

# 60-Second Reads Guidance .....

## The national curriculum states that:

Pupils in years 3 and 4 should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation.

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.

### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

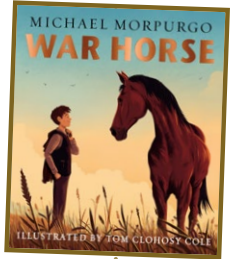
# Joey and Albert .....

- 10** Joey and Albert were like brothers. Joey might have been  
**21** a young farm horse, and Albert a young lad, but those  
**31** two, they loved one another like brothers, more maybe. His  
**42** mother and father said so, everyone in the village said so.
- 53** They grew up together on the family farm in the rolling  
**64** hills of Devon. Albert only had to call Joey's name, whistle  
**75** him up – hooting like an owl – and his horse would come  
**76** running.
- 86** Together they would ride down the deep lanes to school,  
**95** gallop like the wind over Candlelight Meadow, trot through  
**105** Bluebell Wood and along the river, where the herons lifted  
**115** off and the kingfisher flashed by and the salmon leapt.



## Quick Questions

- ... **1.** Who is Joey in this part of the story?
- \_\_\_\_\_
- \_\_\_\_\_
- ... **2.** What creatures lived near the river?  
Give **three** examples.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- ... **3.** How could you describe the area where Joey and Albert live?
- \_\_\_\_\_
- \_\_\_\_\_
- ... **4.** How do you know that Joey and Albert have a close relationship?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



# Joey and Albert .....

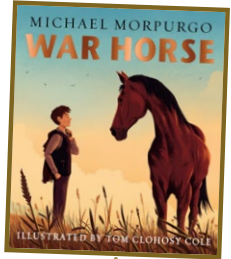
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## Answers

- **1.** Who is Joey in this part of the story?  
**Joey is a young farm horse.**
- **2.** What creatures lived near the river?  
Give **three** examples.
  - **herons**
  - **kingfishers**
  - **salmon**
- **3.** How could you describe the area where Joey and Albert live?  
  
**Pupils' own responses, such as: They live in the rural countryside where there are fields, woods and rivers with lots of wildlife.**
- **4.** How do you know that Joey and Albert have a close relationship?

**Pupils' own responses, such as: I know this because lots of people say they are 'like brothers' and Joey comes running straight to Albert when he calls his name.**



# All About Horses .....

- 9 Horses have been reared and tamed by humans for  
21 thousands of years and can be found all over the world. As  
31 large, strong mammals, they have been used to help people  
44 get from one place to another as well as to pull heavy loads.

## 47 Did You Know...?

- 56 Warhorses are horses that have been used in battles  
60 and times of war.

- 70 Horses are herbivores and will naturally spend most of their  
81 day grazing on the grass while stabled horses eat hay and  
82 grain.

- 93 Young horses are called foals; male foals are known as colts  
98 and female foals are fillies.

## 100 Fascinating Facts:

- 106 • Horses can doze while standing up.  
113 • Horses' hooves are made of the same  
117 material as human fingernails.



# Quick Questions

- ... 1. Find and copy one word from the text that means 'animals that feed mostly or only on plants'.

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- ... 2. Look at the second paragraph. Why does the author use the word 'naturally'?

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- ... 3. Why do you think horses have been used in battles and times of war?

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- ... 4. Sum up what you have learnt about horses in 20 words or fewer.

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117 material as human fingernails.



# Answers

- ... 1. Find and copy one word from the text that means 'animals that feed mostly or only on plants'.

## herbivores

- ... 2. Look at the second paragraph. Why does the author use the word 'naturally'?

**Pupils' own responses, such as: The author uses the word 'naturally' because grazing on grass is what horses usually do in nature.**

- ... 3. Why do you think horses have been used in battles and times of war?

**Pupils' own responses, such as: I think that horses were used because they are powerful and fast. They could also be used to transport people and equipment.**

- ... 4. Sum up what you have learnt about horses in 20 words or fewer.

**Pupils' own responses, such as: I learnt that horses have been used by people for thousands of years to carry out lots of useful roles.**

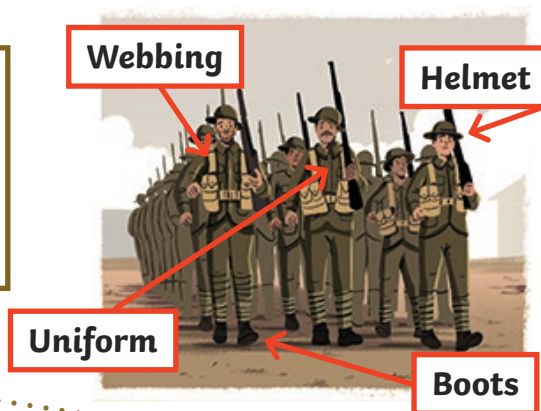


# Off to War .....

- 10 During the First World War, soldiers in the British army  
20 were issued with the kit and equipment that they would  
29 need for their time on the battlefield. This included:
- 38 **Boots:** These sturdy, brown ankle boots were made of  
46 leather. Pieces of cloth, called puttees, were wrapped  
58 around the top of the boot to prevent mud and debris from  
60 getting inside.
- 69 **Webbing:** These belts and carriers were worn over the  
78 shoulders and around the waist to help with carrying  
79 equipment.
- 88 **Helmet:** Known as Brodie helmets, these steel helmets often  
91 included a chinstrap.
- 99 **Uniform:** Made of thick wool, the khaki-coloured jackets  
108 and trousers would have been rather itchy but provided  
112 extra warmth in winter.

## 115 Did You Know...?

- 119 A soldier's kitbag often  
121 contained around  
124 30kg of equipment.



## Quick Questions

- ... 1. Which word from the text means the same as 'given'? Tick one.

- ☐ issued ☐ contained  
☐ worn ☐ included

- ... 2. How does the organisation of this text help us to better understand the information?

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- ... 3. What other piece of equipment might a soldier have been given to take to war? Explain your answer.

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- ... 4. How would you sum up this text? Explain your answer.

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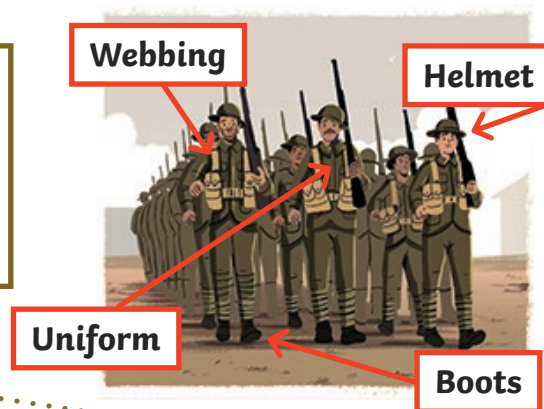


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# Answers

- ... **1.** Which word from the text means the same as 'given'? Tick one.

☒ **issued**                      ☐ contained  
☐ worn                      ☐ included

- ... **2.** How does the organisation of this text help us to better understand the information?

