

# A Sensory Woodland Stroll

Walking through the woodland, I can feel:  
the crunching leafy carpet beneath my feet;  
a crisp autumn breeze brushing gently across my face  
and crooked branches, twisting towards and welcoming me.

With my eyes, I can see:  
fluttering, golden leaves leaping and dancing;  
nimble, playful squirrels scurrying across their climbing frames  
and majestic trees guarding the forest like soldiers.

With my ears, I can hear:  
the joyful chirrups and squawks of swooping birds;  
the distant snapping and cracking of scattered branches  
and acorns rolling like marbles around colossal tree trunks.

With my nose, I can smell:  
the damp, earthy aroma of moss and fleshy mushrooms;  
the sweet scents of bursting blackberries  
and the powerful perfume of pine, sparking memories of Christmas.

# Questions

1. What colour are the leaves? Tick one.

- brown
- green
- golden
- red

2. Number the events from 1-4 to show the order that they occur in the poem.

- The poet hears the acorns rolling.
- The poet feels the leafy carpet beneath their feet.
- The poet smells the moss.
- The poet sees the leaves dancing.

3. Draw **four** lines to match and complete the phrases.

joyful	•
scattered	•
autumn	•
majestic	•

•	breeze
•	trees
•	branches
•	chirrup

4. What does the smell of pine remind the poet of? Tick one.

- Eid
- Easter
- Christmas
- Diwali

5. Fill in the missing word.

... the sweet \_\_\_\_\_ of bursting blackberries...

6. Which animal does the poet see in the woodland?

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7. Name one other sound that you think you might hear in the woodland.

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# Answers

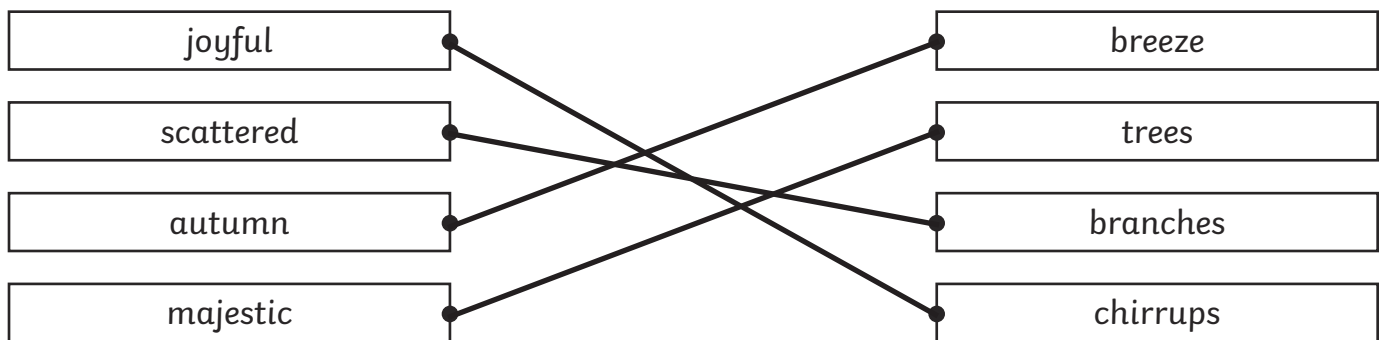
1. What colour are the leaves? Tick one.

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- 3** The poet hears the acorns rolling.  
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 **4** The poet smells the moss.  
 **2** The poet sees the leaves dancing.

3. Draw **four** lines to match and complete the phrases.



4. What does the smell of pine remind the poet of? Tick one.

- Eid  
 Easter  
 **Christmas**  
 Diwali

5. Fill in the missing word.

... the sweet **scents** of bursting blackberries...

6. Which animal does the poet see in the woodland?

**The poet sees squirrels in the woodland.**

7. Name one other sound that you think you might hear in the woodland.

**Pupils' own responses, such as: I think that you might hear foxes screeching in the woodland.**

# Questions

1. What could the poet hear cracking? Tick one.

- eggs
- branches
- flowers
- fruit

2. Number the events from 1-4 to show the order that they occur in the poem.

- The poet can feel the autumn breeze.
- The poet can smell the blackberries.
- The poet can hear the birds.
- The poet can see golden leaves.

3. Underline **one** word in the quotation below which means the same as 'grand' or 'magnificent'.

*... and majestic trees guarding the forest like soldiers.*

4. Which word means the same as 'quick'? Tick one.

- nimble
- colossal
- fleshy
- joyful

5. Fill in the missing word.

... and the \_\_\_\_\_ perfume of pine...

6. Find and copy one word which suggests that something may be a bit wet.

\_\_\_\_\_

7. What do you think the author suggests by the phrase **leafy carpet**?

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

8. ... **squirrels scurrying across their climbing frames...**

What do you think the 'climbing frames' are?

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# Answers

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- 1** The poet can feel the autumn breeze.
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- 3** The poet can hear the birds.
- 2** The poet can see golden leaves.

3. Underline **one** word in the quotation below which means the same as 'grand' or 'magnificent'.

... and majestic trees guarding the forest like soldiers.

**Award 1 mark** for:

- majestic

4. Which word means the same as 'quick'? Tick one.

- nimble**
- colossal
- fleshy
- joyful

5. Fill in the missing word.

... and the **powerful** perfume of pine...

6. Find and copy one word which suggests that something may be a bit wet.

**damp**

7. What do you think the author suggests by the phrase **leafy carpet**?

**Pupils' own responses, such as: I think the author suggests that the woodland floor is completely covered with leaves that have fallen off the trees by the phrase leafy carpet.**

8. ... **squirrels scurrying across their climbing frames...**

What do you think the 'climbing frames' are?

**Pupils' own responses, such as: I think that the climbing frames are the branches and trees in the woodland.**



# Questions

1. Which season is the poem set in? Tick one.

- spring
- summer
- autumn
- winter

2. Underline **one** word in the quotation below which suggests that something is far away.

*... the distant snapping and cracking of scattered branches...*

3. What does the poet compare the acorns rolling to?

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4. Find and copy one word which shows that something is flying downwards quickly.

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5. Fill in the missing word.

Darkness brings a curtain of stars:

... and \_\_\_\_\_ trees guarding the forest like soldiers.

6. Why do you think the leaves are **leaping and dancing**?

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7. Imagine that you are asked to write another verse for this poem.  
Explain what it could be about.

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8. Predict how the leaves in the woodland may look different in winter.

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# Answers

1. Which season is the poem set in? Tick one.

- spring
- summer
- autumn**
- winter

2. Underline **one** word in the quotation below which suggests that something is far away.

*... the distant snapping and cracking of scattered branches...*

**Award 1 mark** for:

- distant

3. What does the poet compare the acorns rolling to?

**The poet compares the acorns rolling to marbles.**

4. Find and copy one word which shows that something is flying downwards quickly.

**swooping**

5. Fill in the missing word.

Darkness brings a curtain of stars:

... and **majestic** trees guarding the forest like soldiers.

