

KS2 Reading for Inference Booklet 3



Name.....

READING FOR INFERENCE 1

The Price of a Poppy

Jessica and her Grandma got off the bus at the bus station just as it started to drizzle. But it was all right, Grandma had brought a little, folding up umbrella. Trust Grandma, she was always well-organised.

"Can we go straight to the shopping centre?" pleaded Jessica hopefully, "It will be nice and dry in there." Shopping centres were not Grandma's favourite places.

"Oh, all right, I suppose it would be good to get out of this October rain." They set off through the crowded town streets, negotiating the dangers of busy roads and other peoples' umbrellas.

When they reached the bustling shopping centre, Jessica asked, "Can we go in here first?" as they passed a big bright, glossy sports shop. "I suppose so." said Grandma reluctantly. She knew her grand-daughter's plan - she'd been shopping with her before.

"Oh Grandma, look at this!" gasped Jessica as they passed a row of Manchester United shirts, "Look, it's got Marcus Rashford's name on the back and it's only £59.99." said Jessica pleadingly.

"£60 for a shirt? I'm sorry but I'm not treating you to a £60 shirt that probably cost £5 to make. £60 indeed for a £5 shirt!" Grandma muttered and started to walk out of the shop.

They continued browsing the shops, Grandma looking for bits for her kitchen, Jessica looking at fireworks and Halloween costumes.

As they passed a trendy designer-label shop, Jessica tried again, "I need some new school socks, shall we see if they've got any in here?" Against her better judgement, Grandma reluctantly agreed. They wandered around, Jessica's eyes all bright and wide open - Grandma was less excited.

"These are nice and look at the designer label and they're only £12.99!" suggested Jessica.

"Goodness me, you can't be serious, £13 for a pair of socks that probably cost less than a pound to make, I don't think so. On the way back to the bus station, we'll stop off at the pound shop and get you some there." replied Grandma. Jessica was sad, her plans hadn't worked, "I'm getting tired and I've got a bit of a headache, can we go home now?" asked Jessica admitting defeat. Grandma wasn't too sad. They popped into the pound shop where Grandma got some 'perfectly good' socks and they continued on to the bus station.

As they got nearer, Grandma spotted an elderly man in a wheelchair with medals on his coat, he was selling poppies. Grandma went over and gave him a £20 note, "I'll have two please." she said. She turned to Jessica and carefully pinned one to her jacket, " There you go, you can wear a poppy like me."

When they had found a seat on the top deck of the bus, Jessica turned to her Grandma, "Grandma, I don't understand. When we were looking at the shirt and the socks, you said you wouldn't pay all that money for things that cost so little to make. But you gave that old man £20 for 2 poppies and I've looked at them and they're only made of a bit of plastic and some paper. Why couldn't you spend that money on my shirt and socks?" Grandma took a deep breath and looked out of the steamy bus window.

"My father, your Great Grandfather, fought in the second World War. In 1942 he had to leave his family, I was only 4. He was a pilot in the R.A.F. but his plane was shot down over Belgium. There was a terrible fire and your Great Grandad was blinded. When he eventually got home, The Royal British Legion looked after him and us. And they have continued to look after veterans from all the wars that we have fought since then. I know the poppies only cost pennies to make but it's not the point. That money will help other brave men and women who have been hurt fighting to protect our country, so I really don't mind."

Jessica spent the rest of the bus journey silently staring out of the window, doing a lot of thinking.

READING FOR INFERENCE 1
The Price of a Poppy (Questions)

1. What clues in the text suggest the time of year in which the piece is set? Give examples.

2. Whose name was on the back of the shirt?

3. If the shirt costs £60 how much would it cost to buy shirts for a whole team (11 players)?

4. What do you think '*bits for the kitchen*' might mean?

5. How does Grandma feel about the designer label shop? What clues tell you this?

6. When they left the designer shop, Jessica '*admitted defeat*', what do you think her plan might have been?

7. Why do you think the man in the wheelchair was wearing medals?

8. How much had each poppy cost Grandma?

9. Why do you think Grandma had to put the poppy on Jessica's jacket carefully?

10. In what year was Grandma born?

11. What do you think Jessica was thinking about on the way home?

READING FOR INFERENCE 2

Poppy Selling in Brunton

Every year, volunteers from the Brunton branch of the Royal British Legion go out into the town to sell poppies. They can choose where and when they set up their stalls.

Using the data from the table, try and answer the questions on the next page.