**Pupils' own responses, such as: The arrows that point to the equipment help us to understand which part of the kit is being described and what they look like.**

- ... **3.** What other piece of equipment might a soldier have been given to take to war? Explain your answer.  
**Pupils' own responses, such as: They might also have been given a small blanket to keep them warm when they were sleeping.**

- ... **4.** How would you sum up this text? Explain your answer.  
**Pupils' own responses, such as: This text describes some of the key items of kit that a soldier in the First World War would have been given.**



# Waiting

- 9 Albert's days as a soldier were mostly spent waiting,  
18 waiting in the trenches with the rifle fire crackling and  
29 the whine of the shells as they flew overhead, waiting to  
42 be sent up over the top of the trenches and out across No  
44 Man's Land.
- 55 Huddled in his dugout, he kept saying to himself, "I'll find  
65 you, Joey, I will." Sometimes he found himself shouting it  
76 out loud. When he woke each morning, there was only one  
88 thought on his mind: to live through the day, so he could  
91 find his Joey.



## Quick Questions

1. What made the whining noise that Albert could hear from the trenches?
2. Why do you think that the area between the two armies' trenches is known as 'No Man's Land'?
3. Why do you think the author repeats the word 'waiting' in the first paragraph?
4. Sum up how Albert might be feeling while he is in the trenches.





# Waiting

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# Answers

1. What made the whining noise that Albert could hear from the trenches?
- The whining noise came from shells flying overhead.**
2. Why do you think that the area between the two armies' trenches is known as 'No Man's Land'?

**Pupils' own responses, such as: I think it is called this because the land is not owned by either side. Plus, it is dangerous so no one would want to go there.**

3. Why do you think the author repeats the word 'waiting' in the first paragraph?

**Pupils' own responses, such as: I think the author does this because it gives the effect of delaying and shows that Albert is waiting for things to happen.**

4. Sum up how Albert might be feeling while he is in the trenches.

**Pupils' own responses, such as: Albert will be feeling miserable and scared because conditions in the trenches are dangerous and he misses his horse Joey.**



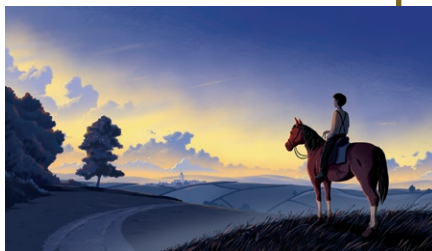
# Keep the Home Fires Burning

11 Below is an extract from the song 'Keep the Home Fires  
21 Burning' by Ivor Novello: a popular song from the First  
24 World War era.

29 Keep the home fires burning,  
34 While your hearts are yearning,  
40 Though your lads are far away  
44 they dream of home.  
48 There's a silver lining,  
53 Through the dark clouds shining,  
59 Turn the dark clouds inside out,  
64 'til the boys come home.

## 67 Did You Know...?

72 The phrase 'keep the home  
77 fires burning' means to keep  
83 up with daily routines in a  
87 home or community, usually  
92 while part of that community  
95 has travelled elsewhere.



# Quick Questions

... 1. Which of the following best describes Ivor Novello's involvement with this song? Tick one.

- ☐ soldier ☐ actor  
☐ poet ☐ songwriter

... 2. Give an example of a pair of rhyming words from the song.

- \_\_\_\_\_  
• \_\_\_\_\_

... 3. **Turn the dark clouds inside out...**  
Explain what you think this phrase means.

- \_\_\_\_\_  
\_\_\_\_\_

... 4. Why do you think it was important for people at home to 'keep the home fires burning'?

- \_\_\_\_\_  
\_\_\_\_\_



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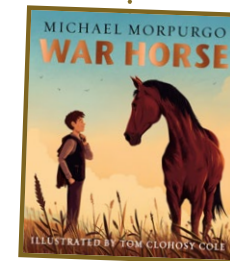
Accept any of the following pairs:

- burning/yearning
- lining/shining

- ... 3. Turn the dark clouds inside out...  
Explain what you think this phrase means.

**Pupils' own responses, such as: I think that this phrase means to try to be positive and happy by turning dark clouds into light.**

- ... 4. Why do you think it was important for people at home to 'keep the home fires burning'?
- Pupils' own responses, such as: I think it was important because life needed to go on while the soldiers were away so they had a home to return to after the war.**





# War Horse .....

Extract from Chapter 4 of 'War Horse' by Michael Morpurgo and told from the viewpoint of a horse called Joey.

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Tying a long rope to the halter he walked me out of the stable. I went with him because Zoey was out there looking back over her shoulder at me and I was always happy to go anywhere and with anyone as long as she was with me. All the while I noticed that Albert's father was speaking in a hushed voice and looking around him like a thief.

He must have known that I would follow old Zoey, for he roped me up to her saddle and led us both quietly out of the yard down the track and over the bridge. Once in the lane he mounted Zoey swiftly and we trotted up the hill and into the village. He never spoke a word to either of us. I knew the road well enough of course for I had been there often enough with Albert, and indeed I loved going there because there were always other horses to meet and people to see. It was in the village only a short time before that I had met my first motor-car outside the Post Office and had stiffened with fear as it rattled past, but I had stood steady and I remember that Albert had made a great fuss of me after that. But now as we neared the village I could see that several motor-cars were parked up around the green and there was a greater gathering of men and horses than I had ever seen. Excited as I was, I remember that a sense of deep apprehension came over me as we trotted up into the village.





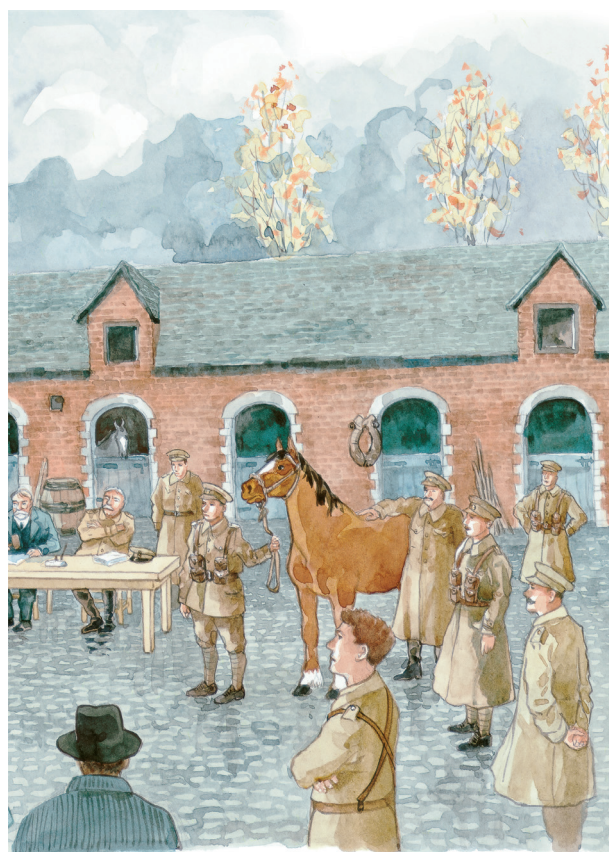
# War Horse .....

Extract from Chapter 4 of 'War Horse' by Michael Morpurgo and told from the viewpoint of a horse called Joey.

There were men in khaki uniforms everywhere; and then as Albert's father dismounted and led us up past the church towards the green a military band struck up a rousing, pounding march. The pulse of the great bass drum beat out through the village and there were children everywhere, some marching up and down with broomsticks over their shoulders and some leaning out of windows waving flags.

As we approached the flagpole in the centre of the green where the Union Jack hung limp in the sun against the white pole, an officer pushed through the crowd towards us. He was tall and elegant in his jodhpurs and Sam Brown belt, with a silver sword at his side. He shook Albert's father by the hand. 'I told you I'd come, Captain Nicholls, sir,' said Albert's father. 'It's because I need the money, you understand. Wouldn't part with a horse like this 'less I had to.'