6. Why do you think the leaves are **leaping and dancing**?

**Pupils' own responses, such as: I think the leaves are leaping and dancing because it is autumn and they are falling off the trees. There is also a breeze which may make the leaves look like they are dancing.**

7. Imagine that you are asked to write another verse for this poem.  
Explain what it could be about.

**Pupils' own responses, such as: I think that I could write a verse about what you can taste in the woodland. I think I would include the fruits that you may find in the woodland, such as apples.**

8. Predict how the leaves in the woodland may look different in winter.

**Pupils' own responses, such as: I think the leaves in the woodland may look different in winter because they may be brown and covered in frost.**

# Questions

1. What colour are the trails on the woodland floor? Tick one.

- white
- black
- golden
- silver

2. Number the events from 1-4 to show the order that they occur in the poem.

- Rodents scurry.
- Squirrels leap and scramble.
- Darkness descends.
- Spiders weave webs.

3. Draw **four** lines to match and complete the phrases.

scavenging	•
magnificent	•
leafy	•
razor	•

meals
floor
foxes
talons

4. Which of the following creatures are mentioned in the poem? Tick **two**.

- skunks
- badgers
- bats
- moths

5. Fill in the missing word.

Scuttling beetles to \_\_\_\_\_ owls

or scavenging foxes on the prowl.

6. Which animal is described as **shuffling**?

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7. **Screeches, squawks...**

What creature do you think may be squawking? Why do you think this?

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# Answers

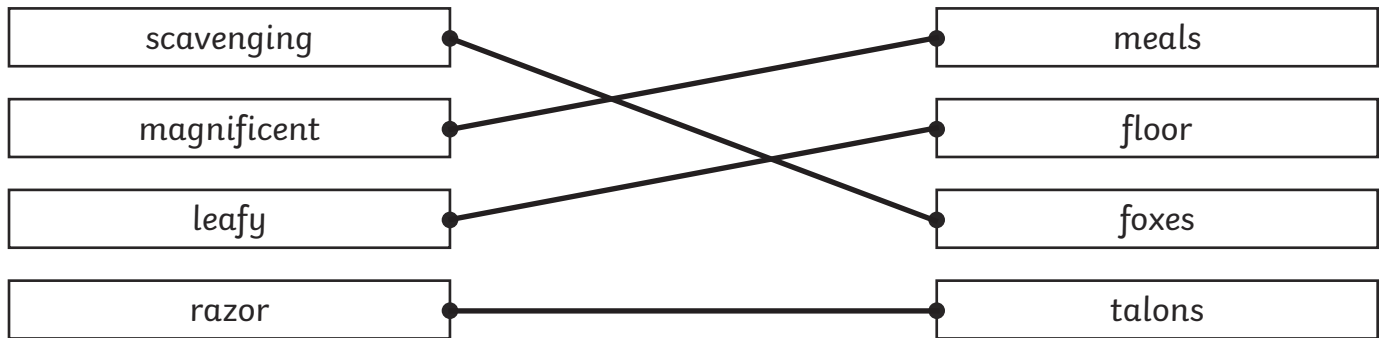
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- 4** Rodents scurry.
- 1** Squirrels leap and scramble.
- 3** Darkness descends.
- 2** Spiders weave webs.

3. Draw **four** lines to match and complete the phrases.



4. Which of the following creatures are mentioned in the poem? Tick **two**.

- skunks
- badgers**
- bats**
- moths

5. Fill in the missing word.

Scuttling beetles to **hooting** owls or scavenging foxes on the prowl.

6. Which animal is described as **shuffling**?

**Hedgehogs are described as shuffling.**

7. **Screeches, squawks...**

What creature do you think may be squawking? Why do you think this?

**Pupils' own responses, such as: I think birds may be squawking. I think this because the noises that birds make often sound like this.**

# Questions

1. Which of the following creatures are **not** mentioned in the poem? Tick one.

- hedgehogs  
 foxes  
 barn owls  
 deer

2. Number the events from 1-4 to show the order that they occur in the poem.

- Badgers emerge from their setts.  
 Bats fly.  
 Rodents scurry.  
 There are scavenging foxes.

3. Draw **four** lines to match and complete the phrases.

scuttling	trails
beautiful	threats
silver	beetles
human	sight

4. Underline **one** word in the quotation below which means the same as 'mixture'.

*Screeches, squawks, a melange of cries  
ringing and echoing across the skies.*

5. Fill in the missing word.

When darkness \_\_\_\_\_, the woodland becomes alive;  
this is when many animals thrive.



6. Find and copy one word which shows that the trees are tall.

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7. What do you think the squirrels' meals may contain?

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8. ... **extending their razor talons to seize...**

What does the poet suggest by the word 'razor'?

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# Answers

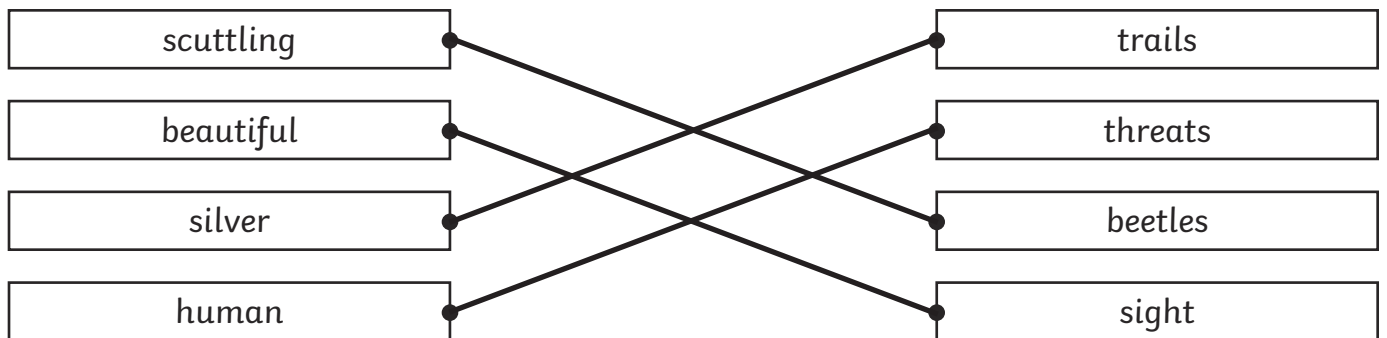
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- hedgehogs  
 foxes  
 barn owls  
 **deer**

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- 2** Badgers emerge from their setts.  
 **3** Bats fly.  
 **4** Rodents scurry.  
 **1** There are scavenging foxes.