Name	Location	Time started	Duration of stay	Poppies sold	Money collected
Mr Patel	Outside Tesco	11:00	3 hours	40	£120
Mr Millroy	Outside cinema	09:00	3 hours 30 minutes	5	£4
Mr Cross	Outside King's Head pub	21:00	2 hours	30	£105
Ms Bennett	Outside railway station	08:00	3 hours	50	£45
Mr Gordon	Outside school	11:00	2 hours 30 minutes	10	£25
Miss Brownley	Outside town hall	12:00	4 hours	80	£200

READING FOR INFERENCE 2
Selling Poppies in Brunton (Questions)

1. Who sold poppies for the longest amount of time?

2. Who made the most money?

3. Why do you think Mr Cross chose to be outside the pub at that time?

4. Can you think of a better time for Mr Gordon to be outside the school?

5. Who started the earliest?

6. What was the average spend per poppy for Mr Patel?

7. Who sold the fewest poppies?

8. At what time did Mr Millroy finish?

9. How much money was made in total?

10. How many poppies were sold in total?

READING FOR INFERENCE 3
BRUNTON WAR MEMORIAL (QUESTIONS)

In the market square in Brunton. there is a war memorial, it lists all the soldiers from the town that died in the first World War. Each year on Remembrance Sunday, there is a ceremony and poppies and wreaths are laid on its steps. There will be similar ceremonies near where you live.

By looking at the information carved on the memorial (shown on the next page) try and answer the questions below.

1. Who was the first person to die?

2. Who died on Christmas Day 1916?

3. Who was the last person to die?

4. Who died on Bonfire Night 1917?

5. Who was the first person to be born?

6. What do you notice about Edward and Henry Farmer? How old were they when they died?

7. Who died on his birthday?

8. Apart from the Farmer brothers, which two soldiers died on the same day?

9. How old was Wilfred Portman when he died?

10. In which year did most of the soldiers die?

THOSE WHO FELL IN THE GREAT WAR

	DATE OF BIRTH	DATE OF DEATH
GEORGE ABBOT	01 06 1890	12 09 1915
MICHAEL BROWN	05 07 1898	05 11 1917
ALBERT COPSEY	28 05 1890	25 12 1916
ARTHUR EVANS	17 08 1899	07 01 1918
EDWARD FARMER	07 09 1896	09 12 1917
HENRY FARMER	07 09 1896	09 12 1917
ALFRED LEWIS	01 02 1895	08 06 1914
WILRFED PORTMAN	11 05 1897	01 04 1916
ARNOLD SMITH	11 03 1894	11 03 1917
BERT WILLIAMSON	03 10 1895	12 09 1915

AT THE GOING DOWN OF THE SUN AND IN THE MORNING WE
WILL REMEMBER THEM

READING FOR INFERENCE 4

A Letter from the Trenches

During the First World War soldiers fighting in France and Belgium could only communicate with their families and loved ones by letter, there were no telephones, texting, e mails or Skype. But soldiers had to be careful what they wrote. If they gave too much information about their lives in the trenches and their letters then fell into enemy hands, the enemy could have a good idea of matters that were best kept secret. Soldiers were not allowed to write about their conditions, morale (how the soldiers were feeling) and any plans they thought the Army might have. All this kind of information could be very valuable to the enemy. To make sure that this wasn't happening, all letters home were read by someone and if any sensitive or potentially dangerous information was in the letters, it was crossed out. The people who read these letters were called 'censors'.

On the next page is a letter from a soldier to his parents back home.

Task 1. Read the letter and underline any parts which might have been dangerous if the enemy had read them?

Task 2. Answer the questions.

*Trench 8 in Ypres,
Monday 10th September 1916*

Dearest Mother and Father and Tess,

How are you? Thank you so much for the wonderful parcel, it arrived last week and only took six weeks. The knitted hat and gloves will prove invaluable and will keep me warm in the approaching months of winter. How is Tess and her puppies? Oh how I miss the sight of her wagging tail and her big black eyes. Oh to be home with you all now! Is she still proving of value with the sheep?

Here my life is filled with discomfort and despair. My close friend from Brundon, Arnold, caught a shell last week and he is now regrettably deceased. I shall miss his amusing anecdotes and the melodious playing of his ukulele. So many of my dearest and closest friends will not be returning home. The other boys in my battalion are not in the best of spirits. Arthur Pelling deserted last week and today we have heard he met with a firing squad for his 'cowardice' this morning, Oh such a loss. Great God this is an infernal and futile endeavour.

There are plans to stage a major advance on enemy trenches a week tomorrow. We shall be advancing at first light under the cover of Tommy guns. Please pray for our safety and well-being.

Our equipment is also somewhat less than satisfactory. Our rifles are not being replaced and we have been given wooden copies to fool the enemy, I must add I do not feel re-assured to know that I shall be facing enemy gunfire with a broom under my arm.