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**michael morpurgo**  
*month*  
**Bookclub**



# Questions .....

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

stable

a seat for a rider on a horse

saddle

a very small town

village

a surface to travel along

track

a building where horses are kept



2. Where does Albert's father take Joey? Tick one.

- ☐ the field                      ☐ the village  
☐ the stable                      ☐ the barn

3. What is the name of the officer that Albert's father meets? Tick one.

- ☐ Sam Brown                      ☐ Albert  
☐ Zoey                              ☐ Captain Nicholls

4. Which type of text is this? Tick one.

- ☐ recipe                              ☐ play  
☐ poem                                ☐ story

5. Find and copy one word from the text that shows that Albert's father spoke very quietly.

\_\_\_\_\_

# Questions .....

6. Fill in the missing words.

I went with him because \_\_\_\_\_  
was out there looking back over her \_\_\_\_\_

7. How do you think Joey might be feeling at the end of this text?  
Explain your answer.

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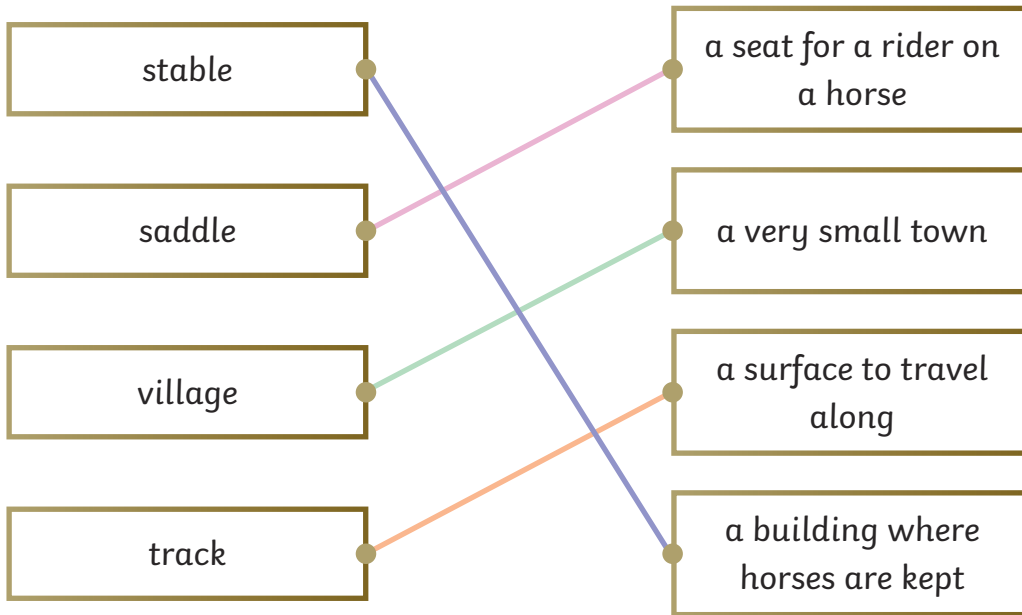
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# Answers .....

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



2. Where does Albert's father take Joey? Tick one.

☐ the field                      ☒ **the village**  
☐ the stable                      ☐ the barn

3. What is the name of the officer that Albert's father meets? Tick one.

☐ Sam Brown                      ☐ Albert  
☐ Zoey                              ☒ **Captain Nicholls**

4. Which type of text is this? Tick one.

☐ recipe                              ☐ play  
☐ poem                                ☒ **story**

5. Find and copy one word from the text that shows that Albert's father spoke very quietly.  
**hushed**



# Answers .....

6. Fill in the missing words.

I went with him because **Zoey**  
was out there looking back over her **shoulder**

7. How do you think Joey might be feeling at the end of this text?  
Explain your answer.

**Pupils' own responses, such as: I think Joey might be feeling nervous because the village is so busy but also confused why Albert's father has taken him to see the Captain.**



# Questions .....

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

hushed

speaking very quietly

green

a person who steals something

thief

an area of grass in the middle of a village

several

more than two but not many



2. What were the marching children carrying? Tick one.

- ☐ flags ☐ broomsticks  
☐ uniforms ☐ swords

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.

- ☐ Captain Nicholls shook Albert's father by the hand.  
☒ 1 Albert's father walked Joey out of the stable.  
☐ They walked down the track and over the bridge.  
☐ Albert's father looked around him like a thief.  
☐ They arrived at the village.

4. What does Albert's father tell Captain Nicholls that he needs? Tick one.

- ☐ money ☐ clothes  
☐ food ☐ a horse

# Questions .....

5. Give **two** things that Joey saw on the village green.

- \_\_\_\_\_
- \_\_\_\_\_

6. Where did Joey see his first motor-car?

\_\_\_\_\_

7. Why do you think that Albert made a great fuss of Joey after he saw his first motor-car?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

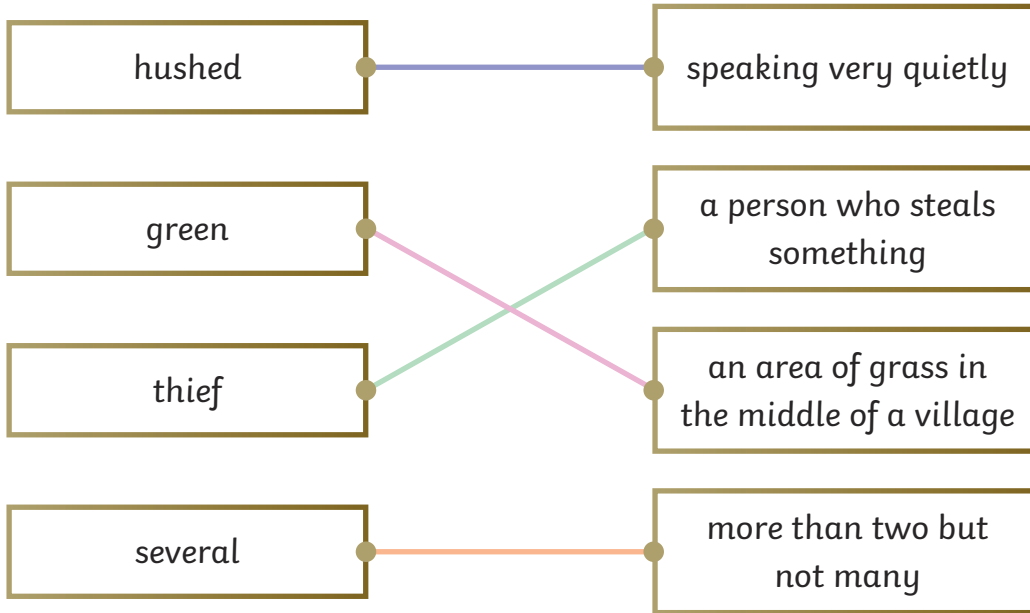
8. What do you think will happen next in the story?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Answers .....

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



2. What were the marching children carrying? Tick one.

- ☐ flags                      ☒ **broomsticks**  
☐ uniforms                  ☐ swords

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- ☐ 5 Captain Nicholls shook Albert's father by the hand.  
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☐ 4 They arrived at the village.

