

Master key comprehension skills in just 10 minutes a day!

Fast Finishers English

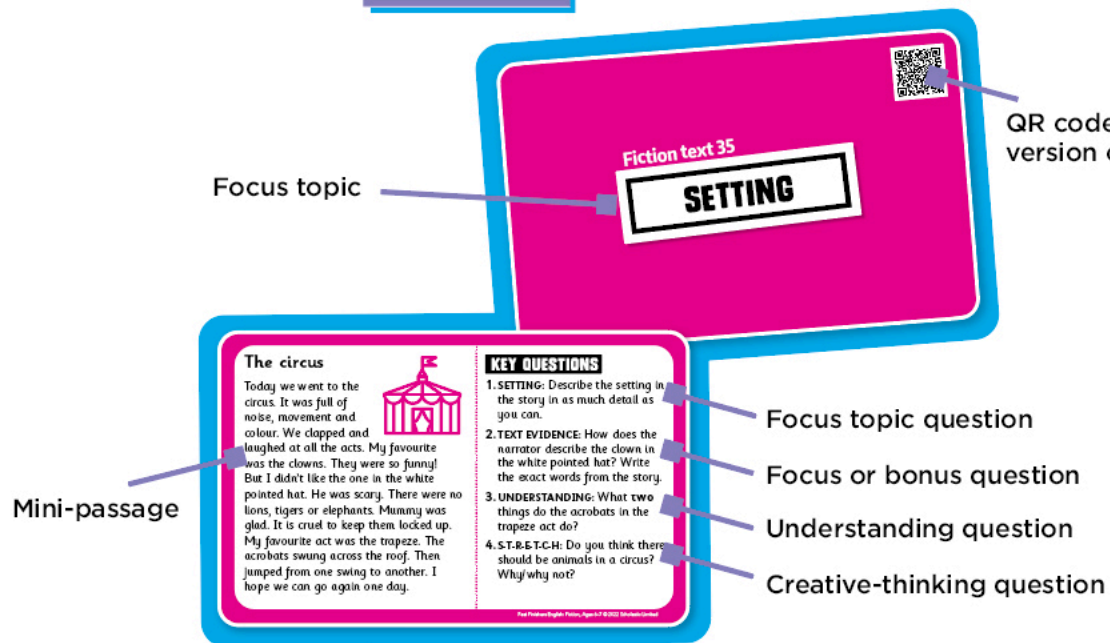
Fiction

Ages 6-7

100 motivating mini-passages with questions covering:

- Inference
- Settings
- Characters

...and many more key comprehension skills



Fiction text 35

SETTING

QR code for online version of the card

The circus

Today we went to the circus. It was full of noise, movement and colour. We clapped and laughed at all the acts. My favourite was the clowns. They were so funny! But I didn't like the one in the white pointed hat. He was scary. There were no lions, tigers or elephants. Mummy was glad. It is cruel to keep them locked up. My favourite act was the trapeze. The acrobats swung across the roof. Then jumped from one swing to another. I hope we can go again one day.

KEY QUESTIONS

- SETTING:** Describe the setting in the story in as much detail as you can.
- TEXT EVIDENCE:** How does the narrator describe the clown in the white pointed hat? Write the exact words from the story.
- UNDERSTANDING:** What two things do the acrobats in the trapeze act do?
- S.T.R.E.T.C.H.:** Do you think there should be animals in a circus? Why/why not?

Focus topic

Mini-passage

Focus topic question

Focus or bonus question

Understanding question

Creative-thinking question

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ISBN 978-0702-30851-2



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Fast Finishers English
Fiction

Extension activities for home and school.
Great for Fast Finishers!

Fast Finishers English
Fiction
Ages 6-7

Mini-passages with
comprehension questions
Perfect for:

- Early finishers in class
- Extension work
- Independent practice
- Homework
- Preparation for national tests

Fast Finishers English: Fiction (Ages 6-7)

INTRODUCTION

As children move through primary school and learn to read independently, they will move from reading words accurately and fluently to understanding the meaning of texts. The power of reading stories is integral to building this 'reading comprehension' - both to entertain and explain their world. That said, many learners are not achieving 'deep comprehension' because they fail to master basic comprehension skills. The National Curriculum in Year 2 requires children to understand what they read by learning essential skills such as:

- discussing the sequence of events in books
- discussing and clarifying the meanings of words
- making inferences on the basis of what is said and done
- answering and asking questions about a text
- predicting what might happen based on what has been read so far.

