

# 30 days of 3 in 3 Reading

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## Day 1 - text

For centuries, mankind has found it useful to divide up the world using the ideas of longitude and latitude. These are imaginary lines that circle the world in an east-west direction for latitude and a north-south direction for longitude. The most well-known lines of latitude are the equator, which marks a line of equal distance between the two poles, and the tropic of Cancer and the tropic of Capricorn, which are  $23.5^{\circ}$  north and  $23.5^{\circ}$  south respectively. These were easy to establish by noting the position of the sun at midday. Longitude was more difficult to measure, yet extremely important because ships needed to know exactly where they were. Even small mistakes could lead to shipwrecks.

# Day 1 - questions

1. Find and copy one word from the first sentence that means 'split'.

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2. According to the text, which lines of latitude are the most well-known?

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3. Which tropic is 23.5° south?

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## Day 2 - text

For centuries, mankind has found it useful to divide up the world using the ideas of longitude and latitude. These are imaginary lines that circle the world in an east-west direction for latitude and a north-south direction for longitude. The most well-known lines of latitude are the equator, which marks a line of equal distance between the two poles, and the tropic of Cancer and the tropic of Capricorn, which are  $23.5^{\circ}$  north and  $23.5^{\circ}$  south respectively. These were easy to establish by noting the position of the sun at midday. Longitude was more difficult to measure, yet extremely important because ships needed to know exactly where they were. Even small mistakes could lead to shipwrecks.

## Day 2 - questions

1. According to the text, what does the equator mark?

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2. How were lines of latitude established?

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3. Why was measuring longitude accurately so important to shipping?

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## Day 3 - text

This was it! Surely, this was where the hoard had been hidden. With mounting excitement, they clawed away at the soil on the ground directly below the portrait of Count Vasser. Soon their fingers found a square slab about half a metre across. As they blew away the remaining dirt, an inscription was revealed, carved into the stone. ‘To the thieves that seek to steal what is mine, remember this: when it comes to gold and jewels, nothing is beneath me!’

But the men simply laughed. They were not daunted by threats and curses from centuries ago. Using an iron bar as a lever, they carefully lifted the heavy trap door.

## Day 3 - questions

1. What did the men use to clear the dirt?

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2. How wide was the stone slab?

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3. What does the word **daunted** mean? **Tick one.**

amused

recalled

ghostly

scared

## Day 4 - text

This was it! Surely, this was where the hoard had been hidden. With mounting excitement, they clawed away at the soil on the ground directly below the portrait of Count Vasser. Soon their fingers found a square slab about half a metre across. As they blew away the remaining dirt, an inscription was revealed, carved into the stone. ‘To the thieves that seek to steal what is mine, remember this: when it comes to gold and jewels, nothing is beneath me!’

But the men simply laughed. They were not daunted by threats and curses from centuries ago. Using an iron bar as a lever, they carefully lifted the heavy trap door.

## Day 4 - questions

1. How was the inscription written on the slab?

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2. How do you know that the men were not scared? Use evidence from the text to support your answer.

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3. What do you predict that the men will find under the slab? Use evidence from the text to support your answer.

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## Day 5 - text

The period before the Romans arrived in Britain is known as the Iron Age. The people who lived here – the Celts – had learnt how to make tools and weapons out of iron, which meant that farming was easier and warfare was even more dangerous. The Celts began to live together in larger settlements so that people with different skills – potters, weavers, carpenters and blacksmiths – could all contribute to the smooth working of the village. To protect themselves, they built well-defended enclosures of ditches and walls which have become known as hill forts, even though they are not all on hills. Their earthworks can still be seen in many sites across the UK today.

## Day 5 - questions

1. Who lived in Britain before the Romans arrived?

\_\_\_\_\_

2. The Celts had learnt how to use iron. What **two** effects did this have on their lives, according to the text?

a) \_\_\_\_\_

b) \_\_\_\_\_

3. Name **two** skilled jobs that Celts living in settlements might have had.

a) \_\_\_\_\_

b) \_\_\_\_\_

## Day 6 - text

The period before the Romans arrived in Britain is known as the Iron Age. The people who lived here – the Celts – had learnt how to make tools and weapons out of iron, which meant that farming was easier and warfare was even more dangerous. The Celts began to live together in larger settlements so that people with different skills – potters, weavers, carpenters and blacksmiths – could all contribute to the smooth working of the village. To protect themselves, they built well-defended enclosures of ditches and walls which have become known as hill forts, even though they are not all on hills. Their earthworks can still be seen in many sites across the UK today.