3. Draw **four** lines to match and complete the phrases.



4. Underline **one** word in the quotation below which means the same as 'mixture'.

*Screeches, squawks, a melange of cries  
ringing and echoing across the skies.*

**Award 1 mark** for:

- melange

5. Fill in the missing word.

When darkness **descends**, the woodland becomes alive;  
this is when many animals thrive.

6. Find and copy one word which shows that the trees are tall.

**towering**

7. What do you think the squirrels' meals may contain?

**Pupils' own responses, such as: I think the squirrels' meals may contain seeds, nuts and berries.**

8. ... extending their razor talons to seize...

What does the poet suggest by the word 'razor'?

**Pupils' own responses, such as: The poet suggests that the owls' talons are very sharp by the word 'razor'.**

# Questions

1. What are circling in the sky? Tick one.

- buzzards
- robins
- barn owls
- eagles

2. Underline **one** word in the quotation below which means the same as 'softly'.

*Spiders weave delicately, a beautiful sight:  
intricate webs glittering in the sunlight.*

3. Name one creature in the poem that is awake during the night.

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4. Fill in the missing word.

Striped badgers \_\_\_\_\_ from their underground setts  
away from daytime and human threats.

5. Find and copy one word which means the same as 'sparkling'.

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6. ... or scavenging foxes on the prowl.

What does the poet suggest about the foxes by the phrase 'on the prowl'?

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7. Which creatures do you think could have left a silver trail on the woodland floor?

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8. Summarise what the poem is about in 30 words or fewer.

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# Answers

1. What are circling in the sky? Tick one.

- buzzards
- robins
- barn owls**
- eagles

2. Underline **one** word in the quotation below which means the same as 'softly'.

*Spiders weave delicately, a beautiful sight:*

*intricate webs glittering in the sunlight.*

**Award 1 mark** for:

- delicately

3. Name one creature in the poem that is awake during the night.

**Accept one of the following: badgers; hedgehogs; bats; barn owls; rodents.**

4. Fill in the missing word.

Striped badgers **emerge** from their underground setts  
away from daytime and human threats.

5. Find and copy one word which means the same as 'sparkling'.

**glittering**

6. ... or scavenging foxes on the prowl.

What does the poet suggest about the foxes by the phrase 'on the prowl'?

**Pupils' own responses, such as: I think the poet suggests that the foxes are hunting and looking for food by the phrase 'on the prowl'.**

7. Which creatures do you think could have left a silver trail on the woodland floor?

**Pupils' own responses, such as: I think snails and slugs could have left a silver trail on the woodland floor.**

8. Summarise what the poem is about in 30 words or fewer.

**Pupils' own responses, such as: The poem is about creatures that live in the woodland. First, the poem focuses on creatures that are awake during the day and then animals that are up during night.**

# Questions

1. Which seeds does the poet compare to fairy dust? Tick one.

- bluebell
- pumpkin
- dandelion
- apple

2. Number the events from 1-4 to show the order that they occur in the poem.

- There is a whispering breeze.
- There are speckled toadstools.
- There are vines that are like snakes.
- The leaves are crimson and tangerine.

3. What is described as a **silver blanket**? Tick one.

- moon
- lake
- dewdrop
- star

4. Underline **one** word in the quotation below that suggests that the trees are big.

*... over and through the knotted limbs of the gentle giant trees.*

5. What are the acorn shells compared to?

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6. Fill in the missing word.

A \_\_\_\_\_ diamonds glistening on the silver blanket of the tranquil lake.

7. Why do you think the poet describes the stars like jewels?

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# Answers

1. Which seeds does the poet compare to fairy dust? Tick one.

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- star

4. Underline **one** word in the quotation below that suggests that the trees are big.

*... over and through the knotted limbs of the gentle giant trees.*

**Award 1 mark** for:

- giant

5. What are the acorn shells compared to?

**The acorn shells are compared to miniature elf hats.**

6. Fill in the missing word.

A **thousand** diamonds glistening on the silver blanket of the tranquil lake.

7. Why do you think the poet describes the stars like jewels?

**Pupils' own responses, such as: I think the poet describes the stars like jewels because they are shining brightly and are dazzling.**



# Questions

1. What are compared to pixie tears? Tick one.

- raindrops
- waterfalls
- dewdrops
- rivers

2. Number the events from 1-4 to show the order that they occur in the poem.

- There are butterflies dancing.
- The dandelion seeds are like fairy dust.
- Some creatures settle at night.
- The acorn shells are like elf hats.

3. Which of the following words are used to describe the trees? Tick **two**.

- giant
- whispering
- speckled
- all-knowing

4. Underline **one** word in the quotation below that suggests that something is valuable.

*Darkness brings a curtain of stars:*

*precious jewels, gleaming bright.*

5. Find and copy one word which means the same as 'small'.

\_\_\_\_\_

6. Fill in the missing word.

Crimson and \_\_\_\_\_ mosaics of leaves

7. What do you think the **knotted limbs** are?

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8. Create a new title for this poem. What would you call it and why?

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# Answers

1. What are compared to pixie tears? Tick one.

- raindrops  
 waterfalls  
 **dewdrops**  
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2. Number the events from 1-4 to show the order that they occur in the poem.

- 3** There are butterflies dancing.  
 **1** The dandelion seeds are like fairy dust.  
 **4** Some creatures settle at night.  
 **2** The acorn shells are like elf hats.

3. Which of the following words are used to describe the trees? Tick **two**.

- giant**  
 whispering  
 speckled  
 **all-knowing**

4. Underline **one** word in the quotation below that suggests that something is valuable.

*Darkness brings a curtain of stars: precious jewels, gleaming bright.*

**Award 1 mark** for:

- precious

5. Find and copy one word which means the same as 'small'.

**miniature**

6. Fill in the missing word.

Crimson and **tangerine** mosaics of leaves

7. What do you think the **knotted limbs** are?

**Pupils' own responses, such as: I think the knotted limbs are branches and twigs.**

8. Create a new title for this poem. What would you call it and why?

**Pupils' own responses, such as: I would call this poem 'Enchanted' because it feels like all the nature in the woodland is alive and magical.**

# Questions

1. Underline **one** word in the quotation below which means the same as 'calm'.

*A thousand diamonds glistening on  
the silver blanket of the tranquil lake.*

2. Which of the following are **not** mentioned in the poem? Tick one.

- bluebells
- toadstools
- butterflies
- beetles

3. What does the poet compare the dandelion seeds to?

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4. Find and copy one word which means the same as 'to look at something for a long time'.

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5. Fill in the missing word.

Darkness brings a curtain of stars:

precious \_\_\_\_\_, gleaming bright.

6. What impression does the poet give with the phrase the **gentle giant trees**?

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7. What season do you think it is in the poem? Why?

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8. Summarise what the poem is about in 30 words or fewer.