4. What does Albert's father tell Captain Nicholls that he needs? Tick one.

- ☒ **money**                      ☐ clothes  
☐ food                          ☐ a horse



# Answers

5. Give **two** things that Joey saw on the village green.  
**Accept any two of the following: (several) motor-cars; (a gathering of) men (in khaki uniforms); horses; children; flags; flagpole; Union Jack flag; Captain Nicholls/an officer.**
6. Where did Joey see his first motor-car?  
**Joey saw his first motor-car outside the Post Office.**
7. Why do you think that Albert made a great fuss of Joey after he saw his first motor-car?  
**Pupils' own responses, such as: I think he made a fuss of Joey because he stiffened and was scared so Albert would have tried to calm him down and make him feel better.**
8. What do you think will happen next in the story?  
**Pupils' own responses, such as: I think that Captain Nicholls will give Albert's father some money for Joey and then the captain will lead Joey away towards the other soldiers.**



# Questions .....

1. Which word or phrase from the text means 'yellow-brown cloth used for making soldiers' uniforms'? Tick one.

☐ flags                      ☐ Sam Brown belt  
☐ jodhpurs                  ☐ khaki

2. Underline one word from the quotation below that suggests that Joey was feeling worried.

*Excited as I was, I remember that a sense of deep apprehension came over me as we trotted up into the village.*

3. Fill in the missing words.

All the while I noticed that Albert's father was speaking in  
a \_\_\_\_\_ voice and looking around him  
like a \_\_\_\_\_.

4. Why does Joey love going to the village?

\_\_\_\_\_

5. Find and copy one word which means that Albert's father got onto Zoey the horse to ride her.

\_\_\_\_\_

6. **I had met my first motor-car outside the Post Office and had stiffened with fear as it rattled past...**

Explain why Joey may have 'stiffened with fear'.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Questions .....

7. How can you tell that Albert's father does not feel comfortable about selling Joey to Captain Nicholls?

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8. Sum up what happens in one sentence.

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# Answers .....


  
 michael morpurgo
   
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 Bookclub

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☐ jodhpurs                  ☒ **khaki**

2. Underline one word from the quotation below that suggests that Joey was feeling worried.

*Excited as I was, I remember that a sense of deep apprehension came over me as we trotted up into the village.*

3. Fill in the missing words.

All the while I noticed that Albert's father was speaking in a **hushed** voice and looking around him like a **thief**.

4. Why does Joey love going to the village?

**Joey loves going to the village because there were always other horses to meet and people to see.**

5. Find and copy one word which means that Albert's father got onto Zoey the horse to ride her.

**mounted**

6. **I had met my first motor-car outside the Post Office and had stiffened with fear as it rattled past...**

Explain why Joey may have 'stiffened with fear'.

**Pupils' own responses, such as: He may have stiffened with fear because it was loud and he hadn't seen a car before so wouldn't have known what the noise was.**





# Answers .....

7. How can you tell that Albert's father does not feel comfortable about selling Joey to Captain Nicholls?

**Pupils' own responses, such as: I can tell because he says that he needs the money and would not part with Joey unless he had to. He also displays uncomfortable body language, such as looking around him like a thief.**

8. Sum up what happens in one sentence.

**Pupils' own responses, such as: Albert's father takes Joey into the village to show (and hopefully sell) him to Captain Nicholls.**



# 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.

### 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.

### 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.

### 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.

### 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.

### 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.

### 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.

# No Man's Land .....

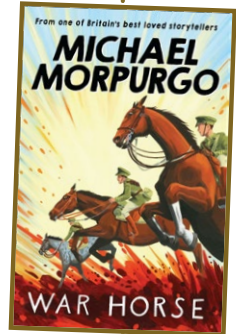
11 From both sides of me I heard a gradual crescendo of  
18 excitement and laughter rippling along the trenches,  
26 interspersed with barked orders that everyone was to  
38 keep their heads down and no one was to shoot. From my  
49 vantage point on the mound I could see only an occasional  
60 glimpse of a steel helmet, my only evidence that the voices  
70 I was hearing did indeed belong to real people. There  
80 was the sweet smell of cooking food wafting towards me  
93 and I lifted my nose to savour it. It was sweeter than the  
105 sweetest bran-mash I had ever tasted and it had a tinge of  
108 salt about it.



Extract from Chapter 16 of 'War Horse'  
by Michael Morpurgo and told from the  
viewpoint of a horse called Joey.

## Quick Questions

- ... 1. Find and copy one phrase from the text that shows that the noises from the trenches got slowly louder.  
\_\_\_\_\_  
\_\_\_\_\_
- ... 2. How does Joey (the narrator) know that the noises he can hear are coming from people?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- ... 3. Why do you think this extract is titled 'No Man's Land'?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- ... 4. Describe what the mood was like in the nearby trenches at this point in the story. Explain your answer.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





# No Man's Land .....

- 11 From both sides of me I heard a gradual crescendo of  
18 excitement and laughter rippling along the trenches,  
26 interspersed with barked orders that everyone was to  
38 keep their heads down and no one was to shoot. From my  
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Extract from Chapter 16 of 'War Horse'  
by Michael Morpurgo and told from the  
viewpoint of a horse called Joey.

## Answers

- ... 1. Find and copy one phrase from the text that shows that the noises from the trenches got slowly louder.

**(gradual) crescendo**

- ... 2. How does Joey (the narrator) know that the noises he can hear are coming from people?

**Joey saw occasional glimpses of steel helmets coming from the trenches which was his only evidence that the voices were coming from real people.**

- ... 3. Why do you think this extract is titled 'No Man's Land'?

**Pupils' own responses, such as: I think it is because No Man's Land is the strip of land between the two opposing sides on the battlefield and where Joey is at this point in the story.**

- ... 4. Describe what the mood was like in the nearby trenches at this point in the story. Explain your answer.

**Pupils' own responses, such as: The mood would have been one of excitement and confusion since the soldiers would be wondering why a horse was in the centre of No Man's Land.**





# Helping Hooves .....

- 11 During the First World War, horses played a vital role in  
23 the war effort. When the war broke out in 1914, the **War**  
33 **Office** needed to urgently find around half a million horses  
37 to go into battle.
- 44 Many horses, including carthorses, farm horses and  
52 racehorses, from the UK and further afield were  
60 **requisitioned** and transported across the Channel to begin  
70 their new military roles; they were used in **cavalry**, to  
78 haul guns and supplies or to carry ammunition.

## 79 Glossary

89 **cavalry:** The part of the army that fought on horseback.

95 **requisitioned:** When something has been demanded  
104 by the government, especially during a war or an  
105 emergency.

110 **War Office:** the part of  
114 the government that was  
118 responsible for the army.



# Quick Questions

- ... 1. Which word or phrase from the text means 'connected with the armed forces'? Tick one.

- |                                       |                                |
|---------------------------------------|--------------------------------|
| <input type="radio"/> First World War | <input type="radio"/> military |
| <input type="radio"/> ammunition      | <input type="radio"/> supplies |

- ... 2. Explain why horses are described as playing a 'vital role' in the war effort.

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- ... 3. Why has the glossary section been included in the text?

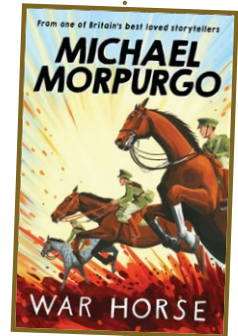
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- ... 4. How do you think the owners may have felt when their horses were requisitioned? Explain your answer.

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# Helping Hooves .....

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23 the war effort. When the war broke out in 1914, the **War**  
33 **Office** needed to urgently find around half a million horses  
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|---------------------------------------|--|
| <input type="radio"/> First World War | <input checked="" type="radio"/> <b>military</b> |
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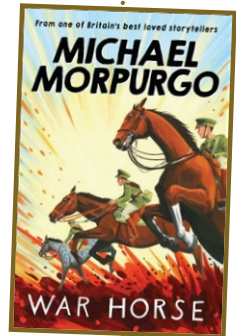
**Pupils' own responses, such as: They played a vital role because they were needed for so many important jobs that helped the military during the war.**

... 3. Why has the glossary section been included in the text?