## Day 6 - questions

1. '*... they built well-defended enclosures ...*'

What does the word 'enclosure' mean? **Tick one.**

iron weapon

foreign invader

deep moat

fenced area

2. Why is the term '**hill forts**' not a totally accurate description of their settlements?

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3. What evidence of hill forts can still be seen today?

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## Day 7 - text

There was a sudden rush of icy air as the door was opened. Standing at the front of the queue, Morgan was able to look down at the dark shapes far below; just the occasional pinprick of yellow light betraying the location of a house. Suddenly, he heard a voice yelling in his ear, ‘Go, go, go!’ and a sharp push propelled him out into mid-air. As the ground rushed up to meet him, he counted slowly to ten, then pulled the cord. With a jolt, the parachute opened, the roar of the wind and engines faded, and he began to drift downwards in near silence.

# Day 7 - questions

1. What is the name of the main character in this text?

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2. Apart from dark shapes, what could he see on the ground?

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3. What did he do straight after he had counted to ten?

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## Day 8 - text

There was a sudden rush of icy air as the door was opened. Standing at the front of the queue, Morgan was able to look down at the dark shapes far below; just the occasional pinprick of yellow light betraying the location of a house. Suddenly, he heard a voice yelling in his ear, ‘Go, go, go!’ and a sharp push propelled him out into mid-air. As the ground rushed up to meet him, he counted slowly to ten, then pulled the cord. With a jolt, the parachute opened, the roar of the wind and engines faded, and he began to drift downwards in near silence.

## Day 8 - questions

1. What do you think the engines belonged to? Use evidence from the text to support your answer.

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2. '*... just the occasional pinprick of yellow light betraying the location of a house.*'

Explain why the word **betraying** has been used.

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3. Morgan was falling to the ground on a parachute. Why did the writer say that 'the ground rushed up to meet him'?

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## Day 9 - text

What do you see when a kettle is boiling? Your first instinct might be to say ‘steam’, but you would not be right. Strictly speaking, steam – the gas or vapour caused by the evaporation of water – is invisible. The white clouds you see coming out of a kettle, or drifting across the sky for that matter, are actually tiny droplets of water which have condensed from the gaseous form into liquid but are too small to be affected by gravity. As often happens, there is a difference between scientific explanations and common understanding. As a scientist, it is important to know that water vapour is invisible, but to say that you can’t see steam rising from a kettle might just be annoying.

## Day 9 - questions

1. What does the word **instinct** mean? **Tick one.**

heat	<input type="checkbox"/>	reply	<input type="checkbox"/>
vapour	<input type="checkbox"/>	impulse	<input type="checkbox"/>

2. **Find** and **copy** one word from the text that means 'can't be seen'.

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3. **Find** and **copy** the words that explain how steam is caused.

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## Day 10 - text

What do you see when a kettle is boiling? Your first instinct might be to say ‘steam’, but you would not be right. Strictly speaking, steam – the gas or vapour caused by the evaporation of water – is invisible. The white clouds you see coming out of a kettle, or drifting across the sky for that matter, are actually tiny droplets of water which have condensed from the gaseous form into liquid but are too small to be affected by gravity. As often happens, there is a difference between scientific explanations and common understanding. As a scientist, it is important to know that water vapour is invisible, but to say that you can’t see steam rising from a kettle might just be annoying.

## Day 10 - questions

1. Why, according to the text, do the tiny droplets of water in clouds stay drifting across the sky?

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2. **Find** and **copy** the **two words** that mean 'what most people believe'.

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3. Why does the text suggest that it might be annoying to say '*you can't see steam rising from a kettle*'?  
Use evidence from the text to explain your answer.

