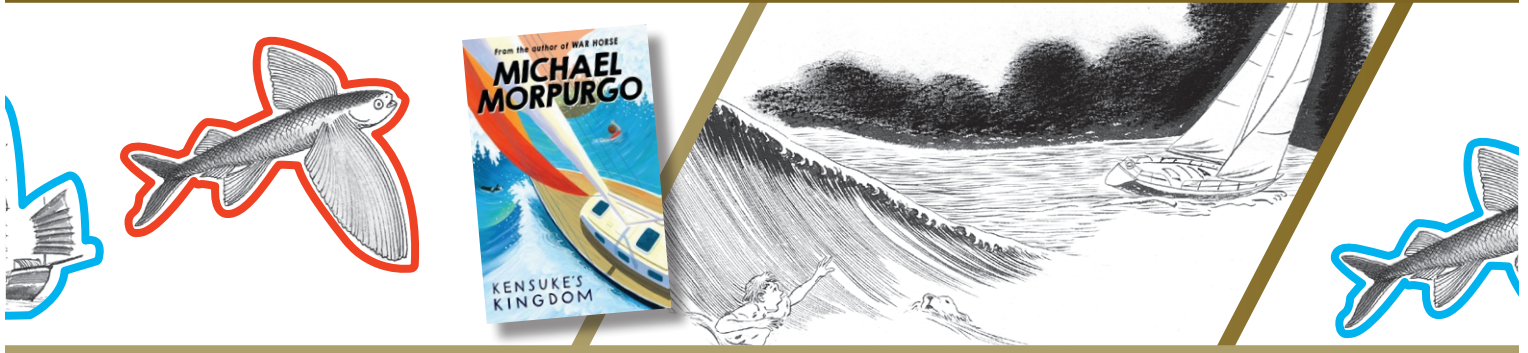


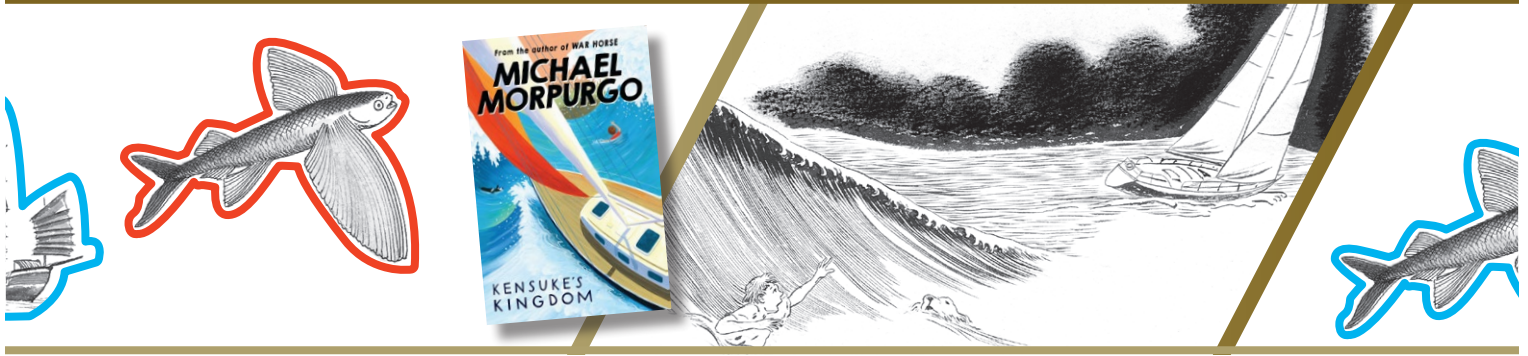




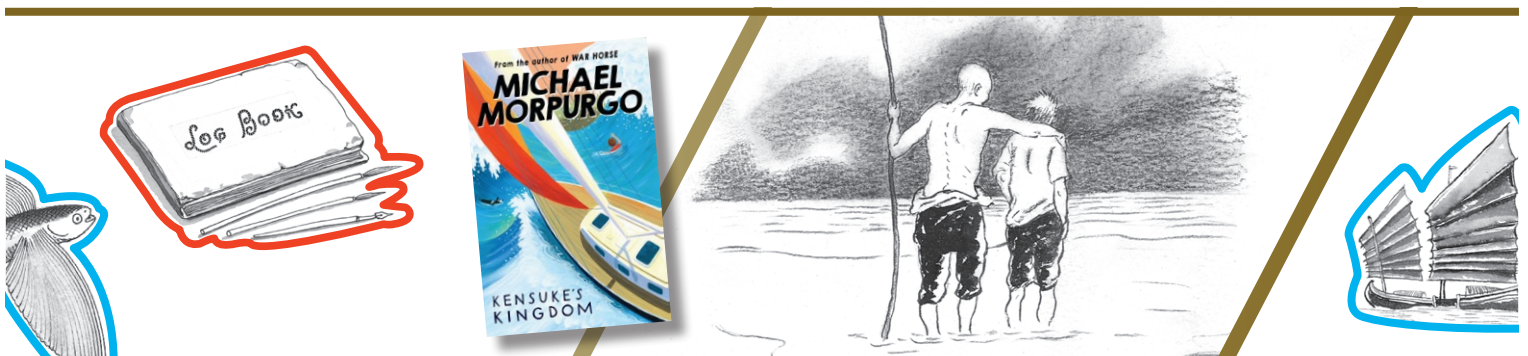
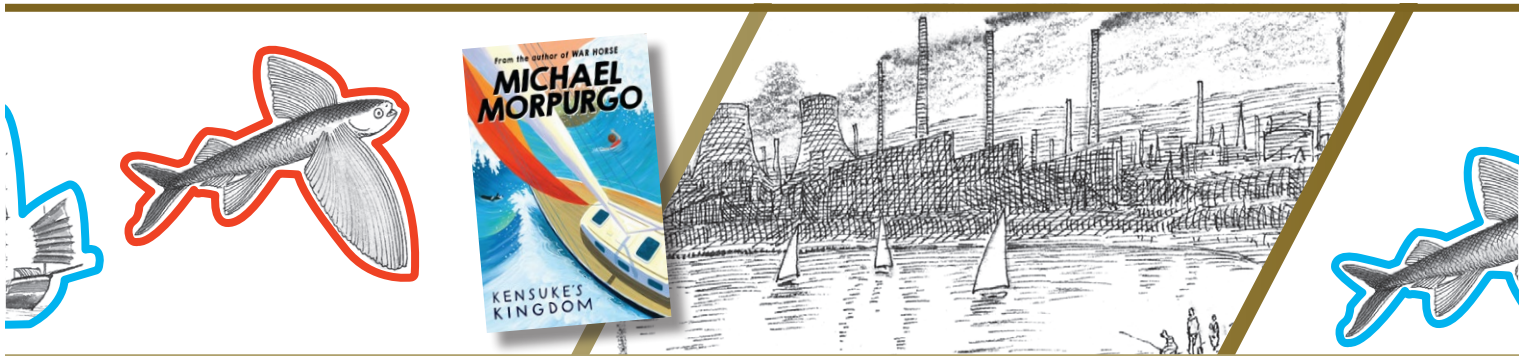


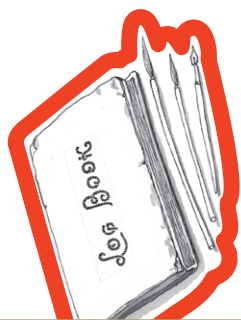
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