**Pupils' own responses, such as: The glossary section has been included to explain the meaning of key technical words so the reader can understand the text.**

... 4. How do you think the owners may have felt when their horses were requisitioned? Explain your answer.

**Pupils' own responses, such as: They may have felt upset to lose their animal, especially if it was carrying out an important role. However, they may have understood that it was playing an important role in the war effort.**



# The First World War .....

**10** The First World War (1914-1918) involved many of the  
**12** world's nations.

## **17** How Did the War Start?

**26** On 28<sup>th</sup> June 1914, Archduke Franz Ferdinand of Austria  
**35** was assassinated just before his ascension to the throne.  
**47** This event is often seen as the main cause of the First  
**49** World War.

## **53** Which Countries Were Involved?

**63** The two opposing sides were known as the Allied Powers  
**71** (including Great Britain, France and Russia) and the  
**76** Central Powers (including Germany, Austria-Hungary  
**78** and Bulgaria).

## **83** How Did the War End?

**93** The First World War ended on 11<sup>th</sup> November 1918 when  
**101** Germany requested an armistice, which is an agreement  
**107** for both sides to stop fighting.

## **110** Did You Know...?

**119** When the war began in 1914, many people assumed  
**126** that it would be over by Christmas.

# Quick Questions

... **1.** Which of the following is the best description of this text type? Tick one.

- |  |                                 |
|--|---------------------------------|
| <input type="radio"/> biography          | <input type="radio"/> fact file |
| <input type="radio"/> instructional text | <input type="radio"/> narrative |

... **2.** **When the war began in 1914, many people assumed that it would be over by Christmas.**

What does the word 'assume' mean?

---

... **3.** Why do you think the First World War is known as a 'world' war?

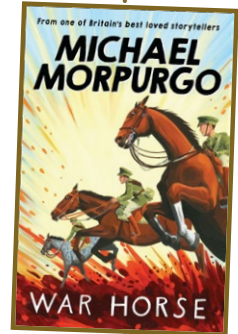
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... **4.** Sum up what you have learnt about the First World War in one sentence.

---

---



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# Answers

... **1.** Which of the following is the best description of this text type? Tick one.

- ☐ biography ☒ **fact file**  
☐ instructional text ☐ narrative

... **2.** When the war began in 1914, many people assumed that it would be over by Christmas.

What does the word 'assume' mean?

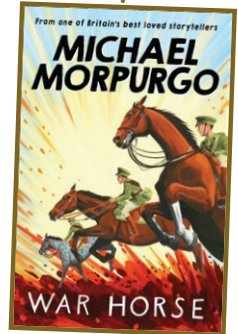
**Pupils' own responses, such as:**  
**The word 'assume' means to think something will happen without having any evidence to prove it.**

... **3.** Why do you think the First World War is known as a 'world' war?

**Pupils' own responses, such as: I think it was known as a 'world' war because the text says it involved many of the world's nations.**

... **4.** Sum up what you have learnt about the First World War in one sentence.

**Pupils' own responses, such as: I have learnt that the two sides were called the Allied Powers and the Central Powers.**





# A Special Bond .....

- 9 Through the long hard winters and hazy summers that  
19 followed, Albert and I grew up together. A yearling colt  
29 and a young lad have more in common than awkward  
30 gawkishness.
- 42 Whenever he was not at school in the village, or out at  
54 work with his father on the farm, he would lead me out  
66 over the fields and down to the flat, thistly marsh by the  
77 Torridge river. Here on the only level ground on the farm  
87 he began my training, just walking and trotting me up  
99 and down, and later on lunging me first one way and then  
101 the other.



Extract from Chapter 2 of 'War Horse' by Michael Morpurgo.

## Quick Questions

- ... 1. Draw four lines and match each word from the text to its synonym.

hazy	clumsiness
gawkishness	coaching
training	bog
marsh	misty

- ... 2. Give an alternative title for this extract of text.

---

- ... 3. Explain how you know that Joey (the narrator) is a horse.

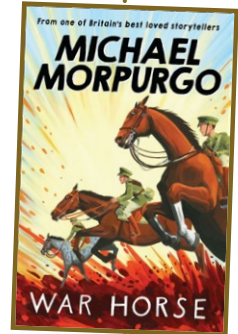
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- ... 4. How could you describe Joey and Albert's relationship?

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# A Special Bond .....

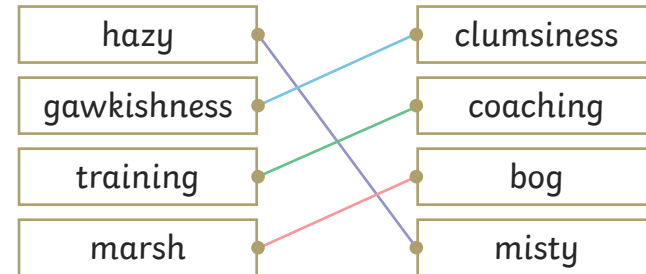
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99 and down, and later on lunging me first one way and then  
101 the other.



Extract from Chapter 2 of 'War Horse' by Michael Morpurgo.

## Answers

- ... 1. Draw four lines and match each word from the text to its synonym.



- ... 2. Give an alternative title for this extract of text.

**Accept any reasonable title.**

- ... 3. Explain how you know that Joey (the narrator) is a horse.

**Pupils' own responses, such as: I know Joey is a horse because it says that Albert would 'lead' him through the field and also says he was 'trotting'.**

- ... 4. How could you describe Joey and Albert's relationship?

**Pupils' own responses, such as: Joey and Albert have a close and trusting relationship because they grew up together and Albert spent a lot of time training Joey.**



# Pack Up Your Troubles .....

9 During the First World War, songs were very important  
19 since they helped boost morale and helped people to cope  
25 with the emotional strain of war.

35 Below is an extract from the popular marching song 'Pack  
47 Up Your Troubles in Your Old Kit Bag' by brothers Felix and  
49 George Powell.

58 Pack up your troubles in your old kit bag,

62 And smile, smile, smile!

70 While you've a **Lucifer** to light your **fag**,

75 Smile boys, that's the style!

80 What's the use of worrying?

84 It never was worthwhile,

94 So, pack up your troubles in your old kit bag,

98 And smile, smile, smile!

99 **Glossary:**

108 **Lucifer:** A popular make of matches at the time.

117 **fag:** British slang for 'cigarette' used during this era.

## Quick Questions

... 1. Who wrote the song 'Pack Up Your Troubles in Your Old Kit Bag'?

---

... 2. Explain what the phrase 'boost morale' means.

---

---

---

... 3. What do the songwriters mean by the phrase 'Pack up your troubles in your old kit bag'?

---

---

... 4. How would you describe the mood of this song? Explain your answer.

---

---



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108 **Lucifer:** A popular make of matches at the time.  
117 **fag:** British slang for 'cigarette' used during this era.

# Answers

- ... 1. Who wrote the song 'Pack Up Your Troubles in Your Old Kit Bag'?

**The song was written by Felix and George Powell.**

- ... 2. Explain what the phrase 'boost morale' means.

