

Moving to Marchton

National Curriculum Objectives:

English Year 3 & Year 4: Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. [More resources with this objective.](#)

Differentiation:

Section A Determine which character said each quotation in the story.

Section B Write the synonyms under the correct headings.

Section C Use a dictionary to define words related to the text.

Section D Write a letter from the main character to his friends from home.

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Moving to Marchton

Sandy watched the rain run down the car window and thought it was just typical that today of all days it had decided to pour it down.

M: (Q22) Why did Sandy say it was 'just typical' that it was raining on the day they moved in?

(P5/2d) He was dreading going to Marchton and felt that the bad weather was a sign of things to come.

He buried his nose back in his book and tried to ignore the scenery outside.

S: (Q15) Sandy tried to 'ignore the scenery'. Use a dictionary to find the meaning of the word 'scenery'. (L3) The look of the natural environment and surroundings.

His mom and dad were in the front of the car talking excitedly about the new house and the plans they had for redecorating it. But all Sandy could think about was how much he already missed his old house, especially his old room, with his treasured computer and familiar book shelf with the titles he'd read a hundred times.

S: (Q16) What does the word 'treasured' tell you about how Sandy felt about his computer? (C1/2a) It was very valuable to him; like a treasure.

D: (Q8) How do you think Sandy feel about moving to Marchton at the beginning of the text?

(P5/2d) He was unhappy about having to leave his old home. He missed it and wanted to go back. He did not want to move to Marchton.

He had lived in the centre of the city for as long as he could remember and over the years had grown up to love his three-storey town house with the rushing cars whizzing by. The view from his window was one of tall buildings and bright city street lights, never quite silent, never quite still. Nothing like Marchton.

E: (Q1) How did Sandy describe the view from his old bedroom? (C6/2b) Tall buildings and bright city lights.

Marchton was where they were heading now. It was a small village in the middle of nowhere, or it may as well have been.

E: (Q2) What do you think Sandy means by the phrase in the 'middle of nowhere'? (C7) Far away from towns and cities where very few people live.

His dad had told him that only three-hundred people lived in the entire village. Sandy thought that the same amount of people probably lived on his street at home, but it wasn't his home anymore. "Not long now, Sandy," his mom called back. "We're nearly there." Great!

Sandy could only see fields and trees for miles around. How could people live here? Where were the cinemas and the shopping centres? He was dreading life in this place.

He would hate it; he just knew it.

E: (Q3) What sort of buildings was Sandy looking out for when he drove into Marchton? (C6/2b)

Cinemas and shopping centres

It didn't take long to reach the tiny village, its church steeple being the only thing that stood out on the horizon.

His dad pulled over in front of an ancient-looking cottage complete with a wooden door and a thatched roof.

D: (Q9) What does the word 'ancient' mean when Sandy describes cottage? (C1/2a) It was very old and run down.

"We're home," his dad said proudly.

M: (Q23) Why was Sandy's dad speaking 'proudly' when he announced that they were home? (P5/2d) He felt proud of his new home and thought that they should all be pleased with the cottage.

Sandy just grunted in reply. It stank out here of filthy animals and much worse.

D: (Q10) Sandy could smell 'filthy animals'. Use a dictionary to find the meaning of the word 'filthy'. (L3) Extremely dirty

Sandy quickly grabbed his bag and headed straight upstairs to what he was told would now be his room. Inside it looked bare with just a bed and an old pair of curtains. This was not home. He flopped on to the bed and reached for his book again. Hopefully the adventures hidden in the pages would take him far away from Marchton.

S: (Q17) Why did Sandy decide to read in his room when he arrived at his new house? (P5/2d) He thought it would take his mind off how he felt about moving there.

Later that night Sandy's mom came into his room. "It'll be ok you know. You've got school tomorrow and I'm sure you'll make lots of new friends."

But Sandy didn't want new friends: he wanted his old friends. As soon as his mom had gone, Sandy reached for his laptop to send an email to Sadie and Jayden to tell them how awful it was here.

E: (Q4) Use a dictionary to find the meaning of the word 'awful'. (L3) Extremely bad or unpleasant

No internet signal! This day was getting worse by the minute. He decided to sleep, so this day would finally be over.

The next morning came too quickly. Before he knew it he was dressed in a stupid blue and yellow uniform heading to Marchton Village Primary School.

D: (Q11) Why do you think Sandy described his new school uniform as 'stupid'? (C7) He didn't want to go to school and thought it was going to be a terrible day.

