

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 100 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 contain 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 Questions

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.



Cave Paintings

9 Deep within some ancient caves, the ceilings and walls
19 are covered in primitive art, brought to life by flickering
28 firelight. These paintings are not thought to have only
38 been for decoration, as they have been found in caves
48 with no signs of life. Made by grinding colourful rocks
58 (such as yellow ochre and red oxide) into powder and
68 binding them into a paste using water or animal fat,
77 early humans drew animals and hunters, or left empty
87 handprints, in caves around the world, as a call for
95 hunting success from their spirit world ancestors. Some
104 famous cave paintings have been dated to around 18,000
116 years old but many are now closed to the public, as the
124 carbon dioxide breathed out by visitors caused irreparable
129 damage to the prehistoric relics.



Quick Questions



1. Find and copy two words from the text which mean the same as 'ancient'.



2. Name a rock from the text which can be ground to form a colourful powder.



3. Why is it not possible to risk the public damaging the cave paintings?



4. 'Deep within some ancient caves...'
In this sentence, what does the word 'some' tell the reader?

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Answers



1. Find and copy two words from the text which mean the same as 'ancient'.

Accept: primitive and prehistoric.



2. Name a rock from the text which can be ground to form a colourful powder.

Accept either 'yellow ochre' or 'red oxide'.



3. Why is it not possible to risk the public damaging the cave paintings?

Accept any answer pertaining to their historical value and their inability to be replaced.

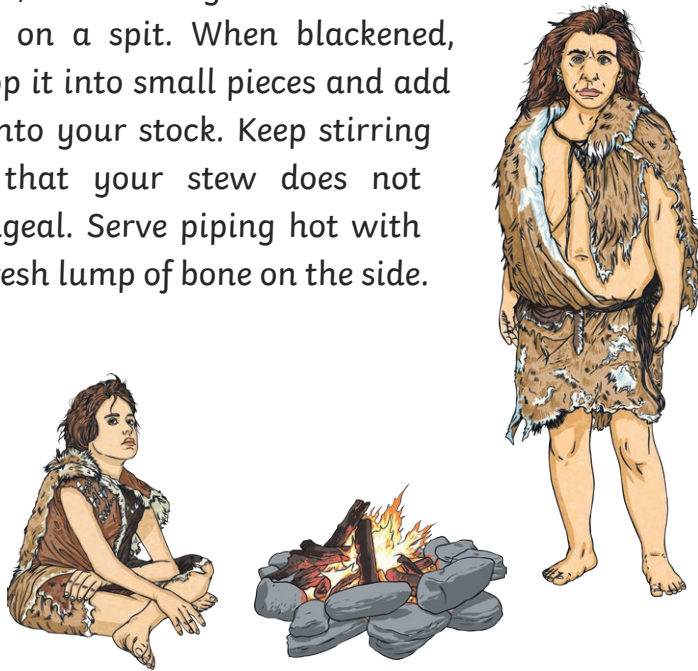


4. 'Deep within some ancient caves...'
In this sentence, what does the word 'some' tell the reader?

Accept any answer which explains that the art is not present in all caves, only 'some' or a few.

Stone Age Stew

11 A hearty and warming stone age stew is a welcome
22 luxury after a long day of hunting and gathering. First,
33 you will need to prepare the stock. For a flavoursome and
42 rich-tasting stock, you must use the finest and freshest
51 herbs so scavenge the woods for juniper berries, nettle
60 leaves, sunflower seeds and hazelnuts. Add them to water
74 in a large stone pot and drop in some red-hot stones to
83 heat the mixture. Why not include some mammoth blood
91 to give the stock a deep, earthy flavour?
97 Next, roast today's catch over the
103 fire on a spit. When blackened,
110 chop it into small pieces and add
116 it into your stock. Keep stirring
122 so that your stew does not
127 congeal. Serve piping hot with
135 a fresh lump of bone on the side.