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# Answers

1. Underline **one** word in the quotation below which means the same as 'calm'.

*A thousand diamonds glistening on  
the silver blanket of the tranquil lake.*

**Award 1 mark** for:

- tranquil

2. Which of the following are **not** mentioned in the poem? Tick one.

- bluebells
- toadstools
- butterflies
- beetles**

3. What does the poet compare the dandelion seeds to?

**The poet compares the dandelion seeds to fairy dust.**

4. Find and copy one word which means the same as 'to look at something for a long time'.

**gazing**

5. Fill in the missing word.

Darkness brings a curtain of stars:

precious **jewels**, gleaming bright.

6. What impression does the poet give with the phrase the **gentle giant trees**?

**Pupils' own responses, such as: I think the phrase the gentle giant trees gives the impression that the trees are towering and still.**

7. What season do you think it is in the poem? Why?

**Pupils' own responses, such as: I think the season is autumn in the poem because there are acorn shells mentioned and there are crimson and tangerine leaves.**

8. Summarise what the poem is about in 30 words or fewer.

**Pupils' own responses, such as: The poem is about finding magic in nature. The poet makes things appear enchanted and encourages the reader to look closely at nature to find magic.**

# Questions

1. What does the poet not hear in the woodland? Tick one.

- birds squawking
- foxes screeching
- acorns rolling
- branches snapping

2. Draw **four** lines to match and complete the phrases.

crooked

crisp

fleshy

bursting

breeze

mushrooms

blackberries

branches

3. Find and copy one word which means the same as 'happy'.

\_\_\_\_\_

4. Fill in the missing word.

... and acorns rolling like marbles around \_\_\_\_\_ tree trunks.

5. What does the smell of pine remind the poet of?

\_\_\_\_\_

6. ... **nimble, playful squirrels scurrying across their climbing frames...**

What do you think the 'climbing frames' are?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. This poem is set in autumn. Predict how the woodland may look different in the winter.

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8. **... and majestic trees guarding the forest like soldiers.**

What does the poet suggest about the trees by comparing them to soldiers?

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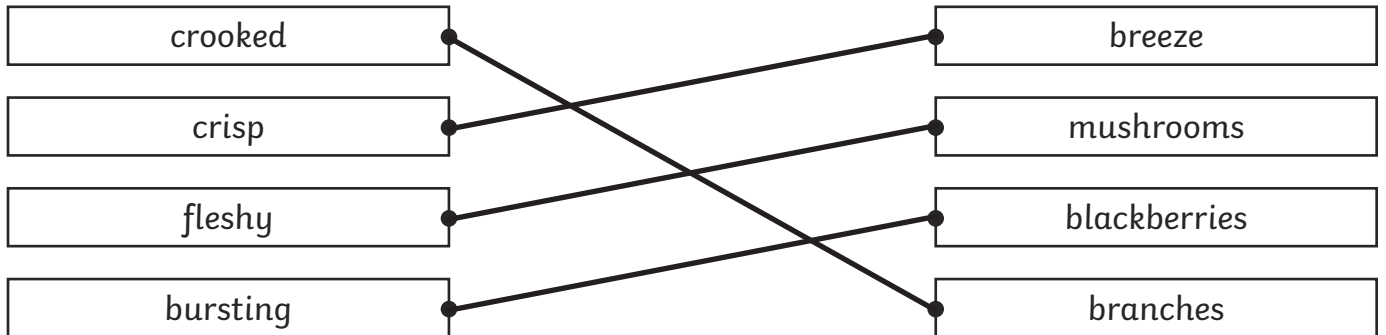


# Answers

1. What does the poet **not** hear in the woodland? Tick one.

- birds squawking
- foxes screeching**
- acorns rolling
- branches snapping

2. Draw **four** lines to match and complete the phrases.



3. Find and copy one word which means the same as 'happy'.

**joyful**

4. Fill in the missing word.

... and acorns rolling like marbles around **colossal** tree trunks.

5. What does the smell of pine remind the poet of?

**The smell of pine reminds the poet of Christmas.**

6. ... **nimble, playful squirrels scurrying across their climbing frames...**

What do you think the 'climbing frames' are?

**Accept any answers that refer to the trees or branches, such as: I think the 'climbing frames' are the trees in the woodland.**

7. This poem is set in autumn. Predict how the woodland may look different in the winter.

**Pupils' own responses, such as: I think that the leaves and ground of the woodland may be covered in frost in the winter.**

8. ... **and majestic trees guarding the forest like soldiers.**

What does the poet suggest about the trees by comparing them to soldiers?

**Pupils' own responses, such as: I think the poet suggests that lots of the trees are still and lined up in rows by comparing them to soldiers.**

# Questions

1. Which word means the same as 'big'? Tick one.

- crisp
- colossal
- scattered
- swooping

2. What does the poet **not** feel in the woodland? Tick one.

- crunching leaves
- crisp breeze
- heavy rain
- crooked branches

3. Find and copy one word which shows that something is far away.

\_\_\_\_\_

4. Fill in the missing word.

... the damp, earthy \_\_\_\_\_ of moss and fleshy mushrooms...

5. Name one thing that the poet can hear in the woodland.

\_\_\_\_\_

6. ... **nimble, playful squirrels**...

What do you think the author suggests about the squirrels by the word 'nimble'?

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

7. Summarise in 30 words or fewer how the verses of the poem have been organised.

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8. This poem is set in autumn. Predict how the leaves may be different in the woodland in the spring.

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9. ... **the powerful perfume of pine, sparking memories of Christmas.**

Why do you think pine would remind someone of Christmas?

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# Answers

1. Which word means the same as 'big'? Tick one.

- crisp
- colossal**
- scattered
- swooping

2. What does the poet **not** feel in the woodland? Tick one.

- crunching leaves
- crisp breeze
- heavy rain**
- crooked branches

3. Find and copy one word which shows that something is far away.

**distant**

4. Fill in the missing word.

... the damp, earthy **aroma** of moss and fleshy mushrooms...

5. Name one thing that the poet can hear in the woodland.

**Accept any of the following: birds; branches snapping; acorns rolling around.**

6. ... **nimble, playful squirrels...**

What do you think the author suggests about the squirrels by the word 'nimble'?

**Accept any answers that refer to the squirrels' being fast, such as: I think the word 'nimble' suggests that the squirrels are quick.**

7. Summarise in 30 words or fewer how the verses of the poem have been organised.

**Pupils' own responses, such as: The verses have been organised into different senses so the poet uses a different verse to say what they can feel, see, hear and smell in the woodland.**

8. This poem is set in autumn. Predict how the leaves may be different in the woodland in the spring.

**Pupils' own responses, such as: I think the leaves may be green rather than golden in the spring. I think there would also be a lot less leaves on the floor as they tend to drop off trees during the autumn.**

9. ... the powerful perfume of pine, sparking memories of Christmas.