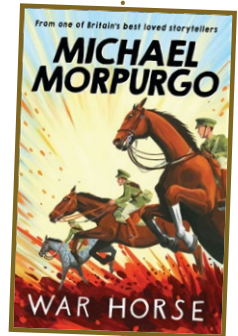
**Pupils' own responses, such as: The phrase 'boost morale' means to make people feel more cheerful and confident.**

- ... 3. What do the songwriters mean by the phrase 'Pack up your troubles in your old kit bag'?

**Pupils' own responses, such as: I think they mean that soldiers going to war should try to cast their worries aside and remain positive, if they can.**

- ... 4. How would you describe the mood of this song? Explain your answer.

**Pupils' own responses, such as: I would describe the mood as uplifting and cheerful. The song would have helped lift spirits during a difficult time.**





# War Horse .....

Extract from Chapter 4 of 'War Horse' by Michael Morpurgo and told from the viewpoint of a horse called Joey.


  
 michael morpurgo
   
 month
   
 Bookclub

Tying a long rope to the halter he walked me out of the stable. I went with him because Zoey was out there looking back over her shoulder at me and I was always happy to go anywhere and with anyone as long as she was with me. All the while I noticed that Albert's father was speaking in a hushed voice and looking around him like a thief.

He must have known that I would follow old Zoey, for he roped me up to her saddle and led us both quietly out of the yard down the track and over the bridge. Once in the lane he mounted Zoey swiftly and we trotted up the hill and into the village. He never spoke a word to either of us. I knew the road well enough of course for I had been there often enough with Albert, and indeed I loved going there because there were always other horses to meet and people to see. It was in the village only a short time before that I had met my first motor-car outside the Post Office and had stiffened with fear as it rattled past, but I had stood steady and I remember that Albert had made a great fuss of me after that. But now as we neared the village I could see that several motor-cars were parked up around the green and there was a greater gathering of men and horses than I had ever seen. Excited as I was, I remember that a sense of deep apprehension came over me as we trotted up into the village.



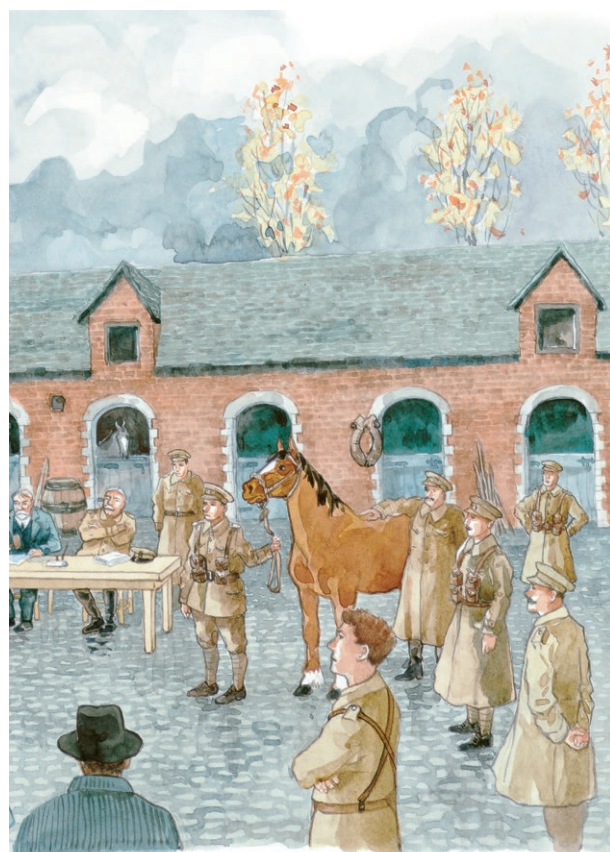
# War Horse .....

Extract from Chapter 4 of 'War Horse' by Michael Morpurgo and told from the viewpoint of a horse called Joey.

michael  
morpurgo  
month  
Bookclub

There were men in khaki uniforms everywhere; and then as Albert's father dismounted and led us up past the church towards the green a military band struck up a rousing, pounding march. The pulse of the great bass drum beat out through the village and there were children everywhere, some marching up and down with broomsticks over their shoulders and some leaning out of windows waving flags.

As we approached the flagpole in the centre of the green where the Union Jack hung limp in the sun against the white pole, an officer pushed through the crowd towards us. He was tall and elegant in his jodhpurs and Sam Brown belt, with a silver sword at his side. He shook Albert's father by the hand. 'I told you I'd come, Captain Nicholls, sir,' said Albert's father. 'It's because I need the money, you understand. Wouldn't part with a horse like this 'less I had to.'



'Well farmer,' said the officer, nodding his appreciation as he looked me over. 'I'd thought you'd be exaggerating when we talked in The George last evening. "Finest horse in the parish" you said, but then everyone says that. But this one is different – I can see that.' And he smoothed my neck gently and scratched me behind my ears. Both his hand and his voice were kind and I did not shrink away from him. 'You're right, farmer, he'd make a fine mount for any regiment and we'd be proud to have him – I wouldn't mind using him myself. No, I wouldn't mind at all. If he turns out to be all he looks, then he'd suit me well enough. Fine looking animal, no question about it.'

'Forty pounds you'll pay me, Captain Nicholls, like you promised yesterday?' Albert's father said in a voice that was unnaturally low, almost as if he did not want to be heard by anyone else. 'I can't let him go for a penny less. Man's got to live.'

# Questions .....

michael  
morpurgo  
month  
Bookclub

1. Why has Albert's father led Joey into the village? Tick one.

- ☐ to give him exercise      ☐ to show him to Captain Nicholls  
☐ to go to the Post Office      ☐ to buy a motor-car

2. Underline **one** word from the quotation below that suggests that Joey was feeling worried.

*Excited as I was, I remember that a sense of deep apprehension came over me as we trotted up into the village.*

3. Fill in the missing words.

Once in the lane he \_\_\_\_\_ Zoey swiftly and we  
 \_\_\_\_\_ up the hill and into the village.

4. Give **two** examples of items of clothing or equipment worn by Captain Nicholls.

- \_\_\_\_\_ • \_\_\_\_\_

5. How much money does Albert's father want as payment for Joey?

\_\_\_\_\_

6. **I had met my first motor-car outside the Post Office and had stiffened with fear as it rattled past...**

Explain why Joey may have 'stiffened with fear'.

\_\_\_\_\_

\_\_\_\_\_

7. How can you tell that Albert's father does not feel comfortable about selling Joey to Captain Nicholls?

\_\_\_\_\_

\_\_\_\_\_

8. Predict what might have happened if Captain Nicholls was not impressed with Joey.

\_\_\_\_\_

\_\_\_\_\_





# Answers .....



1. Why has Albert's father led Joey into the village? Tick one.

- ☐ to give him exercise      ☒ **to show him to Captain Nicholls**  
☐ to go to the Post Office      ☐ to buy a motor-car

2. Underline **one** word from the quotation below that suggests that Joey was feeling worried.

*Excited as I was, I remember that a sense of deep apprehension came over me as we trotted up into the village.*

3. Fill in the missing words.

Once in the lane he **mounted** Zoey swiftly and we **trotted** up the hill and into the village.

4. Give **two** examples of items of clothing or equipment worn by Captain Nicholls.

**Accept any two of the following: jodhpurs; Sam Brown belt; (silver) sword**

5. How much money does Albert's father want as payment for Joey?

**Albert's father wants forty pounds for Joey.**

6. **I had met my first motor-car outside the Post Office and had stiffened with fear as it rattled past...**

Explain why Joey may have 'stiffened with fear'.

