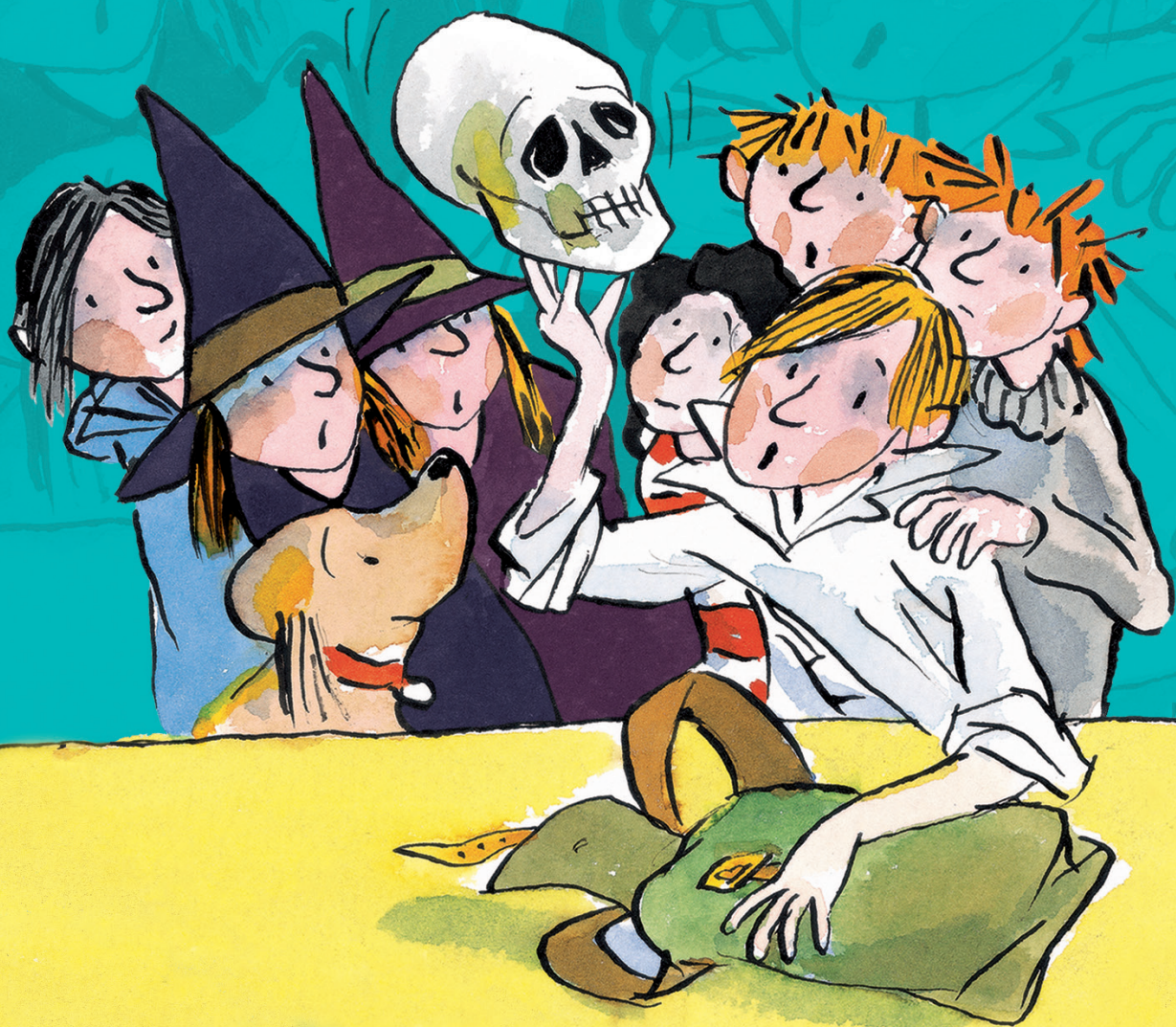


Enid Blyton<sup>®</sup>

THE  
**SECRET  
SEVEN**

MYSTERY OF THE SKULL

WRITTEN BY PAMELA BUTCHART



**YEAR 4 RESOURCES**

CREATED BY MADELEINE BARNES (@MOONMADDY), TEACHER AND LITERACY CONSULTANT





## TEACHERS' NOTES

# NATIONAL CURRICULUM OBJECTIVES COVERED

## READING

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- increasing familiarity with wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- understanding what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and
  - explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than one paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
  - participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.



## TEACHERS' NOTES

# NATIONAL CURRICULUM OBJECTIVES COVERED

## WRITING

Pupils should be taught to:

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear



## TEACHERS' NOTES

# NATIONAL CURRICULUM OBJECTIVES COVERED

## GAPS

Year 4: Detail of content to be introduced (Statutory requirement)

Word	<p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p>
Sentence	<p>Noun phrase expand by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teach</i> expand to <i>the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials (for example, <i>Later that day, I heard the bad news.</i>)</p>
Text	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>
Punctuation	<p>Use of inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation withing inverted commas: <i>The conductor shouted, "Sit down!"</i>)</p> <p>Apostrophes to mark plural possession (for example, the girl's name, the girls' name)</p> <p>Use of commas after fronted adverbials</p>
Terminology for pupils	<p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p>



## TEACHERS' NOTES

### YEAR 4 RESOURCES BASED ON CHAPTER 1

- READING COMPREHENSION QUESTIONS: PAGES 6-11
- GRAMMAR AND PUNCTUATION QUESTIONS: PAGES 12-16
- WRITING ACTIVITIES: PAGES 17-19



## TEACHERS' NOTES

LOOK AT PAGE 2 OF MYSTERY OF THE SKULL.

