

My Reading Passport to Year 3



Name: _____



Your mission is to read at least 6 books/poems/articles between now and when you start year 3.

You must read at least 4 books, one article and one poem. Take your completed passport with you to your new teacher in September.

If there are any you have particularly enjoyed, maybe write a book review to share with a friend.

Don't forget to make a list of new words you have learned. You must also complete a minimum of two reading activities.

Happy reading.





Year 3

Can you complete the challenge? See if you can read **ALL** these books before the end of the year. Tick the box once you've read them!

- Fantastic Mr Fox – Roald Dahl
- Magic Box – Kit Wright
- The Hodgeheg – Dick King-Smith
- Iron Man – Ted Hugh
- Grandpa's Great Escape – David Walliams
- James and the Giant Peach – Roald Dahl
- Flat Stanley – Jeff Brown
- The Diary of a Killer Cat – Anne Fine
- The Reluctant Dragon – Kenneth Grahame
- Winnie-the-Pooh collection – A.A.Milne



<i>Book/ article/ poem</i>	<i>Title</i>	<i>Author</i>	<i>Date you finished it</i>	<i>What did you like/dislike about the book?</i>	<i>Rating</i>
<i>Book 1</i>					
<i>Book 2</i>					
<i>Book 3</i>					

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<i>Book 4</i>					
<i>Article 1</i>					
<i>Poem 1</i>					

Reading Activities

Compare two characters in the story. How are they similar? Different?	Construct a timeline of events in the story. (Storyboard)	Write an alternative ending for the story.	Write a blurb for the story.
Make a cartoon strip showing part of the story.	Rewrite a chapter of the book as a playscript.	Design a wanted poster for a character in the story. Remember to describe them well.	Which character would you like to be? Why?
Write about your favourite part of the story and explain why.	Make a fact file about one of the characters.	Write a new opening paragraph for the book.	Design a poster to advertise the book. Tell the buyers why they should buy the book.
Which character did you like the most? Explain why	Write a quiz about the book for one of your peers.	Write a letter to the author telling them why you did or didn't like their book.	Draw a picture of where the story is set as you imagine it to be from the description in the book.
Draw a picture of your favourite part of the book and write about what is happening.	Choose a key moment in the book and change the event.	Write about how a character might be feeling at different stages in the story. You could write it in the first person, or in a speech bubble.	Draw or write your prediction for the rest of the story.
Write about a memory or experience of your own that is similar to something you've read in the book.	Make a list of 10 questions you ask yourself as you read.	Which character in the book would you most like to be? Why?	Finish this idea: "I love the way the author..." be complete and give examples to support your opinion.
Create a glossary of technical words that relate to the topic of your book.	Write a book review for the book.	Write a letter to someone who would like the book telling them why they should read it.	Write a telephone answering machine message for a character in your book.
Draw a storyboard for the story.	Compare the book to another one that you have read. How were they similar? Different?	Make a list of 20 facts you have learned from your non-fiction book.	Pretend something in the story really happened; write a newspaper article for tomorrow's paper.
Write a diary extract written by a character.	Give advice to a character: problem page letter & response.	Rewrite a paragraph from the point of view of a different character.	Write a sentence to summarise each chapter.
Plan a one minute talk about a key point/character/fact from the book.	Find a part of your story that doesn't already have a picture. Draw a new picture to show what happens.	Pick a character. How does this character treat other people? Explain and use phrases from the text to support.	Pick a character in the story. How do they change throughout the story? Explain and use words/phrase from the text to support.
Make a puppet for a character in your story.	Choose a character and write an acrostic poem about them.	Write a poem about the setting of the book.	Write a play for part of the story. Practise acting it out. Perform in front of the class.
Make up a song or a rap about your book.	Make brief notes about the story under these headings: opening, build-up, dilemma, resolution	Describe where and when the story took place. Explain why you would/wouldn't like to have a holiday there.	Write a telephone conversation between you and a character from the book. (Remember the conventions of speech)