Quick Questions



1. What do you think the word 'congeal' means in this text?



2. Which creature's blood would give this stock a deep, earthy flavour?



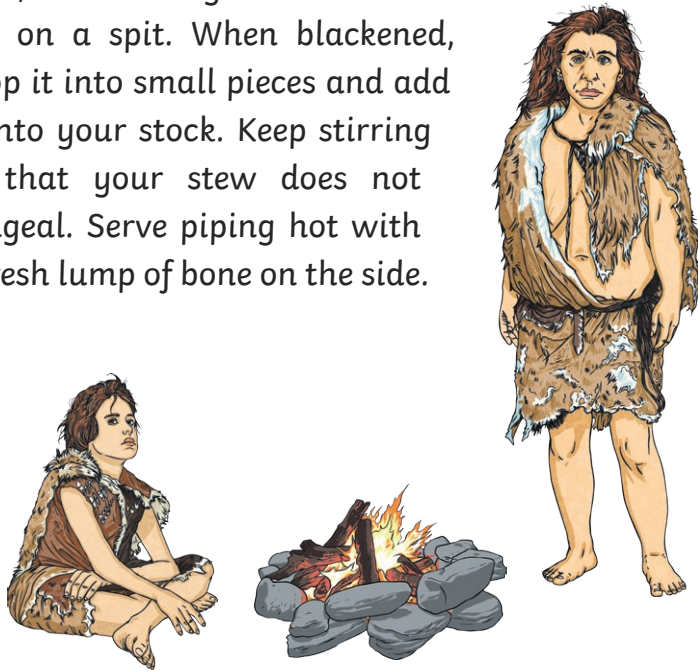
3. How does the author make this stew sound appealing?



4. How does this stew compare to food we eat today?

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Answers



1. What do you think the word 'congeal' means in this text?

Accept any reasonable answer which relates to 'sticking together' or 'going bad/hard'.



2. Which creature's blood would give this stock a deep, earthy flavour?

Accept: (Woolly) Mammoth



3. How does the author make this stew sound appealing?

Accept any answer pertaining to use of exciting adjectives which talk about flavour.

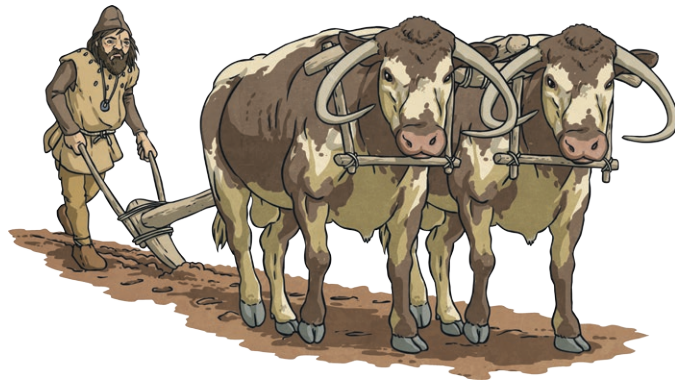


4. How does this stew compare to food we eat today?

Accept answers which discuss any relevant similarities and differences between this stew and food eaten today.

Stone Age Time Periods

9 The pre-historic period known as the Stone Age, which
20 is said to have lasted for over three million years, was
29 named because of the stone tools and equipment used
40 at the time. The Stone Age is divided into three phases,
50 although the exact dates for each section vary across the
60 world. During the Old Stone Age, known as the Palaeolithic
69 era, the earliest relatives of humans, homo habilis, used
79 simple stone tools and Britain was still connected by land
88 to modern-day France and Denmark. In the Mesolithic
96 period (Middle Stone Age), the more developed humans
105 lived hunter-gatherer lifestyles, constantly on the move in
114 order to survive. At this point, Britain became an island.
122 During the New Stone Age (Neolithic period), farming
129 began, pottery was developed and villages were built.