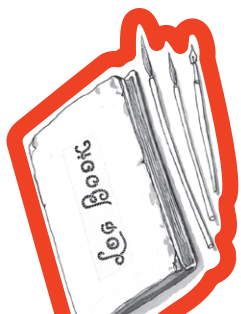
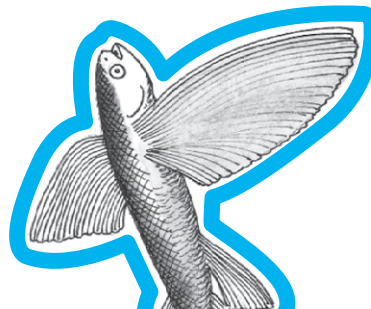
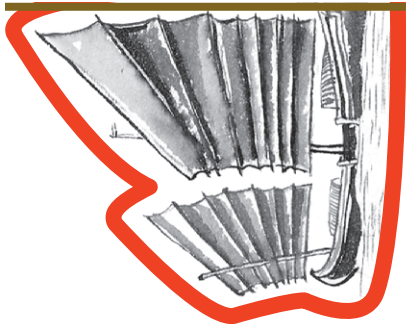
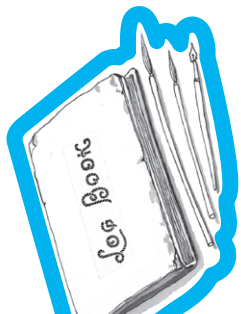
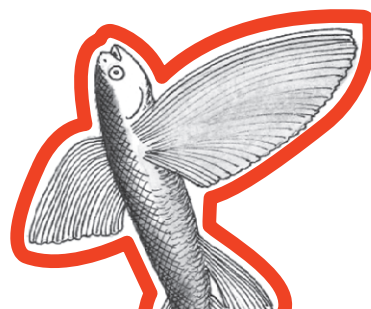
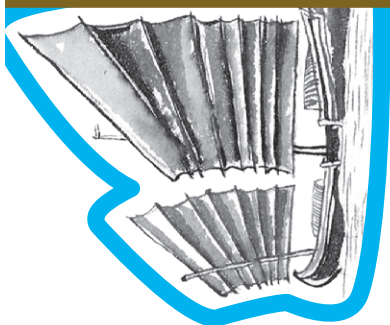