Book Review



Plot

Event 1 _____

Event 2 _____

Event 3 _____

Cause and Effect of one of the events in the book

Cause



Effect

My Star Rating



Why I rated the book _____ stars

Book Title

Author _____

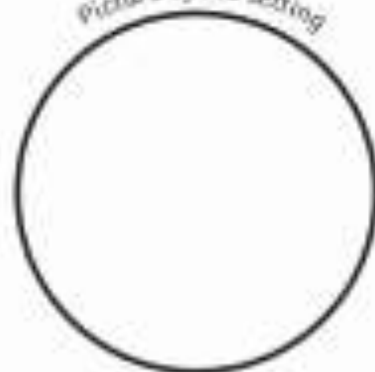
Illustrator _____

Genre (tick as many as apply to your book)

- | | | |
|--------------------------------------|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> fiction | <input type="checkbox"/> scary | <input type="checkbox"/> animal story |
| <input type="checkbox"/> non fiction | <input type="checkbox"/> fairy tale | <input type="checkbox"/> biography |
| <input type="checkbox"/> fantasy | <input type="checkbox"/> adventure | <input type="checkbox"/> historical |
| <input type="checkbox"/> humour | <input type="checkbox"/> sports | <input type="checkbox"/> mystery |
| <input type="checkbox"/> other _____ | | |

Setting

Picture of the setting



Character



Name _____

Personality _____

Physical Appearance _____

How I feel about this character and why: _____

draw how you felt!



Poems

Chocolate Cake - Poem by Michael Rosen

I love chocolate cake.
And when I was a boy
I loved it even more.

Sometimes we used to have it for tea
and Mum used to say,
'If there's any left over
you can have it to take to school
tomorrow to have at playtime.'
And the next day I would take it to school
wrapped up in tin foil
open it up at playtime
and sit in the corner of the playground
eating it,
you know how the icing on top
is all shiny and it cracks as you
bite into it,
and there's that other kind of icing in
the middle
and it sticks to your hands and you
can lick your fingers
and lick your lips
oh it's lovely.
yeah.

Anyway,
once we had this chocolate cake for tea
and later I went to bed
but while I was in bed
I found myself waking up
licking my lips
and smiling.
I woke up proper.
'The chocolate cake.'
It was the first thing
I thought of.

I could almost see it
so I thought,
what if I go downstairs
and have a little nibble, yeah?

It was all dark
everyone was in bed
so it must have been really late
but I got out of bed,
crept out of the door

there's always a creaky floorboard, isn't there?

Past Mum and Dad's room,
careful not to tread on bits of broken toys
or bits of Lego
you know what it's like treading on Lego
with your bare feet,

yowwww
shhhhhhh

downstairs
into the kitchen
open the cupboard
and there it is
all shining.

So I take it out of the cupboard
put it on the table
and I see that
there's a few crumbs lying about on the plate,
so I lick my finger and run my finger all over
the crumbs
scooping them up
and put them into my mouth.

oooooooooooooooooooo

nice.
< br>Then
I look again
and on one side where it's been cut,
it's all crumbly.

So I take a knife
I think I'll just tidy that up a bit,
cut off the crumbly bits
scoop them all up
and into the mouth

oooooooooooo mmmm
nice.

Look at the cake again.

That looks a bit funny now,
one side doesn't match the other
I'll just even it up a bit, eh?

Take the knife
and slice.
This time the knife makes a little cracky noise
as it goes through that hard icing on top.

A whole slice this time,
into the mouth.

Oh the icing on top
and the icing in the middle
ohhhhhh oooo mmmmm.

But now
I can't stop myself
Knife -
I just take any old slice at it
and I've got this great big chunk
and I'm cramming it in
what a greedy pig
but it's so nice,

and there's another
and another and I'm squealing and I'm
smacking my lips
and I'm stuffing myself with it
and
before I know
I've eaten the lot.
The whole lot.

I look at the plate.
It's all gone.

Oh no
they're bound to notice, aren't they,
a whole chocolate cake doesn't just
disappear
does it?

What shall I do?

I know. I'll wash the plate up,
and the knife

and put them away and maybe no one
will notice, eh?

So I do that
and creep creep creep
back to bed
into bed
doze off
licking my lips
with a lovely feeling in my belly.
Mmmmmmmmmmm.

In the morning I get up,
downstairs,
have breakfast,
Mum's saying,
'Have you got your dinner money?'
and I say,
'Yes.'
'And don't forget to take some chocolate cake
with you.'
I stopped breathing.

'What's the matter,' she says,
'you normally jump at chocolate cake?'

I'm still not breathing,
and she's looking at me very closely now.

She's looking at me just below my mouth.
'What's that?' she says.
'What's what?' I say.

'What's that there?'
'Where?'
'There,' she says, pointing at my chin.
'I don't know,' I say.
'It looks like chocolate,' she says.
'It's not chocolate is it?'
No answer.
'Is it?'
'I don't know.'
She goes to the cupboard
looks in, up, top, middle, bottom,

turns back to me.
'It's gone.
It's gone.
You haven't eaten it, have you?'
'I don't know.'
'You don't know. You don't know if you've eaten a whole
chocolate cake or not?
When? When did you eat it?'

So I told her,

and she said
well what could she say?
'That's the last time I give you any cake to take
to school.
Now go. Get out
no wait
not before you've washed your dirty sticky face.'
I went upstairs
looked in the mirror
and there it was,
just below my mouth,
a chocolate smudge.
The give-away.
Maybe she'll forget about it by next week.

Michael Rosen

Watch Michael Rosen perform some funny
poetry online

<https://www.michaelrosen.co.uk/videos/>

I'm Walking with my Iguana



I'm walking
with my iguana

I'm walking
with my iguana

When the temperature rises
to above eighty-five,
my iguana is looking
like he's coming alive.

So we make it to the beach,
my iguana and me,
then he sits on my shoulder
as we stroll by the sea. . .

and I'm walking
with my iguana

Well if anyone sees us
we're a big surprise,
my iguana and me
on our daily exercise.

fill somebody phones
the local police
says I've got an alligator
tied to a leash,

when I'm walking
with my iguana

fill somebody phones
the local police
says I've got an alligator
tied to a leash.

when I'm walking
with my iguana

I'm walking
with my iguana

It's the spines on his back
that make him look grim,
but he just loves to be ficked
under his chin.

And I know that my iguana
is ready for bed
when he puts on his pyjamas
and lays down his sleepy head.

And I'm walking
with my iguana

still walking
with my iguana

With my iguana
with my iguana
and my piranha
and my Chihuahua
and my chinchilla,
with my gorilla,
my caterpillar...
and I'm walking...
with my iguana...
with my iguana...
with my iguana...

By Brian Moses

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Listen to Brian Moses perform this poem: <https://www.poetryarchive.org/poem/walking-my-iguana>

The Sea

The sea is a hungry dog,
Giant and grey.
He rolls on the beach all day.
With his clashing teeth and shaggy jaws
Hour upon hour he gnaws
The rumbling, tumbling stones,
And 'Bones, bones, bones, bones!'
The giant sea-dog moans,
Licking his greasy paws.

And when the night wind roars
And the moon rocks in the stormy cloud,
He bounds to his feet and snuffs and sniffs,
Shaking his wet sides over the cliffs,
And howls and hollos long and loud.

But on quiet days in May or June,
When even the grasses on the dune
Play no more their reedy tune,
With his head between his paws
He lies on the sandy shores,
So quiet, so quiet, he scarcely snores.

JAMES REEVES

FOR WORD



◆ **Thank you** for the *words* I read
 Thank you for the **words** I need
 Thank you for the **WORDS** so great
 Thanks for **words** that raise debate,
 Thanks for the **words** on my bookshelf
 Thank for the **words** I make myself
 Thank you for **words** that make me cry
 And words that leave me feeling dry.

◆ **Thanks** for **WORDS** that do inspire
 And those words that burn like fire
 Thanks for all the *words* I note
 Thank you for all the *words* I quote,
 I thank you for the **words** like me
 Thanks for **WORDS** that set me free
 And I thank you for words like you
 I always need a word or two.



◆ **Thanks** for **words** that make things plain
 And **words** that help me to explain
 Thanks for **words** that make life fun
 And *words* that help me overcome,
 Thanks for **words** that make me rap
 Thanks for *words* that make me clap
 Thanks for **WORDS** that make me smile
 Thanks for **WORDS** with grace and style.

◆ **Thanks** for all those **words** that sing
 Thanks for **words** are everything
 Thanks for all the **WORDS** like this
 And little sloppy *words* like kiss,
 Thanks for **words** like hip-hooray
 And those cool **WORDS** I like to say
 Thanks for *words* that reach and touch
 Thank you very, very much.

Benjamin Zephaniah

If

by Rudyard Kipling

If you can keep your head when all about you
 Are losing theirs and blaming it on you,
 If you can trust yourself when all men doubt you,
 But make allowance for their doubting too;
 If you can wait and not be tired by waiting,
 Or being lied about, don't deal in lies,
 Or being hated, don't give way to hating,
 And yet don't look too good, nor talk too wise:

If you can dream—and not make dreams your master;
 If you can think—and not make thoughts your aim;
 If you can meet with Triumph and Disaster
 And treat those two impostors just the same;
 If you can bear to hear the truth you've spoken
 Twisted by knaves to make a trap for fools,
 Or watch the things you gave your life to, broken,
 And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings
 And risk it on one turn of pitch-and-toss,
 And lose, and start again at your beginnings
 And never breathe a word about your loss;
 If you can force your heart and nerve and sinew
 To serve your turn long after they are gone,
 And so hold on when there is nothing in you
 Except the Will which says to them: 'Hold on!'

If you can talk with crowds and keep your virtue,
 Or walk with Kings—nor lose the common touch,
 If neither foes nor loving friends can hurt you,
 If all men count with you, but none too much;
 If you can fill the unforgiving minute
 With sixty seconds' worth of distance run,
 Yours is the Earth and everything that's in it,
 And—which is more—you'll be a Man, my son!

DOGGY DAY OUT

WE'VE heard the saying 'every dog has its day', but a doggy school trip to the zoo is a new one, even for us.



We recently learned that charity Dogs for Good take their trainee assistant dogs on a school trip (well, sort of) to Cotswold Wildlife Park as part of their training, and were keen to learn why.

The answers were truly fascinating and gave us an insight into the remarkable process of training assistance dogs; dogs – by the way – who truly deserve their day.

DOGS FOR GOOD

Since 1988, Dogs for Good has been making life-changing differences for people with disabilities. The charity has been supporting people with a range of needs for more than 30 years, enabling them to lead more independent lives, thanks to the trained dog by their side. Their assistance dogs look after people with physical disabilities, autism, dementia and learning disabilities.

Dogs for Good has been taking their trainee dogs to Cotswold Wildlife Park, to be trained among animals from all over the world, as part of their journey to become assistance dogs. We went along to find out why.



Dog: "Sorry, and WHAT are those? Also, wool!"

A DAY AT THE ZOO

So why train assistance dogs at a zoo? Dogs for Good explain: "Being able to take our dogs in training to lots of new places to experience a full range of sights, sounds and smells is a vital part of their training to becoming life-changing assistance dogs. They need to be completely at ease and calm within all sorts of surroundings and the more variety, the better. Cotswold Wildlife Park is full of all sorts of different distractions and challenges for our dogs, so being able to process all this new information with their trainer there to support them is really helpful. It also gives our trainers a helpful insight into the dog they're training. For example, if a dog finds crowds of people a problem, the trainer knows that more work needs to be done with that dog to ensure any fears it has are dealt with in a positive and appropriate way."

Dogs for Good take the pups round one at a time, assessing how they cope with the unique surroundings, and making sure they get regular breaks so they don't get overwhelmed by all the lions, tigers and bears (oh my!). Expert dog trainers then try to mimic a family day out, so that they learn how to settle down in hectic surroundings and not be distracted.

And what about the other animals at the zoo? What do the dogs make of them? Dogs for Good trainer Clare says: "It really depends on the dog, but most of them find

the giraffes very interesting indeed! Mainly because they're so big and so unusual.

"I also remember a golden retriever I trained who, as well as loving every minute of her trip to the park, made friends with the clouded leopard! She walked up and down on her side of the glass with the leopard doing the same on the other side. And even now, when we take dogs to see the leopard, it will come down to see the dog!"

DOGS IN TRAINING: HOW DOGS FOR GOOD PUPS ARE TRAINED

At around 14 to 18 months old, all Dogs for Good dogs leave their volunteer socialisers and embark on the next stage of their journey to become life-changing assistance dogs. This is when they come into the training centre and the charity starts their formal training as assistance dogs. At some point during this time, they'll get to go on a school trip to Cotswold Wildlife Park.

Dogs for Good trainers teach the dogs all the clever things they'll need to know to transform the lives of people with disabilities. They then carefully match them with their new owners.

Here's a fun fact for you! Dogs for Good dogs wear special 'assistance dogs in training' uniforms to help them understand when they are working – think of it like their school uniforms.

If you'd like to learn more about the good work the gang at Dogs for Good are doing, visit dogsgood.org.

Cotswold Wildlife Park and Gardens is the only large zoological collection in the UK to welcome dogs and has been a dog-friendly attraction since it first opened in 1970. Their website is cotswold-wildlife-park.co.uk

RARE PANDA SIGHTING



WHAT is believed to be the world's first picture of an albino giant panda has been taken in China.

The Wolong National Nature Reserve in the southwestern province of Sichuan released the pic of the panda crossing through a forest. The all-white body and reddish eyes are caused by albinism, a rare genetic condition in which there is a total or partial lack of a skin pigment called melanin.

Local researchers think that the panda is between one and two years old. Authorities at the reserve have said they will install more infrared cameras to track the albino panda and study its development.

BARKING MAD RACE

GET set for cuteness overload – an event in America that sees tiny corgis racing each other!

That's right, the Queen's favourite dogs, with their tiny legs and long bodies, race every year as part of the Corgi Nationals championship in California. Emmet (in the green jacket) was the winner of the day and was presented with a trophy bigger than him! But it's not just for fun – the event managed to raise \$3,000 (£2,377) for the Queen's Best Stumpy Dog Rescue charity.



FLOOD FIGHTERS



TWO beavers reintroduced into the wild in Essex are apparently doing a great job of making flood defences.

The Eurasian beavers have built seven dams at Spains Hall Estate in Finchingfield since they were set free there in March to reduce local flooding.

Although their flood defences have yet to be tested, owner of the estate, Archie Ruggles-Brise, said: "They are doing a far better job than we could."

It is the first time the animals have been in the wild in Essex in 400 years. They were hunted to extinction in England.



SEABIRDS SAVED

THE number of seabirds on the island of Lundy has trebled after rats were removed from the island.

The RSPB has revealed that the numbers of Manx shearwater, puffins and gullmots have shot up on the island in the Bristol Channel, 15 years after a project to clear the island of rats ended. It was discovered back in 2003 that rats were the biggest threat to the survival of the birds. Since rats were removed, seabird numbers have risen to 21,000.



SATURN'S YOUNG RINGS

This image shows the planet Saturn backlit by the sun. Pictured inset is the highest resolution colour image of any part of Saturn's rings.

by Eddie de Oliveira

THE famous rings around the planet Saturn are far younger than scientists previously thought.