Why do you think pine would remind someone of Christmas?

**Pupils' own responses, such as: I think pine would remind someone of Christmas because many people have pine trees in their houses at Christmas, which they decorate.**

# Questions

1. ... **fluttering, golden leaves leaping and dancing;**

What type of literary device is this? Tick one.

- alliteration
- metaphor
- personification
- simile

2. Underline **one** word in the quotation below that suggests that something is big.

*... and acorns rolling like marbles around colossal tree trunks.*

3. Find and copy one word which means the same as 'running quickly'.

\_\_\_\_\_

4. Fill in the missing word.

... and \_\_\_\_\_ trees guarding the forest like \_\_\_\_\_.

5. Name **two** things that the poet can smell in the woodland.

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

6. **Walking through the woodland, I can feel:  
the crunching leafy carpet beneath my feet;**

Why do you think the poet described the ground as 'crunching'?

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

7. What do you think may be causing the **distant snapping and cracking** of the branches?

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8. Predict what different things you may see in the woodland in the spring.

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9. Imagine that the poet wants to write about foxes. Which verse do you suggest they include them in and why?

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10. Tick one box in each row to show whether each statement is **true** or **false**.

	<b>True</b>	<b>False</b>
The poem is set in summer.		
The squirrels are slow to climb the trees.		
The poet is reminded of Christmas.		
There are crooked branches in the woodland.		
The poet sees bats flying through the trees.		

# Answers

1. ... **fluttering, golden leaves leaping and dancing;**

What type of literary device is this? Tick one.

- alliteration  
 metaphor  
 **personification**  
 simile

2. Underline **one** word in the quotation below that suggests that something is big.

*... and acorns rolling like marbles around colossal tree trunks.*

**Award 1 mark** for:

- colossal

3. Find and copy one word which means the same as 'running quickly'.

**scurrying**

4. Fill in the missing word.

... and **majestic** trees guarding the forest like **soldiers**.

5. Name **two** things that the poet can smell in the woodland.

**Accept any two of the following: moss; mushrooms; blackberries; pine.**

6. **Walking through the woodland, I can feel:**

**the crunching leafy carpet beneath my feet;**

Why do you think the poet described the ground as 'crunching'?

**Pupils' own responses, such as: I think the poet described the ground as 'crunching' because it is full of lots of dried-up leaves which will crunch as they are stepped on.**

7. What do you think may be causing the **distant snapping and cracking** of the branches?

**Pupils' own responses, such as: I think there may be animals or people walking through the woodland who are causing the distant snapping and cracking of the branches.**



8. Predict what different things you may see in the woodland in the spring.

**Pupils' own responses, such as: I think that the woodland would be more colourful and bright in spring due to the different plants blooming. The leaves would be green rather than golden.**

9. Imagine that the poet wants to write about foxes. Which verse do you suggest they include them in and why?

**Pupils' own responses, such as: I think that the poet should include foxes in the second paragraph as this is all about what you can see in the woodland and I think it would be interesting to describe what they look like.**

10. Tick one box in each row to show whether each statement is **true** or **false**.

	<b>True</b>	<b>False</b>
The poem is set in summer.		✓
The squirrels are slow to climb the trees.		✓
The poet is reminded of Christmas.	✓	
There are crooked branches in the woodland.	✓	
The poet sees bats flying through the trees.		✓

# Questions

1. Where do badgers live? Tick one.

- nests
- setts
- caves
- dens

2. Draw **four** lines to match and complete the phrases.

towering

intricate

swooping

razor

webs

talons

trees

bats

3. Fill in the missing word.

... gathering and collecting \_\_\_\_\_ meals  
from plants and trees they like to steal.

4. Find and copy one word which shows the woodland has been wet.

\_\_\_\_\_

5. How do the beetles move across the woodland?

\_\_\_\_\_

6. ... or scavenging foxes on the prowl.

What do you think the poet suggests about the foxes by the use of the word 'scavenging'?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Which creatures do you think could have left a silver trail on the woodland floor?

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8. What other title could you give this poem? Why?

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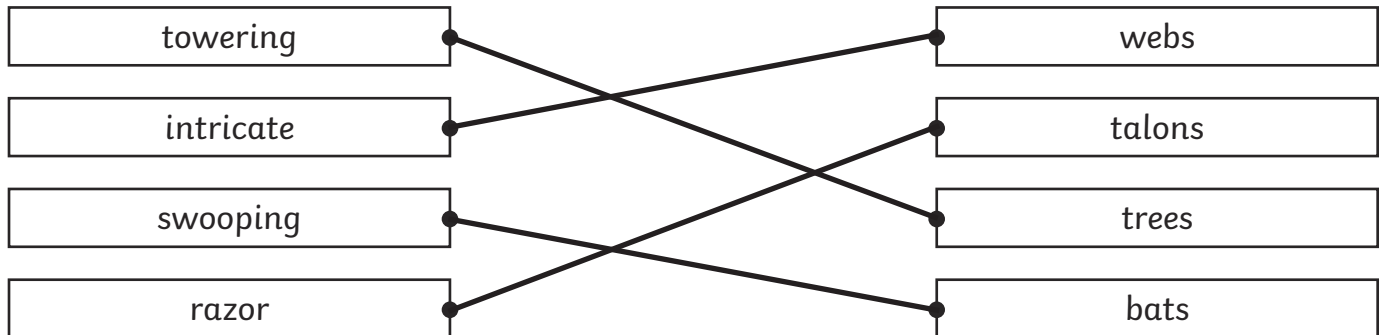
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# Answers

1. Where do badgers live? Tick one.

- nests
- setts**
- caves
- dens

2. Draw **four** lines to match and complete the phrases.



3. Fill in the missing word.

... gathering and collecting **magnificent** meals  
from plants and trees they like to steal.

4. Find and copy one word which shows the woodland has been wet.

**damp**

5. How do the beetles move across the woodland?

**The beetles scuttle across the woodland.**

6. ... or scavenging foxes on the prowl.

What do you think the poet suggests about the foxes by the use of the word 'scavenging'?

**Pupils' own responses, such as: I think the poet suggests that the foxes are hungry and looking for food by the use of the word 'scavenging'.**

7. Which creatures do you think could have left a silver trail on the woodland floor?

**Pupils' own responses, such as: I think snails and slugs could have left a silver trail on the woodland floor.**

8. What other title could you give this poem? Why?

**Pupils' own responses, such as: I would call this poem 'The Woodland Welcomes All' because it repeats this phrase in the poem and I think it summarises how there are many different types of woodland creatures.**

# Questions

1. ... **extending their razor talons...**

What do you think the poet means by the word 'razor'? Tick one.