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## Day 11 - text

Any violent shaking of the earth's surface is alarming as we have come to expect the ground to be solid and stable. There can be natural causes such as landslides or even man-made ones such as explosions. Perhaps the most destructive and terrifying, however, are earthquakes. They can have a number of different possible causes, but the most common is the shifting of the planet's surface along its fault lines. This is because the earth's crust is not made up of one single shell, but a jigsaw of massive areas of land known as 'tectonic plates'. Where these meet, there is some scope for movement, and even the slightest shift can release an enormous amount of energy – enough to shake whole cities to the ground.

# Day 11 - questions

1. Which **two words** does the text use to describe how we have come to expect the ground to be?

a) \_\_\_\_\_

b) \_\_\_\_\_

2. The text mentions violent shaking of the earth's surface. What does it suggest might be a man-made cause of this?

\_\_\_\_\_

3. What can the shifting of the world's tectonic plates release?

\_\_\_\_\_

## Day 12 - text

Any violent shaking of the earth's surface is alarming as we have come to expect the ground to be solid and stable. There can be natural causes such as landslides or even man-made ones such as explosions. Perhaps the most destructive and terrifying, however, are earthquakes. They can have a number of different possible causes, but the most common is the shifting of the planet's surface along its fault lines. This is because the earth's crust is not made up of one single shell, but a jigsaw of massive areas of land known as 'tectonic plates'. Where these meet, there is some scope for movement, and even the slightest shift can release an enormous amount of energy – enough to shake whole cities to the ground.

## Day 12 - questions

1. According to the text, why is any 'shaking of the earth's surface' alarming?

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2. According to the text, what are 'tectonic plates'?

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3. Why do you think the text describes the earth's tectonic plates as a 'jigsaw'?

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## Day 13 - text

What was that? Phoebe had definitely heard a noise. For a moment, she lay rigid with her head on the pillow, staring at the ceiling. There it was again – a short, harsh squeaking noise, like a chair being scraped across a tiled floor. She tiptoed over to her bedroom door and silently opened it a fraction, hoping to get a better idea of what the noise was. For a few moments, the only sound she could hear was her own heavy breathing. Then there came a loud grunt from her parents' bedroom followed by a deep sigh as Dad rolled over and resumed snoring.

# Day 13 - questions

1. What does the word **rigid** mean? **Tick one.**

cold	<input type="checkbox"/>	stiff	<input type="checkbox"/>
sleeping	<input type="checkbox"/>	comfortably	<input type="checkbox"/>

2. Why did Phoebe go to her bedroom door?

---

3. Why do you think Phoebe was breathing heavily?

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## Day 14 - text

What was that? Phoebe had definitely heard a noise. For a moment, she lay rigid with her head on the pillow, staring at the ceiling. There it was again – a short, harsh squeaking noise, like a chair being scraped across a tiled floor. She tiptoed over to her bedroom door and silently opened it a fraction, hoping to get a better idea of what the noise was. For a few moments, the only sound she could hear was her own heavy breathing. Then there came a loud grunt from her parents' bedroom followed by a deep sigh as Dad rolled over and resumed snoring.

## Day 14 - questions

1. How do you think Phoebe was feeling when she first heard the noise? Use evidence from the text to support your answer.

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2. *'She tiptoed over to her bedroom door and silently opened it...'*  
Why do you think Phoebe was moving so quietly?

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3. Do you think Phoebe had been woken by her father's snoring? Use evidence from the text to support your answer.

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## Day 15 - text

As human activity changes over the centuries, so does the size of its settlements. This is as true around the world as it is in the United Kingdom. In England, London has been the largest city since the Norman conquest in 1066. Meanwhile, other places have risen or fallen in the rankings depending on how people's jobs have changed. For example, some 700 years ago, farming and sea trade were really important, so places like Bristol, King's Lynn, Lincoln and Norwich were amongst the largest in the country. Fast-forward a few hundred years and the scene looked very different. Huge new factories and mills drew people in from the fields. That meant that places like Manchester and Birmingham rapidly grew to become amongst the top five cities by population in England.

# Day 15 - questions

1. Which word in the first sentence means the same as towns or villages?

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2. In what year was the Norman conquest?