**Pupils' own responses, such as: He may have stiffened with fear because it was loud and he hadn't seen a car before so wouldn't have known what the noise was.**

7. How can you tell that Albert's father does not feel comfortable about selling Joey to Captain Nicholls?

**Pupils' own responses, such as: I can tell because he says that he needs the money and would not part with Joey unless he has to. He also speaks in hushed tones so others can't hear him.**

8. Predict what might have happened if Captain Nicholls was not impressed with Joey.

**Pupils' own responses, such as: I predict that Captain Nicholls may have refused to pay Alfred's father forty pounds and that Joey may have been led back home to the farm.**





# Questions .....

michael  
morpurgo  
month  
Bookclub

1. 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.

- ☐ Albert's father meets with Captain Nicholls.
- ☒ 1 Joey leaves the stable.
- ☐ Captain Nicholls strokes Joey.
- ☐ Albert's father rides Zoey up the hill.
- ☐ Joey, Albert's father and Zoey arrive at the village.

2. **Excited as I was, I remember that a sense of deep apprehension came over me as we trotted up into the village.**

Which words mean the same as 'apprehension' in this sentence?

Tick **two**.

- ☐ worry
- ☐ happiness
- ☐ fear
- ☐ contentment

3. Why is Albert's father selling Joey to Captain Nicholls?

---

4. Find and copy a phrase that shows there were soldiers in the village that day.

---

5. Where did Albert's father and Captain Nicholls meet to talk about selling Joey the evening before?

---

6. How would you describe the atmosphere in the village that day? Explain your answer.

---



---



---



# Questions .....

7. How can you tell that Captain Nicholls is impressed with Joey?

---

---

---

---

8. Why do you think that the author describes the great bass drum beat as a 'pulse'?

---

---

---

---

9. How do you think Albert's father feels about selling Joey to Captain Nicholls? Explain your answer.

---

---

---

---



# Answers .....

1. 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 Albert's father meets with Captain Nicholls.
- ☐ 1 Joey leaves the stable.
- ☐ 5 Captain Nicholls strokes Joey.
- ☐ 2 Albert's father rides Zoey up the hill.
- ☐ 3 Joey, Albert's father and Zoey arrive at the village.

2. **Excited as I was, I remember that a sense of deep apprehension came over me as we trotted up into the village.**

Which words mean the same as 'apprehension' in this sentence?

Tick **two**.

- ☒ **worry**
- ☐ happiness
- ☒ **fear**
- ☐ contentment

3. Why is Albert's father selling Joey to Captain Nicholls?

**He is selling Joey because he needs the money to live.**

4. Find and copy a phrase that shows there were soldiers in the village that day.

**men in khaki uniforms (everywhere)**

5. Where did Albert's father and Captain Nicholls meet to talk about selling Joey the evening before?

**They met at The George the evening before.**

6. How would you describe the atmosphere in the village that day? Explain your answer.

**Pupils' own responses, such as: I would describe the atmosphere as busy and exciting because there were lots of unfamiliar people, children waving flags and marching, several motor-cars in the village as well as a loud band playing rousing music.**



# Answers .....

michael  
morpurgo  
month  
Bookclub

7. How can you tell that Captain Nicholls is impressed with Joey?

**Pupils' own responses, such as: I can tell that he was impressed because he nodded in appreciation and called him a 'fine looking animal'. He also said that he would like to have Joey for himself.**

8. Why do you think that the author describes the great bass drum beat as a 'pulse'?

**Pupils' own responses, such as: I think the author describes it as a pulse because it would have made a rhythmic, thumping sound like a pulse.**

9. How do you think Albert's father feels about selling Joey to Captain Nicholls? Explain your answer.

**Pupils' own responses, such as: I think he is ashamed about having to sell him because it says he was 'looking around him like a thief' and speaking in a hushed voice because he didn't want others to see or hear.**





# Questions .....

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1. Look at the first sentence of the text. Who does the word 'he' refer to?  
Tick one.

- ☐ Albert                      ☐ Albert's father  
☐ Joey                         ☐ Captain Nicholls

2. Draw **four** lines and match each word from the text to its antonym.

hushed

leisurely

swiftly

dispiriting

apprehension

calmness

rousing

noisy



3. Why does Joey love going to the village?

---

4. Find and copy one word from the text that shows that the military band was producing a rhythmic beat.

---

5. Give **three** examples of events in the village being different from usual that day.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Questions .....



6. **'I can't let him go for a penny less. Man's got to live.'**  
How might Albert's father be feeling at this point in the story?  
Explain your answer.

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7. **Excited as I was, I remember that a sense of deep apprehension came over me as we trotted up into the village.**

Why do you think that Joey has a 'deep sense of apprehension'?

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8. Discuss how you can tell that Captain Nicholls is impressed with Joey.

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

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10. Read the text carefully from the paragraph beginning 'As we approached the flagpole...'

What impression do you get of Captain Nicholls?

Give two impressions, using evidence from the text to support your answer.

[illegible]

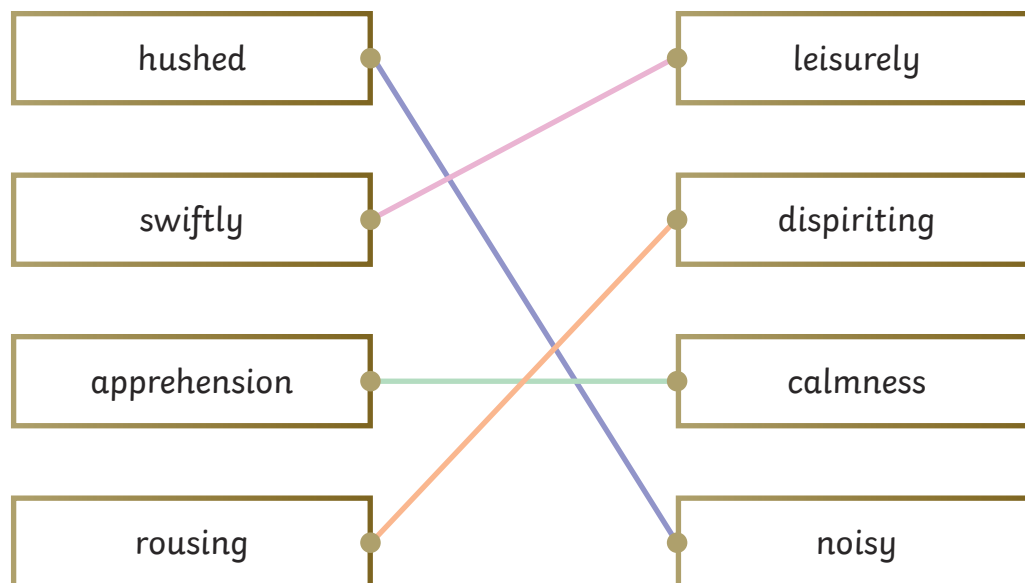
# Answers .....



1. Look at the first sentence of the text. Who does the word 'he' refer to?  
Tick one.

- ☐ Albert
 ☒ **Albert's father**
☐ Joey
 ☐ Captain Nicholls

2. Draw **four** lines and match each word from the text to its antonym.



3. Why does Joey love going to the village?  
**There were always other horses to meet and people to see.**
4. Find and copy one word from the text that shows that the military band was producing a rhythmic beat.  
**Accept either of the following: pounding; pulse.**
5. Give **three** examples of events in the village being different from usual that day.