- blunt  
 smooth  
 sharp  
 bumpy

2. Number the events from 1-4 to show the order that they occur in the poem.

- Squirrels gather their meals.  
 There are beetles scuttling.  
 There are silver trails on the woodland floor.  
 There are bats flying.

3. Fill in the missing word.

Spiders weave \_\_\_\_\_, a beautiful sight:

intricate webs glittering in the sunlight.

4. Name **two** creatures in the poem that are awake during the night.

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

5. Find and copy one word which means the same as 'to climb over something quickly'.

\_\_\_\_\_

6. ... **this is when many animals thrive.**

What do you think the poet means by the use of the word 'thrive'?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Summarise what the poem is about in 30 words or fewer.

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8. **Striped badgers emerge from their underground setts, away from daytime and human threats.**

What do you think the 'human threats' may be?

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9. Predict what other animals you might see in the woodland.

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# Answers

1. ... **extending their razor talons...**

What do you think the poet means by the word 'razor'? Tick one.

- blunt  
 smooth  
 **sharp**  
 bumpy

2. Number the events from 1-4 to show the order that they occur in the poem.

- 2 Squirrels gather their meals.  
 1 There are beetles scuttling.  
 3 There are silver trails on the woodland floor.  
 4 There are bats flying.

3. Fill in the missing word.

Spiders weave **delicately**, a beautiful sight:  
intricate webs glittering in the sunlight.

4. Name **two** creatures in the poem that are awake during the night.

**Accept any two of the following: badgers; hedgehogs; bats; barn owls; rodents.**

5. Find and copy one word which means the same as 'to climb over something quickly'.

**scramble**

6. ... **this is when many animals thrive.**

What do you think the poet means by the use of the word 'thrive'?

**Pupils' own responses, such as: I think the poet means that the animals are flourishing by the use of the word 'thrive'. I think that the animals will be alert and active.**

7. Summarise what the poem is about in 30 words or fewer.

**The poem is about creatures that live in the woodland. First, the poem focuses on creatures that are awake during the day and then animals that are up during night.**



8. **Striped badgers emerge from their underground setts, away from daytime and human threats.**

What do you think the 'human threats' may be?

**Pupils' own responses, such as: I think that the 'human threats' may be humans disturbing where the badgers live or people hunting them.**

9. Predict what other animals you might see in the woodland.

**Pupils' own responses, such as: I think that you might see woodpeckers, deer and skunks in the woodland.**

# Questions

1. ... **intricate webs glittering in the sunlight.**

What do you think the poet means by the word 'intricate'? Tick one.

- bare
- thin
- complicated
- dusty

2. Number the events from 1-4 to show the order that they occur in the poem.

- The woodland becomes dark.
- There are silver trails.
- There are towering trees.
- Hedgehogs shuffle.

3. Fill in the missing words.

Scuttling \_\_\_\_\_ to hooting owls

or \_\_\_\_\_ foxes on the prowl.

4. How do the barn owls catch the rodents?

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5. Find and copy one word which means the same as 'come out of' or 'move away from something'.

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6. **Screeches, squawks, a melange of cries...**

What do you think the poet means by the use of the word 'melange'?

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7. Why do you think the beginning and end of the poem are the same?

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8. Compare how two creatures move differently.

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9. Predict what other types of insects you may see in the woodland.

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10. What impressions do you get of the woodland?

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

Impression	Evidence
<hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/>	<hr/> <hr/> <hr/>

# Answers

1. ... **intricate webs glittering in the sunlight.**

What do you think the poet means by the word 'intricate'? Tick one.

- bare
- thin
- complicated**
- dusty

2. Number the events from 1-4 to show the order that they occur in the poem.

- 3** The woodland becomes dark.
- 2** There are silver trails.
- 1** There are towering trees.
- 4** Hedgehogs shuffle.

3. Fill in the missing words.

Scuttling **beetles** to hooting owls  
or **scavenging** foxes on the prowl.

4. How do the barn owls catch the rodents?

**The barn owls catch the rodents by extending their talons.**

5. Find and copy one word which means the same as 'come out of' or 'move away from something'.

**emerge**

6. **Screeches, squawks, a melange of cries...**

What do you think the poet means by the use of the word 'melange'?

**Pupils' own responses, such as: I think the poet means a mixture or combination by the use of the word 'melange'.**

7. Why do you think the beginning and end of the poem are the same?

**Pupils' own responses, such as: I think the beginning and end of the poem are the same because it emphasises how many different types of creatures can be found in the woodland.**

8. Compare how two creatures move differently.

**Pupils' own responses, such as: Bats fly and swoop around the woodland sky whereas squirrels leap and scramble which suggests they climb quickly up and across trees.**

9. Predict what other types of insects you may see in the woodland.

**Pupils' own responses, such as: I think you might see dragonflies, moths and butterflies in the woodland.**

10. What impressions do you get of the woodland?

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

<b>Acceptable points (impressions)</b>	<b>Likely Evidence</b>
1. It is noisy.	<ul style="list-style-type: none"> <li>• There are screeches and squawks.</li> <li>• There are hooting owls.</li> <li>• There are beetles scuttling.</li> <li>• There are rodents scurrying.</li> <li>• There are a mixture of cries echoing across the woodland.</li> </ul>
2. It is diverse/there are lots of different species.	<ul style="list-style-type: none"> <li>• There are a range of different animals, such as beetles and foxes.</li> <li>• There are small creatures and bigger animals.</li> </ul>
3. It is busy.	<ul style="list-style-type: none"> <li>• There are lots of different animals moving around, such as hedgehogs shuffling and foxes on the prowl.</li> </ul>
4. There are different food chains.	<ul style="list-style-type: none"> <li>• Squirrels are taking food from plants and trees.</li> <li>• Owls are preying on rodents.</li> </ul>
5. It is sometimes sunny during the day.	<ul style="list-style-type: none"> <li>• The sunlight is glittering on the spiderwebs.</li> </ul>
6. It is dark at night.	<ul style="list-style-type: none"> <li>• 'When darkness descends'</li> </ul>
7. It has been wet / it has rained.	<ul style="list-style-type: none"> <li>• The floor is described as 'damp'.</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.

# Questions

1. What does the poet describe as dancing? Tick one.

- nightingales  
 beetles  
 butterflies  
 mice

2. Draw **four** lines to match and complete the phrases.

gazing

fresh

speckled

melodic

toadstools

sound

faces

dewdrops

3. Find and copy one word which means the same as 'big'.

\_\_\_\_\_

4. What are described like **slithering snakes**?

\_\_\_\_\_

5. Fill in the missing word.

Darkness brings a \_\_\_\_\_ of stars:

precious jewels, gleaming bright.

6. What does the poet suggest about the breeze by the use of the word **whispering**?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. **Crimson and tangerine mosaics of leaves...**

What season do you think it is from this phrase? Why?

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8. Summarise what the poem is about in 30 words or fewer.