Quick Questions



1. Find and copy a phrase which means the same as 'Old Stone Age'.



2. In which phase did Britain become an island?



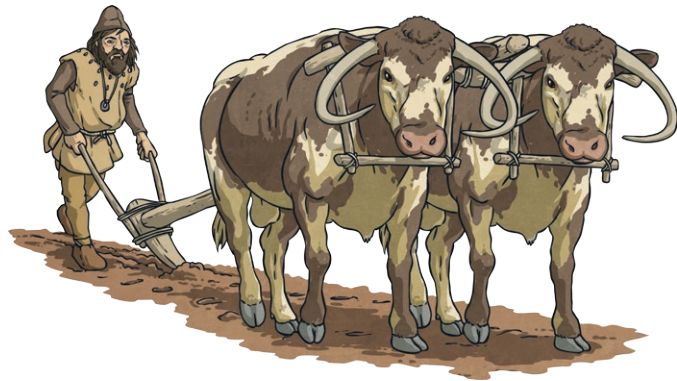
3. Summarise the main points of this text in 20 words or less.



4. How are the Mesolithic and Neolithic periods different?

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Answers



1. Find and copy a phrase which means the same as 'Old Stone Age'.

Accept: Paleolithic era.



2. In which phase did Britain become an island?

Mesolithic



3. Summarise the main points of this text in 20 words or less.

Accept any reasonable summary which includes the main point that the Stone Age was divided into three periods and is 20 words or less in length.



4. How are the Mesolithic and Neolithic periods different?

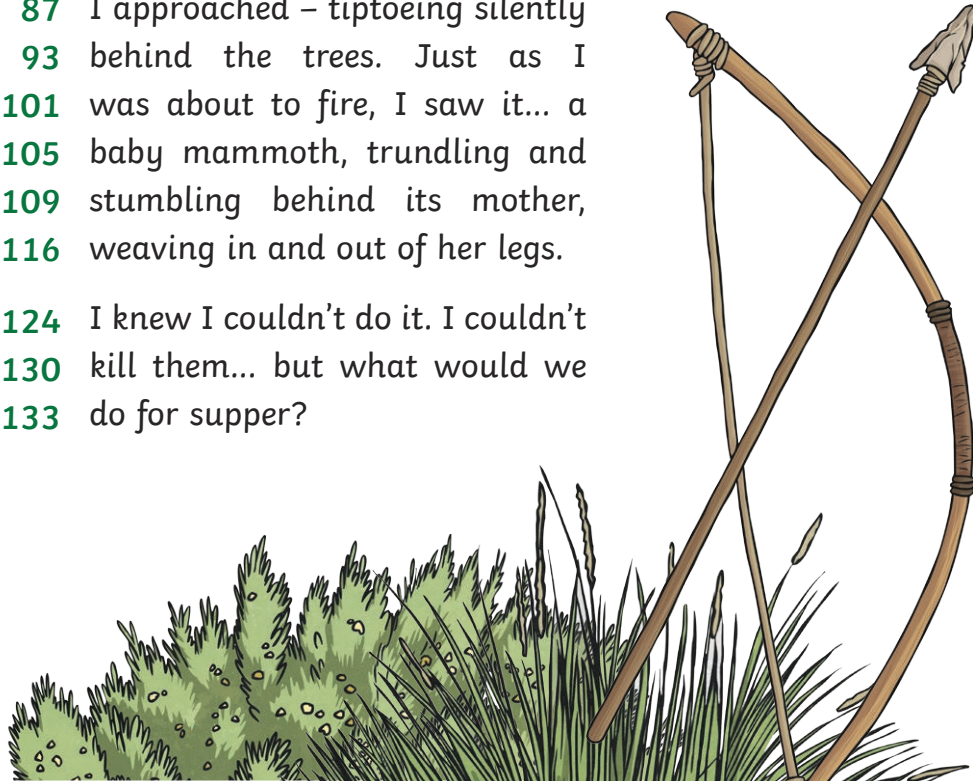
Accept any reasonable difference from the text such as: 'Humans constantly moved in the Mesolithic period but settled in villages during the Neolithic period.'