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3. Which **two** activities does the text say were 'really important' 700 years ago?

a) \_\_\_\_\_

b) \_\_\_\_\_

## Day 16 - text

As human activity changes over the centuries, so does the size of its settlements. This is as true around the world as it is in the United Kingdom. In England, London has been the largest city since the Norman conquest in 1066. Meanwhile, other places have risen or fallen in the rankings depending on how people's jobs have changed. For example, some 700 years ago, farming and sea trade were really important, so places like Bristol, King's Lynn, Lincoln and Norwich were amongst the largest in the country. Fast-forward a few hundred years and the scene looked very different. Huge new factories and mills drew people in from the fields. That meant that places like Manchester and Birmingham rapidly grew to become amongst the top five cities by population in England.

## Day 16 - questions

1. According to the text, what has caused the sizes of settlements to change?

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2. **Find** and **copy** the names of two towns that were amongst the largest in England 700 years ago

a) \_\_\_\_\_ b) \_\_\_\_\_

3. '... places have risen or fallen in the rankings.'  
What does the word **rankings** mean?

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## Day 17 - text

There are moments in history when the future of a whole nation hangs in the balance. Just such a moment happened in 1940 when Britain stood alone against the might of Nazi Germany under its leader Adolf Hitler. Hitler never really wanted to invade Britain, but he also could not afford to leave it alone, so he ordered his air force, the Luftwaffe, to destroy the Royal Air Force (RAF). This would make it much easier for his armies to cross the English Channel and take over the whole country. He hadn't counted on the bravery and determination of the young fighter pilots from Britain and her allies to beat back the massed attacks by the German aircraft.

# Day 17 - questions

1. In what year does the text say that Britain stood alone against Nazi Germany?

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2. What was the name of the German air force?

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3. What did the German army need to cross in order to take over Britain?

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## Day 18 - text

There are moments in history when the future of a whole nation hangs in the balance. Just such a moment happened in 1940 when Britain stood alone against the might of Nazi Germany under its leader Adolf Hitler. Hitler never really wanted to invade Britain, but he also could not afford to leave it alone, so he ordered his air force, the Luftwaffe, to destroy the Royal Air Force (RAF). This would make it much easier for his armies to cross the English Channel and take over the whole country. He hadn't counted on the bravery and determination of the young fighter pilots from Britain and her allies to beat back the massed attacks by the German aircraft.

## Day 18 - questions

1. ...*Britain stood alone against the might of Nazi Germany...*

What does the word '**might**' mean in this context? **Tick one.**

strength

leader

possibility

flight

2. The text says that Hitler did not want to invade Britain, so why did he order his air force to attack?

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3. **Find** and **copy** one word in the last sentence that means **friends** or **partners**.

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## Day 19 - text

Jamal checked his watch again, then quickened his pace. His train was due in four minutes and he reckoned he was about four minutes' walk to the station. Anyway, these days they were always late – that's what his dad kept saying when he was grumbling about his day. Still, he absolutely had to catch this one, otherwise he would be in big trouble. Bee-baaarb! The unmistakable sound of the train's horn made him jump. It was early! He broke into a run, but almost immediately heard a slap on the pavement behind him. His wallet! No money – just his ticket. But if he stopped, he'd surely miss the train.

## Day 19 - questions

1. According to the text, how long would it take him to walk to the station?

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2. What does the writer mean by '**Bee-baaarb**'?

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3. What did the writer say would happen if Jamal stopped to pick up his wallet?

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## Day 20 - text

Jamal checked his watch again, then quickened his pace. His train was due in four minutes and he reckoned he was about four minutes' walk to the station. Anyway, these days they were always late – that's what his dad kept saying when he was grumbling about his day. Still, he absolutely had to catch this one, otherwise he would be in big trouble. Bee-baaarb! The unmistakable sound of the train's horn made him jump. It was early! He broke into a run, but almost immediately heard a slap on the pavement behind him. His wallet! No money – just his ticket. But if he stopped, he'd surely miss the train.

## Day 20 - questions

1. The text starts: '*Jamal checked his watch again, then quickened his pace.*' Use your own words to describe what the writer meant by '**quickened his pace**'.

---

2. Why was it so important for Jamal to catch this train?

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3. Predict what might happen if Jamal decided **not** to pick up his wallet.