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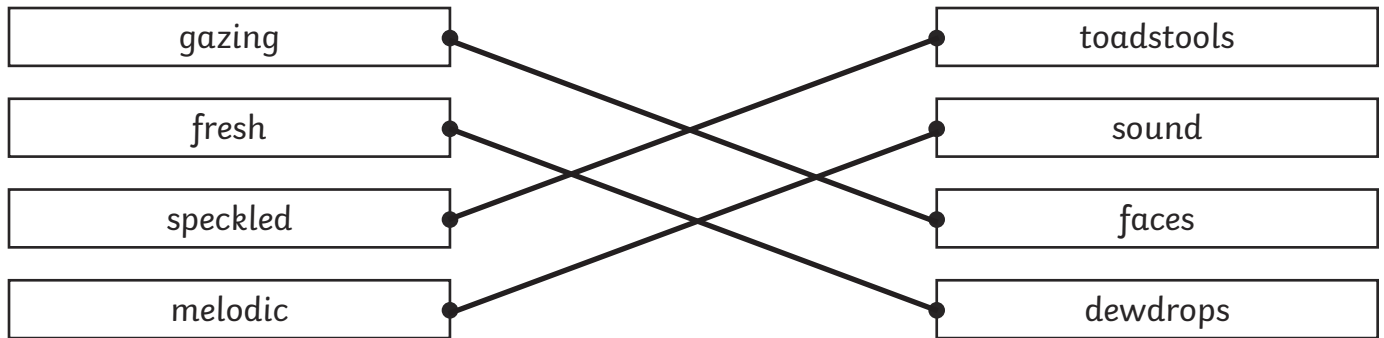
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# Answers

1. What does the poet describe as dancing? Tick one.

- nightingales  
 beetles  
 **butterflies**  
 mice

2. Draw **four** lines to match and complete the phrases.



3. Find and copy one word which means the same as 'big'.

**Accept either: gargantuan; giant.**

4. What are described like **slithering snakes**?

**The vines are described like slithering snakes.**

5. Fill in the missing word.

Darkness brings a **curtain** of stars: precious jewels, gleaming bright.

6. What does the poet suggest about the breeze by the use of the word **whispering**?

**Pupils' own responses, such as: I think the poet suggests that the breeze is gentle and makes a quiet sound.**

7. **Crimson and tangerine mosaics of leaves...**

What season do you think it is from this phrase? Why?

**Pupils' own responses, such as: I think it is autumn from this phrase because the leaves turn these colours during this season.**

8. Summarise what the poem is about in 30 words or fewer.

**Pupils' own responses, such as: The poem is about finding magic and beauty in nature. The poet makes natural things appear enchanted and encourages the reader to look closely at nature to find magic.**



# Questions

1. What colours are the leaves? Tick **two**.

- crimson
- burgundy
- tangerine
- emerald

2. Draw **four** lines to match the item with what it is compared to.

dandelion seeds

pixie tears

dewdrops

snakes

vines

jewels

stars

fairy dust

3. Find and copy one word which means the same as 'covered with spots' or 'patches of colour'.

\_\_\_\_\_

4. What birds sing in the poem?

\_\_\_\_\_

5. Fill in the missing word.

\_\_\_\_\_ elf hats from acorn shells;

fresh dewdrops of pixie tears

upon glistening bluebells.

6. Why do you think the poet repeated the phrase **magic of the woodland** in the last verse?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Why do you think that the bluebells are **glistening**?

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8. What impression do you get of the lake by the use of the word **tranquil**?

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9. Summarise in 30 words or fewer how the poet makes the trees seem alive.

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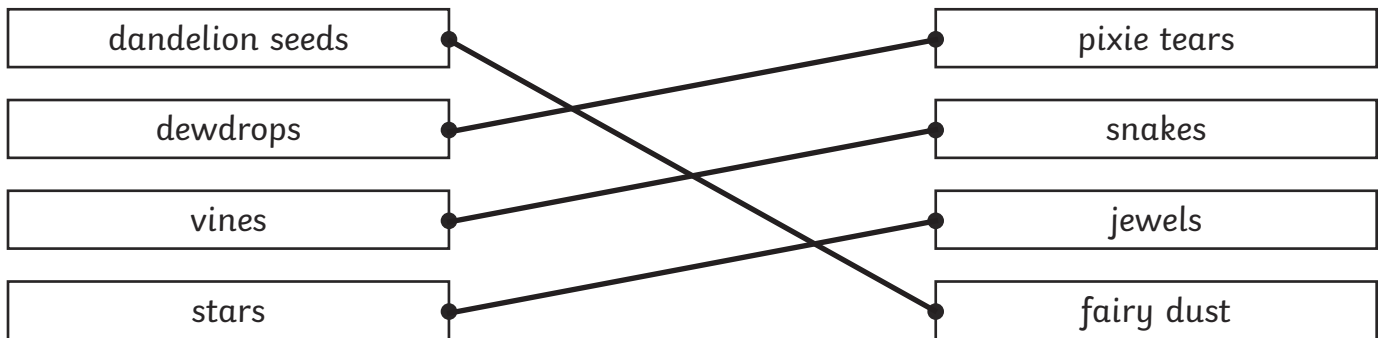
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# Answers

1. What colours are the leaves? Tick **two**.

- crimson**
- burgundy
- tangerine**
- emerald

2. Draw **four** lines to match the item with what it is compared to.



3. Find and copy one word which means the same as 'covered with spots' or 'patches of colour'.

**speckled**

4. What birds sing in the poem?

**Nightingales sing in the poem.**

5. Fill in the missing word.

**miniature** elf hats from acorn shells;

fresh dewdrops of pixie tears

upon glistening bluebells.

6. Why do you think the poet repeated the phrase **magic of the woodland** in the last verse?

**Pupils' own responses, such as: I think the poet repeated the phrase magic of the woodland in the last verse to emphasise how mysterious and magical nature can be. It encourages the reader to look closely at nature.**

7. Why do you think that the bluebells are **glistening**?

**Pupils' own responses, such as: I think the bluebells are glistening because they may have dew on them or it may have recently rained.**

8. What impression do you get of the lake by the use of the word **tranquil**?

**Pupils' own responses, such as: I get the impression that the lake is very still and calm by the use of the word tranquil.**

9. Summarise in 30 words or fewer how the poet makes the trees seem alive.

**Pupils' own responses, such as: The poet makes the trees seem alive by referring to them as giants and describing the branches like limbs. The poet also suggests that they know everything about the woodland.**

# Questions

1. Underline **one** word in the quotation below that suggests that the trees are looking at something for a long time.

*Gazing faces of the wise, all-knowing trees...*

2. What do you think the **knotted limbs** are? Tick one.

- leaves
- branches
- trunk
- blossom

3. Find and copy one word which means the same as 'calm'.

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4. What is described as flying **like fairy dust**?