He remained silent throughout breakfast and the journey there through the country lanes and winding streets. His mom and dad had been constantly trying to keep him smiling by telling him it would all be fine. He didn't believe them.

This was all their fault anyway. His mom had got herself a new job, complete with a pay rise and a company car, but it meant that they had to move a million miles from anywhere.

D: (Q12) What was the reason Sandy and his family were moving to Marchton? (C6/2b) His mom had been offered a new job.

His parents kissed him goodbye before he headed inside the school, but he shrugged them off.

S: (Q18) Why do you think Sandy shrugged off his parents at the school gates on his first day? (P5/2d) He was still angry with them for making him move to a new house and school.

“Good morning Class C,” his new teacher, Miss Morley said in a sing-song voice. “This is our new boy, Sandy.”

D: (Q13) What does the phrase ‘sing-song’ tell us about the way Sandy’s teacher spoke? (C7) Her voice was rising and falling like she was singing.

“H.. h.. hi,” Sandy stuttered. Sandy wondered where the rest of the children were. So far he had only counted 19 children and that was including himself. His old class had over 30!

M: (Q24) Why do you think the class size in Marchton was so much smaller than in Sandy’s class in the city? (P5/2d) There are many more people living in the city, so therefore class sizes would be larger, as more families live there. In Marchton, there are very few people living there which makes the class sizes smaller.

The children did their best to make him feel at home, but their strange accents and different ways of doing things made him feel uneasy.

After what seemed like forever, it was lunchtime.

S: (Q19) What phrase tells you that Sandy’s first morning at school was a long one? (C7) It ‘seemed like forever’.

A girl called Emma had been partnered with him. She seemed ok, but he really wasn’t in the mood for talking to anyone.

“I used to be like you,” she said. “I was the new girl last year.”

D: (Q14) Why could Sandy and Emma relate to each other? (C6/2b) Emma was new last year and could understand how he felt.

“Really?” Sandy asked, suddenly interested in what she had to say.

“Yeah, my dad and I moved here from the city. It totally freaked me out at first. Now he’s getting married to Miss Morley. Can you imagine? My teacher is also my step-mom.” She laughed.

And that was it... they had something to talk about and once they started talking there was no stopping him. He realised he’d made his first friend in Marchton. He hated to admit it, but maybe his mom was right.

That afternoon, he found out the class were studying the Ancient Romans. Sandy had already learnt about this at his old school and became the resident expert on the subject. Everyone wanted him to be in their group for the project. That felt great.

M: (Q25) What does the phrase ‘resident expert’ tell us about Sandy’s knowledge of the Ancient Romans? (C7) He knew a lot about the topic and knew the most out of the whole class.

When they were getting ready for home time, Miss Morley announced the after-school clubs which would be going on this term. He could just imagine the type of things on offer in Marchton...

gardening, country dancing, farming skills!

“There’s computing club, basketball club and science club this term children. Sign up on the lists by the door.” Pleasantly surprised, Sandy signed his name on each piece of paper.

M: (Q26) Why do you think Sandy was surprised when he found out about the different clubs available at school? (P5/2d) He thought the clubs would be related to the countryside, for example gardening, rather than modern clubs such as computing.

As he left school the sun was shining and the air smelt clean and fresh.

“See you tomorrow, Sandy,” said Emma. “I’ll ask my mom if you can come for tea tomorrow if you like. Maybe we could play Xbox.”

E: (Q5) What does Emma suggest they do when Sandy visits for tea? (C6/2b) They could play Xbox games.

Sandy smiled. “Sounds great,” he yelled as he waved at her.

His dad approached him nervously. “Soooo... how was your first day?”

S: (Q20) Why did Sandy’s dad approach him ‘nervously’ at the end of his first school day? (P5/2d) He was worried about how Sandy’s first day at school had gone, because Sandy was so unhappy at the start of the day.

“It was actually... brilliant.” Sandy talked all the way home about the things they’d done, the children he’d met and the new clubs he wanted to join.

Maybe, just maybe, he was going to be just fine after all.

S: (Q21) How had Sandy’s feelings changed towards Marchton throughout the text? (P5/2d) At the beginning, Sandy did not want to move there and was convinced it would be an awful place to live. After his first day at school, he started to believe he might be fine after all.

M: (Q27) Which words and phrases explain how Sandy’s feelings change throughout the story? (C7) At the start of the story, Sandy uses words such as awful and filthy to describe Marchton. At the end of the story, Sandy used the words fresh and clean to describe it.