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## Day 21 - text

To make anything move, you need a force. But, unless you are in a total vacuum, such as outer space, you will immediately encounter resistance. Air resistance is a form of friction between a moving object and the molecules that make up air. Water resistance is a similar force between an object and water molecules, without which we would not be able to swim. Even though it feels like we can just dip our hands in to a bowl of water without meeting any resistance, as soon as we pull back our hands, there is clearly a force working against us. Cup your hands as you pull them back, and you can increase the resistance, which means you can push the rest of your body through the water.

# Day 21 - questions

1. **Find** and **copy** the example given by the text of a 'total vacuum'.

---

2. **Find** and **copy** a word from the second line the means the same as 'meet'.

---

3. What does the word **molecules** mean? **Tick one.**

moving objects

tiny particles

spacecraft

friction force

## Day 22 - text

To make anything move, you need a force. But, unless you are in a total vacuum, such as outer space, you will immediately encounter resistance. Air resistance is a form of friction between a moving object and the molecules that make up air. Water resistance is a similar force between an object and water molecules, without which we would not be able to swim. Even though it feels like we can just dip our hands in to a bowl of water without meeting any resistance, as soon as we pull back our hands, there is clearly a force working against us. Cup your hands as you pull them back, and you can increase the resistance, which means you can push the rest of your body through the water.

## Day 22 - questions

1. According to the text, when might you not notice water resistance?

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2. What does the text instruct us to do to feel '*a force working against us*' in water?

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3. According to the text, what activity does water resistance help us to do?

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## Day 23 - text

We all know that even the mightiest rivers start as a little trickle. Rain falls on the high ground and most of it soaks into the soil, which acts like a gigantic sponge. Some of it does find its way out to the surface through springs. As the stream is joined by others, known as tributaries, the main river grows in size and power until it finally reaches the sea. At 220 miles, the Severn is the UK's longest river and has its source 610 metres above sea level. However, the source of the second longest, the Thames (just five miles shorter than the Severn), is located only 110 metres above sea level. Nearly every other major river in the British Isles starts at a higher point. Clearly, the height of the source has no bearing on the length of the river.

# Day 23 - questions

1. What words does the text use to describe how rivers start?

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2. How long is the River Severn?

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3. How high above sea level is the source of the River Thames?

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## Day 24 - text

We all know that even the mightiest rivers start as a little trickle. Rain falls on the high ground and most of it soaks into the soil, which acts like a gigantic sponge. Some of it does find its way out to the surface through springs. As the stream is joined by others, known as tributaries, the main river grows in size and power until it finally reaches the sea. At 220 miles, the Severn is the UK's longest river and has its source 610 metres above sea level. However, the source of the second longest, the Thames (just five miles shorter than the Severn), is located only 110 metres above sea level. Nearly every other major river in the British Isles starts at a higher point. Clearly, the height of the source has no bearing on the length of the river.

# Day 24 - questions

1. Why does the text describe the soil as 'like a gigantic sponge'?

---

2. Draw lines to match the words to their meanings as used within this text.

springs

a precise location

tributaries

where water in the soil comes to the surface

point

smaller streams that flow into a larger one

3. 'Clearly, the height of the source has no bearing on the length of the river.'

What do the words 'has no bearing on' mean? **Tick one.**

does not recognise

does not affect

does not measure

is in a different direction

## Day 25 - text

The reign of Queen Victoria is often seen as a golden age of progress for the United Kingdom. The vastness of the British Empire meant that it was a time of great opportunity and many people became very wealthy as a result. Not everyone was so fortunate, however. Within the country's rapidly expanding cities, families were crowded together in very cramped accommodation which were excellent breeding grounds for disease. What's more, even though the cities offered plenty of work, those jobs were often dangerous. As a result, people were lucky if they managed to live to see their 50s.

## Day 25 - questions

1. What does the text describe as '*a golden age of progress for the United Kingdom*'?

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2. How did many people benefit from this '*time of great opportunity*'?

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3. What were '*rapidly expanding*' at this time?

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## Day 26 - text

The reign of Queen Victoria is often seen as a golden age of progress for the United Kingdom. The vastness of the British Empire meant that it was a time of great opportunity and many people became very wealthy as a result. Not everyone was so fortunate, however. Within the country's rapidly expanding cities, families were crowded together in very cramped accommodation which were excellent breeding grounds for disease. What's more, even though the cities offered plenty of work, those jobs were often dangerous. As a result, people were lucky if they managed to live to see their 50s.