Fast Finishers Fiction is here to help learners improve these key comprehension skills in just minutes a day! The 100 comprehension cards in this box offer motivating mini-passages with key questions related to:

- Prediction
- Inference
- Character
- Setting
- Problem and solution
- Cause and effect
- Vocabulary
- Text evidence
- Sequence of events
- Details

How to use Fast Finishers

These compact cards are designed for instant and flexible use. They are great for independent practice work - slot them in at the end of an English lesson as meaningful extension work or as homework. They could also be used with partners, small groups, or even the whole class. The questions on the cards could be responded to in writing or orally. They will help learners to 'read between the lines' - to access more complex texts in national tests and to become active, engaged readers with critical comprehension skills that they can rely on in secondary school and beyond.

SAMPLE ANSWERS

1: Gemma's birthday

1. I can't believe it!/Thank you for such an amazing bike!
2. I think she will go on her new bike.
3. They sang 'Happy Birthday' to her.
4. I think it's in capital letters to show how big the ribbon was/how excited Gemma is.

2: At the fair

1. Mum might be at the face-painting stall.
2. He is annoyed that Tom spills ketchup on his new white T-shirt.
3. They have to guess the weight of a tortoise.
4. Mum's face might be painted.

3: In the garden

1. I think the dark clouds will bring rain.
2. I think it is autumn or winter because the leaves have fallen off the trees and they warm themselves round the fire.
3. Mum brings Rory and Dad hot chocolate.
4. In spring the flowers will be just starting to appear, and leaves will be on the trees; in summer the garden will be hot and full of flowers.

4: The dive

1. I think she will dive off the board/go back down the steps.
2. 'She was nervous in case she didn't do her best dive.'
3. Dad winks and gives Flo a thumbs-up.
4. The words 'She froze' tell me that Flo is so nervous that she can't move.

Vocabulary

The words written in a story or a poem.

TIP Sometimes you won't know a word you are reading. You can work out the meaning of some words by using clues in the story or poem. Think about what you already know from the story.



Examples

- Before he went to bed, James **completed** his homework.

Think about what would make more sense. James is more likely to finish his homework before going to bed rather than start it.

completed = finished

- Mr Smith gave the children a **thunderous** look.

Thunder can be scary, so it is likely that Mr Smith is angry.

thunderous = angry

Brownies

Brogan asked Mum if they could bake brownies. “Of course,” she said. Then Mum’s phone rang. It was her sister and they would be chatting for *hours*! So, he found some flour, cocoa powder, sugar and eggs. He put them into a bowl. He stirred and stirred. Brogan gasped when the mixture gushed over the sides. Like a river, it flowed across the top. Like a waterfall, it rushed down the front of the cupboard. Like a pool, it gathered on the floor.

“Oh no!” Brogan said as Mum said, “Goodbye!”

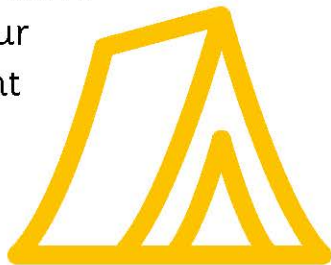


KEY QUESTIONS

- 1. SETTING:** Describe the state of the kitchen after Brogan has stirred the ingredients.
- 2. INFERENCE:** Why do you think Brogan said “Oh no!”?
- 3. UNDERSTANDING:** How long does Brogan’s mum usually chat to her sister?
- 4. S-T-R-E-T-C-H:** Why do you think the narrator describes the mixture as being ‘Like a river’, ‘Like a waterfall’ and ‘Like a pool’? Do you think they are good descriptions?

Raining cats and dogs

We woke up early on Saturday morning. Today was the day we were going to put up a tent in the back garden! We were so excited. We jumped on Dad's bed; he was snoring. "Come on, Dad! Let's put the tent up!" Then we heard it – thunder! We looked outside – it was raining cats and dogs! "Oh no!" we all said, together. Dad had an idea. "We can't let the weather spoil our plans. We'll put the tent up in the living room instead." So, we did!



KEY QUESTIONS

- 1. PROBLEM:** Why can't the children put the tent up in the back garden?
- 2. SOLUTION:** How is the problem solved?
- 3. UNDERSTANDING:** What is Dad doing when the children jump on his bed?
- 4. S-T-R-E-T-C-H:** What do you think 'it was raining cats and dogs' means?