E: (Q6) How do you think you would feel if you had to move house or school? (R2) Personal response.

E: (Q7) Would you like to live in a countryside location like Marchton? Explain your answer. (R2) Personal response.

M: (Q28) What do you predict might happen to Sandy after the end of the story? (P2/2e) Personal response.

Moving to Marchton

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But Sandy didn't want new friends: he wanted his old friends. As soon as his mom had gone, Sandy reached for his laptop to send an email to Sadie and Jayden to tell them how awful it was here. No internet signal! This day was getting worse by the minute. He decided to sleep, so this day would finally be over.

The next morning came too quickly. Before he knew it, he was dressed in a stupid blue and yellow uniform heading to Marchton Village Primary School. He remained silent throughout breakfast and the journey there through the country lanes and winding streets. His mom and dad had been constantly trying to keep him smiling by telling him it would all be fine. He didn't believe them.

This was all their fault anyway. His mom had got herself a new job, complete with a pay rise and a company car, but it meant that they had to move a million miles from anywhere.

His parents kissed him goodbye before he headed inside the school, but he shrugged them off.

"Good morning Class C," his new teacher, Miss Morley said in a sing-song voice. "This is our new boy, Sandy."

"H.. h.. hi," Sandy stuttered. Sandy wondered where the rest of the children were. So far he had only counted 19 children and that was including himself. His old class had over 30!

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“It was actually... brilliant.” Sandy talked all the way home about the things they’d done, the children he’d met and the new clubs he wanted to join.

Maybe, just maybe, he was going to be just fine after all.

Moving to Marchton – Comprehension

Section A

1. How did Sandy describe the view from his old bedroom? (C6/2b)

2. What do you think Sandy means by the phrase in the 'middle of nowhere'? (C7)

3. What sorts of building was Sandy looking out for when he drove into Marchton? (C6/2b)

4. Use a dictionary to find the meaning of the word 'awful'. (L3)

5. What does Emma suggest they do when Sandy visits for tea? (C6/2b)

6. How do you think you would feel if you had to move house or school? (R2)

7. Would you like to live in a countryside location like Marchton? Explain your answer. (R2)

Section B

8. How do you think Sandy feel about moving to Marchton at the beginning of the text? (P5/2d)

9. What does the word 'ancient' mean when Sandy describes the cottage? (C1/2a)

10. Sandy could smell 'filthy animals'. Use a dictionary to find the meaning of the word 'filthy'. (L3)

11. Why do you think Sandy described his new school uniform as 'stupid'? (C7)

12. What was the reason Sandy and his family were moving to Marchton? (C6/2b)

13. What does the phrase 'sing-song' tell us about the way Sandy's teacher spoke? (C7)

14. Why could Sandy and Emma relate to each other? (C6/2b)

Section C

15. Sandy tried to 'ignore the scenery'. Use a dictionary to find the meaning of the word 'scenery'. (L3)

16. What does the word 'treasured' tell you about how Sandy felt about his computer? (C1/2a)

17. Why did Sandy decide to read in his room when he arrived at his new house? (P5/2d)

18. Why do you think Sandy shrugged off his parents at the school gates on his first day? (P5/2d)

19. What phrase tells you that Sandy's first morning at school was a long one? (C7)

20. Why did Sandy's dad approach him 'nervously' at the end of his first school day? (P5/2d)

21. How had Sandy's feelings changed towards Marchton throughout the text? (P5/2d)

Section D

22. Why did Sandy say it was 'just typical' that it was raining on the day they moved in? (P5/2d)

23. Why was Sandy's dad speaking 'proudly' when he announced that they were home? (P5/2d)

24. Why do you think the class size in Marchton was so much smaller than in Sandy's class in the city? (P5/2d)

25. What does the phrase 'resident expert' tell us about Sandy's knowledge of the Ancient Romans? (C7)

26. Why do you think Sandy was surprised when he found out about the different clubs available at school? (P5/2d)

27. Which words and phrases explain how Sandy's feelings change throughout the story? (C7)

28. What do you predict might happen to Sandy after the end of the story? (P2/2e)

Moving to Marchton – Challenge Activity

Section A

Which character said the following?

Quote	Character
I was the new girl last year.	
Sign up on the lists by the door.	
Not long now, Sandy.	
We're home!	
Maybe we could play Xbox.	
It was actually... brilliant.	