Why did Jack not have his  
breakfast?

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(1 mark)



## TEACHERS' NOTES

LOOK AT PAGE 3 OF MYSTERY OF THE SKULL.

Peter thinks he knows why Jack shouted 'armpit'. Give both reasons.

1. \_\_\_\_\_

2. \_\_\_\_\_

(1 mark)



## TEACHERS' NOTES

Peter sat down on his chair,  
got out his official Secret Seven  
notebook and took a deep breath.

Which word is closest in meaning to official?

Tick one

☐

false

☐

expensive

☐

authentic

☐

old





## TEACHERS' NOTES

LOOK AT PAGE 7 OF MYSTERY OF THE SKULL.

‘Peter, is this a joke?’

Why does Peter not need to answer Jack?

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(1 mark)



## TEACHERS' NOTES

Number the following events 1-5 to show the order in which they happened. The first one has been done for you.

- ☐ Barbara and Pam arrived, dressed as witches.
- ☒ 1 Janet tore the spiderweb in two with her bare hands.
- ☐ George arrived, bright red and panting.
- ☐ Jack brought sandwiches and biscuits to the shed.
- ☐ Peter showed the other children what was in his bag.

(1 mark)



## TEACHERS' NOTES

Peter is the leader of the  
Secret Seven.

Explain how we know this, using evidence from the text  
to support your answer.

(3 marks)



## TEACHERS' NOTES

Insert the correct punctuation in this passage below.

no said Barbara we just felt like being witches today





## TEACHERS' NOTES

Tick to show whether the apostrophe has been used for possession or omission.

Sentence	Apostrophe for possession	Apostrophe for omission
' <u>We'll</u> need to get rid of that.'		
<u>That's</u> when Janet pushed past them and ripped the giant spiderweb.		
'But <u>I'm</u> starving!' he said.		



## TEACHERS' NOTES

Insert the following conjunctions so that the passage makes sense.

but      and      because

\_\_\_\_\_ the Secret Seven still couldn't start the meeting \_\_\_\_\_ Pam and Barbara weren't there yet \_\_\_\_\_ everyone knew that they would be at least ten minutes late.



## TEACHERS' NOTES

Underline the subordinate clause in each sentence below.

Peter and Jack did not go into the shed immediately, even though it was an emergency meeting.

Because Pam and Barbara were dressed as witches, everyone except Peter laughed.

When Peter opened his backpack, everyone was silent.



## TEACHERS' NOTES

Insert a correctly punctuated  
fronted adverbial to complete the  
sentences below.

1) \_\_\_\_\_ the children decided to  
hold an emergency meeting.

2) \_\_\_\_\_ Jack had returned  
with sandwiches and biscuits.





## TEACHERS' NOTES

### Read chapter 1 again

Write a list of possible passwords to enter various places. Use your imagination and vocabulary to entertain.

Purpose of task: play with language to entertain your reader.

Audience in this task: your peers.

Write a list of places that you could create passwords for:

- Headteacher's office
- Your bedroom
- The sweet shop
- Sport's Club
- The Queen's Palace
- Prime Minister's Office

Stylistic choices:

- Think of vocabulary related to the place that you are creating the password for and then play with it.
- Have fun and try to out-wit your peers. Who has genuinely made you laugh with their creativity?



## TEACHERS' NOTES

Write Peter's message to invite the other children to the emergency meeting.

**Purpose of task:** After reading this chapter, imagine what Peter may have written to the other children to invite them to the emergency meeting.

**Audience in this task:** Jack, Janet, George, Colin, Barbara or Pam.

- How will you start your message? Use an appropriate greeting.
  - Write in the first person
  - What information do you need to include?
  - Will Peter be cryptic about what is in his bag? Remember it was a shock to the children.
  - How will you end your letter?
- Think about the tone:
- How formal will you be?
  - Peter is writing to his friends but they are 'The Secret Seven'.
  - Remember to proof-read: grammar, spelling, punctuation, tenses and sense.



## TEACHERS' NOTES

### LOOK AT PAGE 7 OF MYSTERY OF THE SKULL.

Write the next chapter in this story.

**Purpose of task:** Write the next chapter - how will you impact on the reader?

**Audience in this task:** The children in your class - you need to entertain your peers.

How do you want your reader to feel? Do you want them to feel:

- Scared
- entertained
- betrayed
- confused
- angry
- something else?

Include dialogue:

- Where will you include dialogue?
- What is the function of the dialogue?
- Can you remember how to punctuate direct speech?