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5. Fill in the missing word.

Luscious, green vines \_\_\_\_\_ around

\_\_\_\_\_ trunks like slithering snakes.

6. Why do you think the poet included the last verse?

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7. What impression do you get about the trees from how they have been described as **wise** and **all-knowing**?

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8. Summarise how the poet makes natural things appear enchanted in 30 words or fewer.

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9. What do you think may be making the lake glisten?

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10. Would you like to visit the woodland after reading this poem?

**Tick one.**

- yes
- no
- maybe

Explain your choice fully, using evidence from the text.

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# Answers

1. Underline **one** word in the quotation below that suggests that the trees are looking at something for a long time.

Gazing faces of the wise, all-knowing trees...

**Award 1 mark** for:

- Gazing

2. What do you think the **knotted limbs** are? Tick one.

- leaves
- branches**
- trunk
- blossom

3. Find and copy one word which means the same as 'calm'.

**tranquil**

4. What is described as flying **like fairy dust**?

**Dandelion seeds are described as flying like fairy dust.**

5. Fill in the missing word.

Luscious, green vines **wrapped** around

**gargantuan** trunks like slithering snakes.

6. Why do you think the poet included the last verse?

**Pupils' own responses, such as: I think that the poet included the last verse to emphasise how magical the woodland can be and to encourage the reader to look at how wonderful nature can be.**

7. What impression do you get about the trees from how they have been described as **wise** and **all-knowing**?

**Pupils' own responses, such as: I think the words wise and all-knowing give the reader the impression that the trees have been there for a very long time and have seen many things over the years.**

8. Summarise how the poet makes natural things appear enchanted in 30 words or fewer.

**Pupils' own responses, such as: The poet makes natural things appear enchanted by making them seem alive, such as vines like slithering snakes. They also make references to pixies and fairies.**

9. What do you think may be making the lake glisten?

**Pupils' own responses, such as: I think the lake may be glistening from either the sun shining upon it or from the moonlight.**

10. Would you like to visit the woodland after reading this poem?

**Tick one.**

**Acceptable points (yes):**

1. It seems exciting.
2. The nature seems alive.
3. It seems magical.
4. It seems like a place you could have an adventure in.
5. There is wildlife to see.
6. It suggests that there are enchanted creatures there.

**Acceptable points (no):**

7. It seems dangerous.
8. Some of the nature is made to seem scary.
9. It seems unfamiliar/unknown.
10. The nature seems alive.

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

- Yes, because it suggests that there are enchanted creatures that live there that I would like to see. There are references to pixies, fairies and elves. It appears to be a place where you could have an adventure. [AP6 + evidence, AP4]

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

- No, because the nature seems to be alive and this makes it seem like a scary place to be. [AP10 + AP8]

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

- Yes, because there is wildlife to see. [AP5]



# Woodland Animals

Home to creatures, great and small,  
the woodland welcomes creatures all.

Scuttling beetles to hooting owls  
or scavenging foxes on the prowl.

During the day, squirrels leap and scramble  
upon towering trees and around thick bramble,  
gathering and collecting magnificent meals  
from plants and trees they like to steal.

Spiders weave delicately, a beautiful sight:  
intricate webs glittering in the sunlight.

Silver trails on the damp, leafy floor;  
which creatures have been here before?

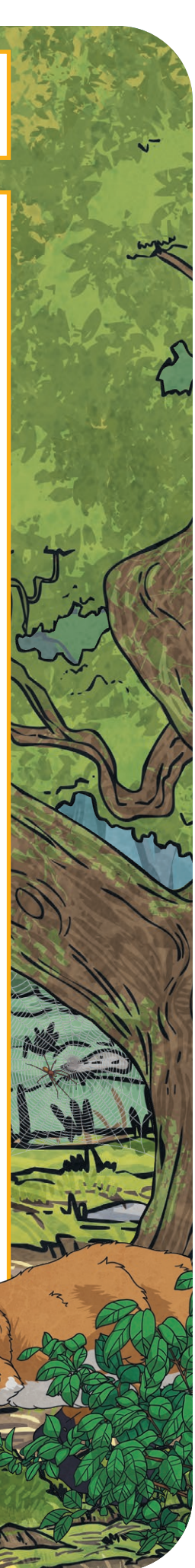
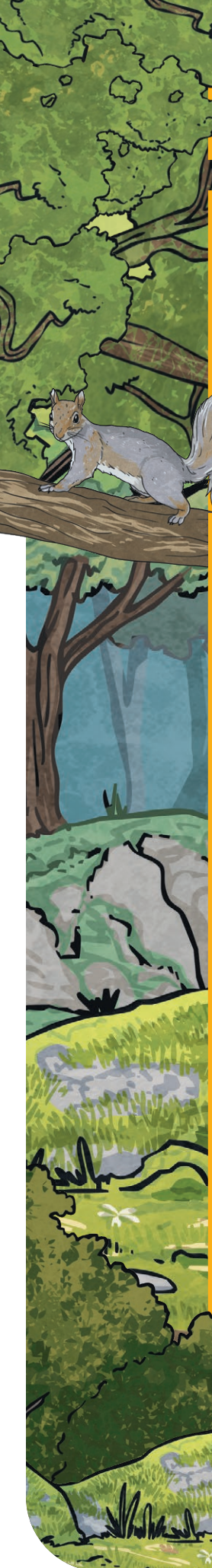
When darkness descends, the woodland becomes alive;  
this is when many animals thrive.

Striped badgers emerge from their underground setts,  
away from daytime and human threats.

Hedgehogs shuffle, swooping bats fly,  
barn owls circle in the sky,  
extending their razor talons to seize  
rodents scurrying beneath the trees.

Screeches, squawks, a melange of cries  
ringing and echoing across the skies.

Home to creatures, great and small,  
the woodland welcomes creatures all.



# Woodland Magic

Have you ever noticed the magic of the woodland?

Luscious, green vines wrapped around  
gargantuan trunks like slithering snakes.

A thousand diamonds glistening on  
the silver blanket of the tranquil lake.

Dandelion seeds fly like fairy dust  
delicately in the whispering breeze  
over and through the knotted limbs  
of the gentle giant trees.



Crimson and tangerine mosaics of leaves;  
miniature elf hats from acorn shells;  
fresh dewdrops of pixie tears  
upon glistening bluebells.

Gazing faces of the wise, all-knowing trees;  
speckled toadstools nestled on the ground;  
butterflies dance and nightingales sing  
a harmonious, melodic sound.

Darkness brings a curtain of stars:  
precious jewels, gleaming bright.  
As many creatures start to explore  
others settle for the night.

Look closely for the magic of the woodland,  
breathe in the magic of the woodland,  
embrace the magic of the woodland.