The Hunter with a Heart

10 I'd been hiding in the undergrowth for what seemed like
18 hours before the beast appeared – my stomach growling
30 with hunger so loudly that I was scared it might give my
41 position away. I'd sharpened the tip of my flint spear and
51 made three extra arrows out of twigs and animal bone.
63 I was ready to become the hero of my village; ready to
74 bring back the biggest catch we'd had in months. It was
83 so big it would feed our families for weeks.

87 I approached – tiptoeing silently
93 behind the trees. Just as I
101 was about to fire, I saw it... a
105 baby mammoth, trundling and
109 stumbling behind its mother,
116 weaving in and out of her legs.

124 I knew I couldn't do it. I couldn't
130 kill them... but what would we
133 do for supper?



Quick Questions



1. What does "trundling and stumbling" tell you about the baby mammoth's walk?



2. What do you think the hunter did next? Give a reason for your answer.



3. How has the author made the character seem unsure at the end of the text?



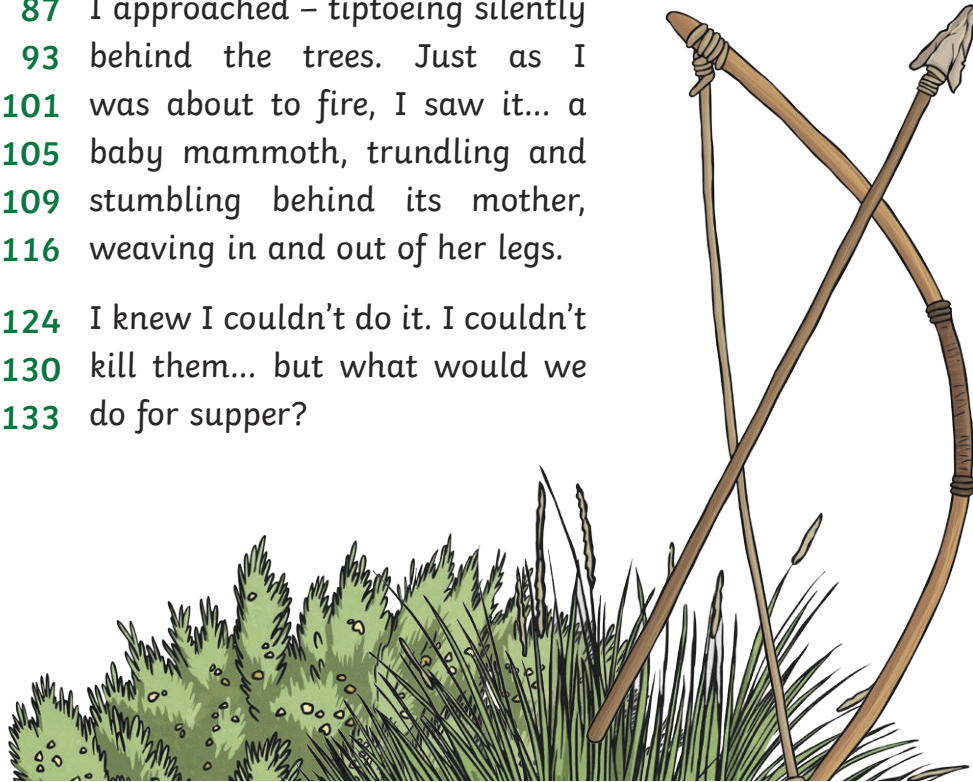
4. Explain how the hunter's feelings change throughout the text.

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133 do for supper?



Answers



1. What does "trundling and stumbling" tell you about the baby mammoth's walk?

Accept any reasonable answer which explains that its walk was unsteady.



2. What do you think the hunter did next? Give a reason for your answer.

Accept any reasonable prediction accompanied with a valid explanation.



3. How has the author made the character seem unsure at the end of the text?

Accept any answer pertaining to the use of a question, the use of ellipses or repetition.



4. Explain how the hunter's feelings change throughout the text.

Accept answers which discuss the change from feeling ready to hunt, to hesitant after he sees the mammoth family