**Accept any three of the following: several motor-cars parked up around the green; military band playing; soldiers/men in khaki uniforms; children marching with broomsticks; gathering of men and horses; people waving flags from windows.**



# Answers

michael  
morpurgo  
month  
Bookclub

6. 'I can't let him go for a penny less. Man's got to live.'

How might Albert's father be feeling at this point in the story?  
Explain your answer.

**Pupils' own responses, such as: I think Albert might be feeling upset about and ashamed of having to sell Joey to Captain Nicholls but desperate as he needs the money from the sale to survive.**

7. **Excited as I was, I remember that a sense of deep apprehension came over me as we trotted up into the village.**

Why do you think that Joey has a 'deep sense of apprehension'?

**Pupils' own responses, such as: I think that he feels worried because the village is much louder and busier than usual and Albert's father is behaving strangely.**

8. Discuss how you can tell that Captain Nicholls is impressed with Joey.

**Pupils' own responses, such as: I can tell that he was impressed because he nodded in appreciation and called him a 'fine looking animal'. He also said that he would like to have Joey for himself.**

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

**Pupils' own responses, such as: Albert's father is reluctantly taking Joey into town to sell him to an army captain as a warhorse.**



# Answers

10. Read the text carefully from the paragraph beginning 'As we approached the flagpole...'

What impression do you get of Captain Nicholls?

Give two impressions, using evidence from the text to support your answer.

Acceptable points (impressions)	Likely evidence
1. He is important/ distinguished	<ul style="list-style-type: none"> <li>• has the title 'Captain'</li> <li>• Albert's father calls him 'sir'</li> <li>• he is smartly dressed/carries a silver sword</li> <li>• he says that Joey would be good enough for him to use</li> </ul>
2. He is well-dressed	<ul style="list-style-type: none"> <li>• elegant</li> <li>• he has a smart uniform (jodhpurs and Sam Brown belt) and a silver sword</li> </ul>
3. He is an animal lover/ he respects horses	<ul style="list-style-type: none"> <li>• he smoothed Joey's neck gently</li> <li>• he spoke kindly to and about Joey</li> <li>• he scratched Joey behind the ears</li> <li>• Joey isn't afraid of him</li> <li>• he nodded with appreciation</li> </ul>
4. He is fair/honest	<ul style="list-style-type: none"> <li>• he says he thought Albert's father was exaggerating but admits that he wasn't</li> </ul>
5. He is respectable	<ul style="list-style-type: none"> <li>• he shakes Albert's father's hand</li> <li>• he meets Albert's father as he agreed to</li> </ul>

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

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

**Award 1 mark** for **one** acceptable point.



The background of the book cover is a detailed illustration of a large, dark green steam locomotive moving along a railway track. The scene is set in a desolate, war-torn landscape with a hazy, orange-tinged sky suggesting a sunset or sunrise. In the foreground, there is a patch of dry, brownish ground with a few small, dark trees and a dotted line indicating a path or boundary.

# War Horse

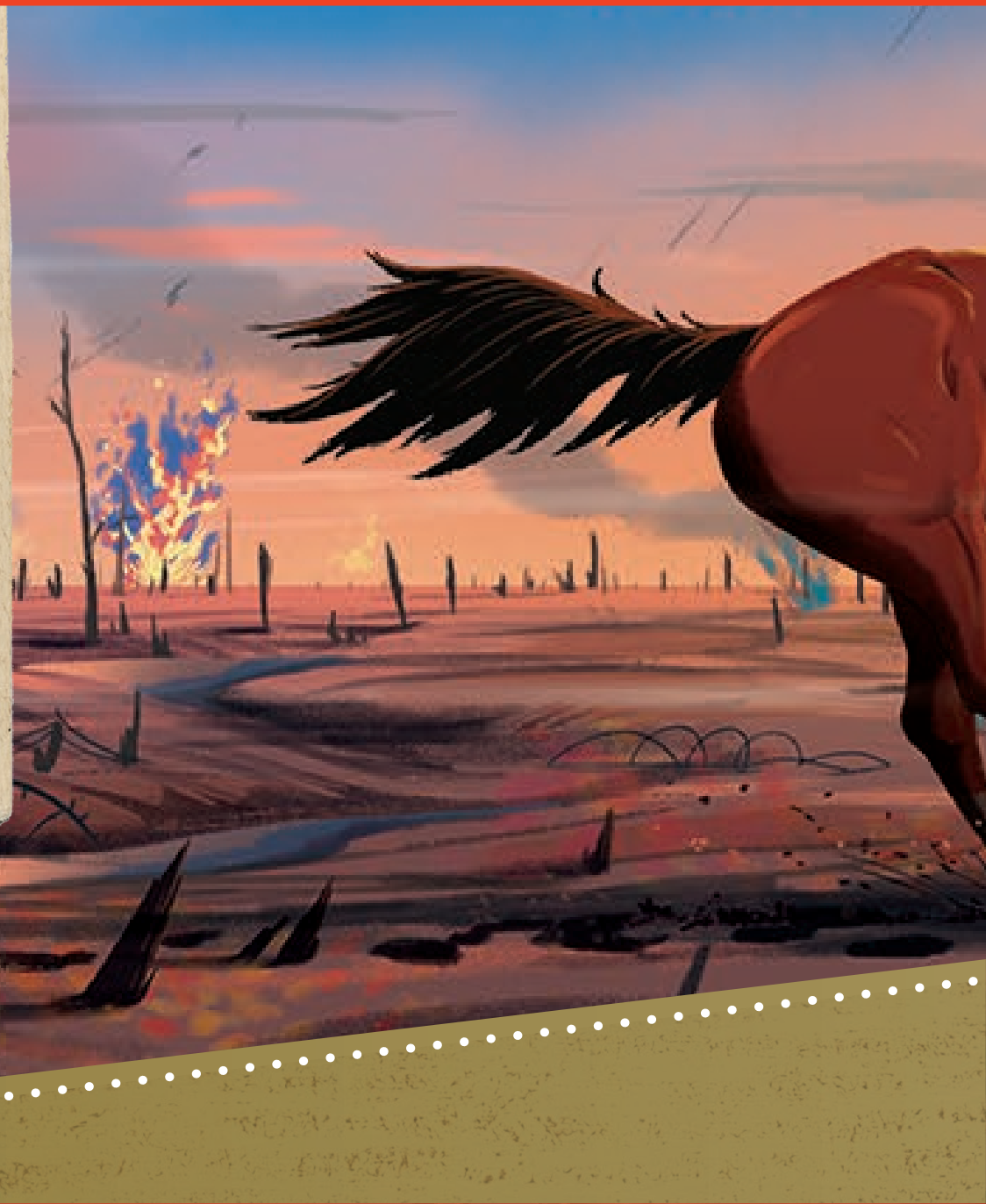
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# Michael Purgo month bookclub



















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# Albert



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# ploughing



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# stable



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# First World War



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# dugout



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# ploughing



twinkl.com

# trenches



twinkl.com

# Tophorn



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cavalry



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Devon



twinkl.com

regiment



twinkl.com

countryside



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rifle



twinkl.com

village



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France



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shells



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# Captain Nicholls



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# No Man's Land



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# German soldiers



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# Belgium



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British army



twinkl.com

ambulance cart



twinkl.com

sergeant



twinkl.com

uniform



twinkl.com

ammunition  
wagon



twinkl.com

barbed wire



twinkl.com

battlefield



twinkl.com

Friedrich



twinkl.com

tanks



twinkl.com

white flag



twinkl.com

helmet



twinkl.com

Bluebell  
Wood



twinkl.com