## Day 26 - questions

1. What does the word **fortunate** mean? **Tick one.**

expanding	<input type="checkbox"/>	poor	<input type="checkbox"/>
lucky	<input type="checkbox"/>	progress	<input type="checkbox"/>

2. People moved to the cities because they offered plenty of work. Using evidence from the text, give two reasons why they were not such a good place to live.

a) \_\_\_\_\_ b) \_\_\_\_\_

3. These days, people often live until they are over 80 years old. Why do you think the text says, '*people were lucky if they managed to live to see their 50s*'? Use evidence from the text to support your answer.

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## Day 27 - text

With a secret smile, Lily picked it up and turned it over and over in her hands. For as long as she could remember, she had been enchanted by her grandmother's musical box. Whenever they visited, she always found an excuse to sneak a look, even though she knew it was strictly forbidden to go into Nana's bedroom. Unable to resist any longer, she twisted the metal key and opened the lid. The familiar tinkle of the tune started playing immediately but there was something wrong with the little dancer. Normally, she twirled around in time with the music. Today, she just sat in the middle of the box, arms folded, legs crossed, turning her back on Lily.

## Day 27 - questions

1. What did Lily call her grandmother?

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2. Where was the musical box kept?

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3. '*... she had been enchanted by her grandmother's musical box.*'

What does 'enchanted' mean? **Tick one.**

tricked

bored

hidden

delighted

## Day 28 - text

With a secret smile, Lily picked it up and turned it over and over in her hands. For as long as she could remember, she had been enchanted by her grandmother's musical box. Whenever they visited, she always found an excuse to sneak a look, even though she knew it was strictly forbidden to go into Nana's bedroom. Unable to resist any longer, she twisted the metal key and opened the lid. The familiar tinkle of the tune started playing immediately but there was something wrong with the little dancer. Normally, she twirled around in time with the music. Today, she just sat in the middle of the box, arms folded, legs crossed, turning her back on Lily.

## Day 28 - questions

1. *'With a secret smile, Lily picked it up and turned it over and over in her hands.'*

What does this sentence suggest that Lily was feeling when she picked up the musical box? **Tick two.**

confused

cross

happy

guilty

2. *'The familiar tinkle of the tune started playing immediately but there was something wrong with the little dancer.'*

Find and copy **one word** in this sentence that suggests Lily had heard the music before.

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3. How do you think the little dancer was feeling? Use evidence from the text to support your answer.

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## Day 29 - text

Science is about finding answers to questions about the world around us. To do this, we usually devise experiments designed to reveal results and patterns that help us to make sense of what we are looking at. The trick is to make sure that your investigation is actually doing what you want it to. This might seem like a strange point to make – after all, you should know what you are trying to find out. However, any number of factors could be causing an effect. These factors are known as variables. In order to be able to trust our findings, we need to make sure that we have controlled all variables except the one we are investigating.

# Day 29 - questions

1. What does science try to find answers about?

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2. What does the word **devise** mean? **Tick one.**

create

run

answer

reveal

3. Using information from the whole text, tick **one box in each row** to show whether the statements are true or false.

	True	False
Experiments help us to answer questions about the world.		
Results could be affected by more than one variable.		
You have to control all variables in an investigation.		

## Day 30 - text

Science is about finding answers to questions about the world around us. To do this, we usually devise experiments designed to reveal results and patterns that help us to make sense of what we are looking at. The trick is to make sure that your investigation is actually doing what you want it to. This might seem like a strange point to make – after all, you should know what you are trying to find out. However, any number of factors could be causing an effect. These factors are known as variables. In order to be able to trust our findings, we need to make sure that we have controlled all variables except the one we are investigating.

## Day 30 - questions

1. What are experiments designed to reveal? Find and copy two suggestions from the text.

a) \_\_\_\_\_ b) \_\_\_\_\_

2. According to the text, why is it not always clear what is causing an effect?

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3. *'In order to be able to trust our findings, we need to make sure that we have controlled all variables except the one we are investigating.'*

Give the meaning of the word **trust** in this sentence.

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