Well, my dearest parents and Tess, I must go now but be assured of my love for you all and, God willing, I long to be home with you all before too long,

Your loving son,

Albert

READING FOR INFERENCE 4

A Letter from the Trenches (Questions)

1. Where is Albert writing the letter from?

2. What do you think Tess is? Give 3 examples from the text of why you think this.

3. Do you think Albert is homesick? Give examples from the text of why you think this.

4. Why do you think the parcel from home will be valued?

5. What do you think '*caught a shell*' means?

6. What two things will he miss about his friend Arnold?

7. What do you think '*regrettably deceased*' means?

8. Give an example from the text which describe the mood in the trenches.

9. What do you think '*at first light*' means?

10. What is the date of the planned attack?

11. Why do you think Albert has written '**cowardice**' in inverted commas?

12. What do you notice about the style and language in the letter?

READING FOR INFERENCE 5

Kirsty's Diary

Here are some extracts from a diary written by Kirsty, who has been on a short school trip to visit the battlefields of World War 1 in Belgium and France.

Day 1

Very excited and couldn't get much sleep - up at 4 30 - checked packing - passport ✓ phone ✓ phone charger ✓ inhaler ✓ water ✓ pack up ✓ sweets for bus ✓.

Mum drove me to school - all friends there - got seat on coach next to Stacey - but Idris behind us so that meant 4 hours of annoyance! Poor Stacey sick as a dog on ferry. After channel crossing another 4 hours to hotel outside Brussels - all a bit dull. Arrived at hotel 6 ish—meal ready for us, burgers and chips for everyone else - grated cheese and chips for me, teachers gave talk in evening - Mr Porter wore purple braces! Idris still annoying - sharing room with Stacey, Lucy and Yasmin—giggled and chatted til 2 a.m.

Day 2

Breakfast - cheese, yoghurt, croissants and hot chocolate - what's all that about? Today's braces - red and white stripes! Off on coach to Essex Farm Cemetery in Flanders, very sad sight, so many young lives lost, Michael Brown died 19 years old, 100 years ago, same age as brother Dan - put a real downer on the day, rows and rows and rows of simple white crosses. Coach back to hotel but everyone quite glum and quiet. On way back to hotel stopped off at Menin Gate huge war memorial near Ypres, at 7 30 all traffic stopped, at 8 group of trumpeters who arrived 5 minutes earlier played The Last Post - very moving. Mood cheered up because meal waiting for us when we got back to hotel, everyone else got beef stew and vegetables, I got vegetables! Teachers organised quiz in evening, me, Tamsin, Stacey and, don't ask how, Idris all in same team, amazingly came third, won a mug full of sweets - off to bed, much quieter in room tonight - lots to think about.

Day 3

Up early - croissants, cheese and hot chocolate AGAIN! Then off on coach. Today's braces dark green. Stopped off at Flanders Field Museum, went round with Tamsin, bought 5 postcards for €6, then we all climbed the Bell Tower - 231 steps! Left there at 12 30 Back on coach, long journey to ferry, arrived at 14 15, uneventful crossing, mood sombre, all tired and subdued, bit shell-shocked from all we had seen, back at school mid evening, Mum waiting, home for scrumptious egg and mushroom flan, jacket potato and salad, great to be home!

READING FOR INFERENCE 5

Kirsty's Diary (Questions)

1. What did Kirsty pack for her time on the bus?

2. Does Kirsty have any illnesses? What makes you think this?

3. Who was ill on the ferry?

4. How many hours did they spend on the coach on the first day?

5. What do you know about Kirsty's diet? What makes you think this?

6. If Kirsty got up at 7 15 on Day 2, how many hours sleep did she get?

7. Where did they visit first on Day 2?

8. In what year was Michael Brown born? In what year was Kirsty's brother, Dan, born?

9. At what time did the trumpeters arrive?

10. What did they win in the quiz?

11. What do you think the friends were thinking about before they went to sleep on Day 2?

12. How much did **each** postcard cost in the museum?

13. If each step to the top of the Bell Tower was 20cms, how high did they climb?

14. What made Kirsty especially glad to be home?

15. If you compare Kirsty's diary with the letter that Albert the soldier wrote home (see "Reading for Inference 3) What do you notice about the different style, language and words used?

READING FOR INFERENCE 6

Here is a poem written by a soldier called Arthur Evans while he was fighting in the trenches in the First World War.

Poppies

The fields are empty now.
Where John and Albert and Alf and George once were
Now just empty helmets, unlaced boots and saddest of all
A single hand knitted glove.
Life has gone.
The fields are quieter now.
Where once was whistling, laughter, coughing and harmonicas,
Now just the harsh calling of crows in the bitter, sharp wind.
Life has gone.
And in the mud, the brown, heavy, clogging mud,
Amidst the broken tree roots and rusty barbed wire,
A faint but affirming bloom of poppies,
Proud, defiant and nourished by my fallen pals.
Not all life is gone.

Arthur Evans,
Passchendaele,
6th January 1918

Answer these questions about Arthur Evans' poem Poppies.

1. If the fields are empty now, what do you think filled them previously?

2. What does Arthur think is the saddest sight? Why do you think this is?

3. What sounds had filled the fields before?

4. What do you think *harmonicas* are?

5. Why do you think he describes the poppies as *defiant* ?

6. Look at the date of the poem, then look at War Memorial in Brunton (Reading for Inference 3), what do you notice?