

Half Term Holiday Challenge: Reading

‘5 Challenges for 5 Days’

This booklet is designed to keep your brains ‘ticking over’ during the half term break. Just a few short activities will mean that you return to school ready to learn and raring to go! Try to really impress your teacher by completing one challenge for each day of the holidays. Circle any questions that you’d like some more help with when term starts again.



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Day One – Reading

As far as Pavel was concerned, it had been a disastrous morning. His intention had been to confront Mr Bradwell about the effect the new road was going to have on the environment – not in an aggressive manner, but hopefully in a way that would prick his conscience. The reality, however, had been very different. After Pavel had poured out his carefully rehearsed argument, there had been an awkward silence. Then, with a mischievous smile, Mr Bradwell had pulled out a detailed plan of the road; there in the corner was an official stamp declaring ‘Approved’... by Pavel’s dad.

Challenges for Day 1

Challenge 1:

Set a timer. Read the extract. How many seconds did it take you?

Challenge 2:

Write down any words you didn’t understand.

Discuss them with an adult and look them up in a dictionary.

5 for 5 Reading Questions

Challenge 3:

a) **Find** and **copy** the word which means ‘terrible’.

Disastrous

b) **Find** and **copy** the group of words which suggest that Pavel had prepared what he wanted to say to Mr Bradwell.

His intention had been

Challenge 4:

Why did Pavel want to meet Mr Bradwell?

To talk to him about the effect the new road would have on the environment

Challenge 5:

What evidence is there that Pavel cares deeply about the environment?

He is going to talk to Mr Bradwell about the negative impact the road would have on the environment to try and change his mind about it

Day Two – Reading

She had only recently retreated to the corner to rest. The battle to paralyse and wrap up the moth had been epic and, even though she had already taken her first feed, she was too tired to stay in such a vulnerable position in the middle of her web. The last thing she needed was to have to defend her catch, yet almost immediately she felt the signature vibrations of a rival trying to steal her precious meal. Quick as lightning, she dashed out to confront the intruder: a wasp, which came with the added threat of a dangerous sting.

Challenges for Day 2

Challenge 1:

Set a timer. Read the extract. How many seconds did it take you?

Challenge 2:

Write down any words you didn't understand.

Discuss them with an adult and look them up in a dictionary.

5 for 5 Reading Questions

Challenge 3:

What sort of creature is the poem about? Give evidence to support your answer.

It is a spider as in the text it says she was in a 'web' and that the moth had been 'paralysed' and 'wrapped up', which is what spiders do when they catch their prey.

Challenge 4:

How was the wasp dangerous to the creature? Write down **two** ways.

1. It has a dangerous sting.
2. It was going to try to steal her food.

Challenge 5:

How was the behaviour of the creature different at the beginning of the extract to the end? Give evidence from the text.

At the start of the text she 'retreats' ready to 'rest' which shows that she is calm; this changes at the end of the text when she becomes 'quick as lightning' and 'dashes to confront', showing that she is in a rush.

Day Three – Reading

‘You know I hate to criticise,’ said Alex who was, in fact, enjoying every syllable of his rant. ‘You are supposed to be an expert gardener, even if you are technically just an amateur. But just look at these carrots; they’re purple!’

‘They’re supposed to be purple,’ protested Prisha. ‘Apparently, almost all carrots were originally that colour, but growers noticed that some were orange, so they bred them that way.’

‘You call that an explanation! What did they do, cross-breed them with satsumas? Carrots are orange and always have been. You’ll be telling me that tomatoes aren’t really vegetables next!’

Challenge 1:

Set a timer. Read the extract. How many seconds did it take you?

Challenge 2:

Write down any words you didn’t understand.

Discuss them with an adult and look them up in a dictionary.

Challenge 3:

Find and **copy** the word closest in meaning to:

- a) talented - **expert**
- b) complained - **protested**

Challenge 4:

Why did Alex think the carrots had been cross-bred with satsumas?

Because they are orange, like satsumas.

Challenge 5:

What does this extract tell us about Alex’s attitude towards Prisha? Give evidence from the text to support your answer.

He does not particularly like her; he was ‘enjoying’ his ‘rant’ and says that she is ‘technically just an amateur’ which suggests he thinks he is better than her.

Day Four – Reading

According to some experts, children should not be allowed online for more than two hours per day. However, mobile technology is moving ahead so quickly that those ideas might have to be rethought. After all, devices these days are so advanced that users have unrestricted access to the internet whenever they want. Therefore, a more relevant question might be this: at what age should we let youngsters have smartphones? Getting them too young might mean that they are tempted to seek inappropriate content far too early. Yet leaving it too late could make children feel excluded from their friendship groups.

Challenges for Day 4

Challenge 1:

Set a timer. Read the extract. How many seconds did it take you?

Challenge 2:

Write down any words you didn't understand.

Discuss them with an adult and look them up in a dictionary.

5 for 5 Reading Questions

Challenge 3:

In line 5 it says: *'users have unrestricted access to the internet'*.

Which of the following is the best definition of the word 'unrestricted'? **Tick one.**

limited ☐ blocked ☐ not controlled ☒

Challenge 4:

Why does the author think that the ideas on **how long** children spend on the internet need to be rethought?

Because mobile technology is moving ahead so quickly as children have unlimited access. The author instead believes it is more important to consider WHAT AGE youngsters have smartphones.

Challenge 5:

The author gives a balanced view of the issue. **True** or **false**?
Give evidence from the text to support your answer.

The author gives both sides of the argument; they say young children might seek content 'far too early' but also goes on to say that, if left too late, children could feel 'excluded'.

Day Five – Reading

Dear Miss Strangewart,

I am writing to offer my sincere apologies for my behaviour in your class. The awkward atmosphere made it very apparent to me just how sad and cross I had made you. Had I known that you were teaching Ghastly Rudeness, I would naturally have come crashing in through the door, scraped my chair and whistled loudly while you were talking. Unfortunately, I had it down as an Aggressive Silence lesson on my timetable.

I know you expect better from the students of Hag Academy. I promise it won't happen again, you old witch.

Yours insolently,
Griselda

Challenge 1:

Set a timer. Read the extract. How many seconds did it take you?

Challenge 2:

Write down any words you didn't understand. Discuss them with an adult and look them up in a dictionary.

Challenge 3:

Write down **two unusual things** which were expected of the students in the lesson.

1. Come crashing through the door
2. Scraping chairs

(You could also have 'whistling loudly!')

Challenge 4:

Find and **copy** the group of words which explain how Griselda knew that she had annoyed Miss Strangewart.

'how sad and cross I had made you'

Challenge 5:

How is this letter of apology unusual for one written from a pupil to a teacher? Give evidence from the text to support your answer.

Usually children would apologise to a teacher for being rude, but Griselda is apologising for not being rude or 'crashing through the door', 'scraping' her chair or 'whistling loudly'. She also calls her teacher 'old witch', which would be considered rude!