New data sent back by NASA's Cassini spacecraft has shown that the rings could be as young as ten million years old. Experts are sure they were formed no more than 100 million years ago – which is around the time dinosaurs still roamed the Earth.

The debate over when Saturn's rings formed has raged among scientists for years. Some thought they were created at the same time as the planet itself, 4.5 billion years ago. Others reckoned they were much younger, and were the rubble of an object or comet that Saturn had "caught".

The gas planet's rings are about 400,000 kilometres (240,000 miles) wide, which is about the same as the distance from the Earth to the moon. They are made up of icy objects; some of them are tiny, others are the size of a bus.

Cassini, which left Earth in 2004, made its final plunge into Saturn's rings in September 2017. NASA decided to kill off the spacecraft after it ran out of fuel. This final "death plunge" provided the incredible data that has now revealed the age of Saturn's rings.

This new information has provided scientists with the first accurate estimate of the amount of material in the rings. Their mass is 20 times smaller than previous estimates, and it's this information that allowed scientists to work out the age of the rings.

NEW PLANET FOUND

CITIZEN scientists have discovered a planet roughly twice the size of Earth.

Using data from NASA's Kepler space telescope, students who worked as interns at NASA trawled through data looking for evidence of transits. A transit is when a star dims as an orbiting planet moves across it. Three transits must be confirmed to be sure a new planet exists.

The interns handed information over to Exoplanet Explorers, a project that encourages the public to search Kepler's observations. Citizen scientists spotted a third transit, confirming the existence of planet K2-2888b. It is twice the size of Earth, and it may be rocky like our planet or made up of gas, like Saturn. K2-2888b lies 226 light years away in the constellation Taurus.



An artist's impression of K2-2888b

Illustration by NASA/JPL-Caltech

Congratulations!

You have completed your passport

Which book was your favourite? Why?

Good places to find what to read next:

<https://www.booksfortopics.com/key-stage-book-lists>



<https://www.independent.co.uk/arts-entertainment/books/features/best-childrens-books-must-read-modern-classics-top-ya-peter-rabbit-harry-potter-a8810561.html>



Questions for parents to ask children when they are reading

Vocabulary Victor

What does this word/phrase/sentence tell you about the character/mood/setting?

By writing this way what effect has the author created/did the author intend to create?

How has the author made you/the character feel happy/sad/angry/frustrated?

Content Domain 2a: Give/explain the meaning of words in context.



Rex Retriever

Through whose eyes is this story told?

Which part of the story best describes...? Find it.

What evidence from the text do you have to justify your opinion?

Content Domain 2b: Retrieve and record information / identify key details from fiction and non-fiction.



Summarising Sheba

What is the main point in this section of the text?

Recap what has happened so far in 20 words or less.

Which is the most important point in this paragraph? Is it mentioned anywhere else?

Content Domain 2c: Summarise main ideas from more than one paragraph.



Inference Iggy

What do these words mean and why might the author have chosen them?

Can you explain why...?

Which words give you the impression that...?

Content Domain 2d: Make inferences from the text / explain and justify these with evidence from the text.



Predicting Pip

Can you think of another story with a similar theme/opening/ending?

Why did the author choose this setting? Will it influence how the story develops?

How is this character like someone you know in real life? Would they act in the same way?

Content Domain 2e: Predict what might happen from details stated and implied.



Cassie the Commentator

Explain how a character's feelings change throughout the story. How do you know?

What are the clues that this character is liked/disliked/envied/feared/loved/hated?

How could this part of the text be improved?

Content Domains 2f/h: Identify/explain how information/narrative content is related and contributes to meaning as a whole. Make comparisons within the text.



Arlo the Author

What does the word... tell you about...? Does the author use another word to do the same?

By writing in this way, what effect has the author created?

Has the author been successful in their purpose/use of language? What makes you think that?

Content Domain 2g: Identify/explain how meaning is enhanced through choice of words and phrases.