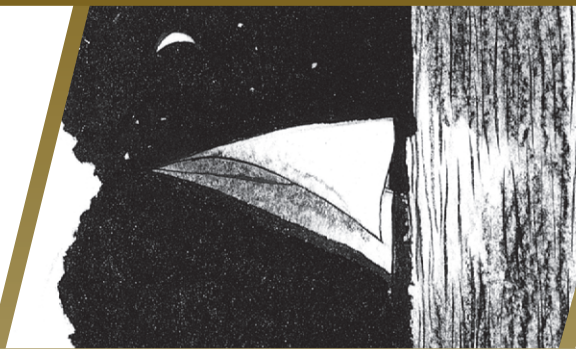
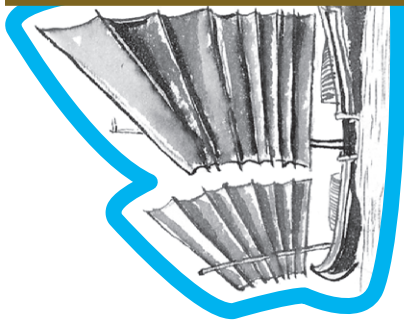
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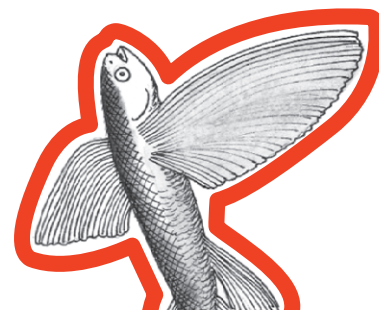
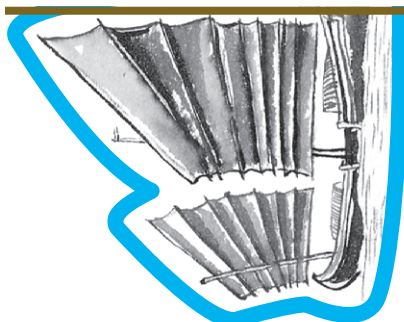
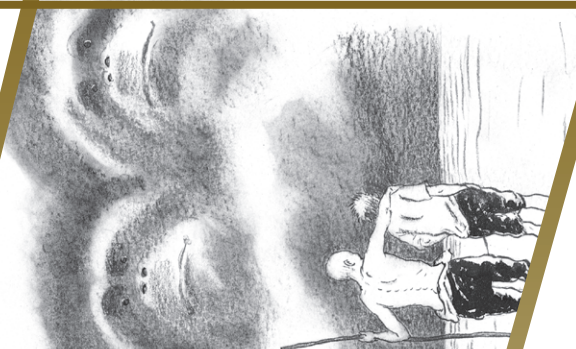
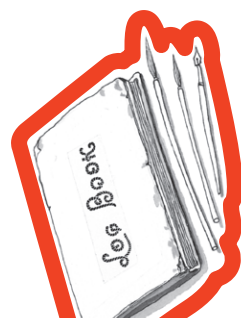
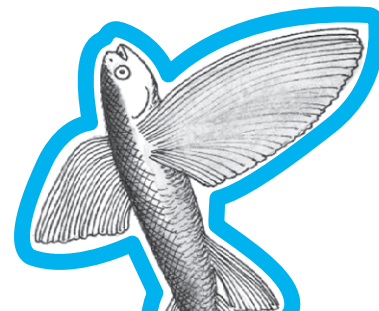
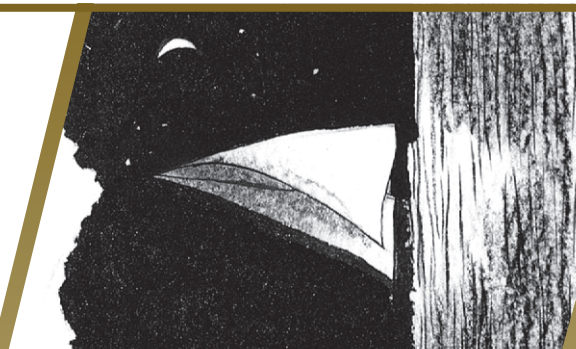
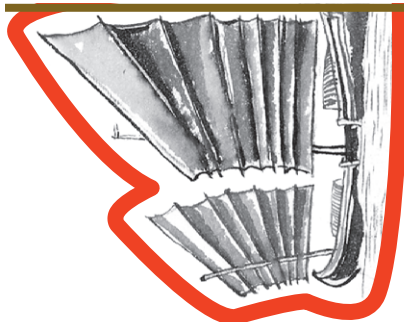
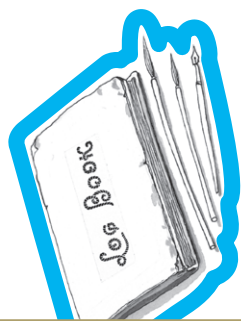


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