Section B

Write the synonyms under the correct headings.

excited	nervous	positive

eager	edgy	enthusiastic	cheerful	thrilled	encouraging
anxious	happy	optimistic	worried	confident	uneasy

Moving to Marchton – Challenge Activity

Section C

The following adjectives could be used to describe how Sandy's feelings change throughout the story. Use a dictionary to help you write the meaning of each of these words.

hesitant

isolated

dissatisfied

anxious

relieved

optimistic

enthusiastic

Section D

Marchton didn't turn out to be quite what Sandy expected. Write a letter to his friends from home describing his new home, school, and what he is excited about.

Moving to Marchton – Challenge Activity

Section A

Which character said the following?

Quote	Character
I was the new girl last year.	Emma
Sign up on the lists by the door.	Miss Morley
Not long now, Sandy.	Sandy's mom
We're home!	Sandy's dad
Maybe we could play Xbox.	Emma
It was actually... brilliant.	Sandy

Section B

Write the synonyms under the correct headings.

excited	nervous	positive
eager	anxious	optimistic
enthusiastic	edgy	confident
thrilled	worried	encouraging
happy	uneasy	cheerful

eager	edgy	enthusiastic	cheerful	thrilled	encouraging
anxious	happy	optimistic	worried	confident	uneasy

Moving to Marchton – Challenge Activity

Section C

The following adjectives could be used to describe how Sandy's feelings change throughout the story. Use a dictionary to help you write the meaning of each of these words.

hesitant	unsure or uncertain
isolated	far away from other places, buildings, or people
dissatisfied	not content or happy with something
anxious	feeling uneasy, worried or nervous
relieved	no longer feeling distressed
optimistic	hopeful and confident about the future
enthusiastic	having or showing enjoyment or interest

Section D

Marchton didn't turn out to be quite what Sandy expected. Write a letter to his friends from home describing his new home, school, and what he is excited about.

Answers will vary. Example:

Dear Sadie and Jayden,

We are finally here in Marchton and wow, it is definitely the middle of nowhere compared to the city! At first, I thought it smelled pretty bad out here because of all the horses and cows, but I think I'm actually getting used to it. Our house is so different too – it's practically a million years old!

There are only 19 children in my new class, and my teacher seems really kind. I've made a new friend already – her name is Emma, and she plays Xbox too! I hope we can all play together when you guys come to visit.

Email me soon – or better yet, write to me back in a letter! I miss you guys.

From, Sandy

Whole Class Guided Reading – Teaching Guide

- The text is for the children to read. Give each pair a copy of the text (without questions) to read individually or as a whole class. This text has been aimed at Year 3 Secure.
- The teacher should use the teacher version. It shows you where to pause after each section and provides questions for you to ask. The colours refer to our levels so that you can direct specific questions at specific students (their version does not have these colours or show them which is mastery, etc.).
 - Beginner – Year 3 Emerging (Red)
 - Easy – Year 3 Developing (Blue)
 - Tricky – Year 3 Secure (Orange)
 - Expert – Year 3 Mastery (Green)
- The children can record their answers to the questions at the end of the shared read/discussion or in a different session by using the comprehension sheet. The questions have been re-grouped into abilities so that you can assign sections to specific children.
 - Section A – Year 3 Emerging
 - Section B – Year 3 Developing
 - Section C – Year 3 Secure
 - Section D – Year 3 Mastery
- The codes at the end of each question refer to the interim statements and the reading objectives from the New National Curriculum for England (a guide to the codes can be found at the end of this document).

Comprehension

- Year 1/2 C1/1a Discussing word meanings, linking new meanings to known vocabulary
C2 Answer simple, information retrieval questions about texts*
C3 Drawing on what they already know from background information and vocabulary provided by the teacher
C4 Discussing and expressing views about a wide range of texts
C5/1c Discussing the sequence of events in texts and how items of information are related
- Year 3/4 C1/2a Explaining the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve and record information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
- Year 5/6 C1/2a Exploring the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve, record and present information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
C8/2h Making comparisons within and across texts
C9 Distinguish between statements of fact and opinion

Predictions and Making Inferences

- Year 1/2 P1 Link the text to their own experiences
P2/1e Predicting what might happen on the basis of what has been read so far
P3/1d Making inferences on the basis of what is being said and done
P4 Answering and asking questions
- Year 3/4 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Year 5/6 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

- Year 1/2 L1 Recognising and joining in with predictable phrases
L2 Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
- Year 3/4 L3 Using dictionaries to check the meaning of words they have read
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Year 5/6 L2 Learning a wider range of poetry by heart
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
L5/2g Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
L6/2f Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective

Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2/2c	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices