

KS2 English Resources

Merevale Creek Farm · Book 1 · Zoe and the Great Summer Jubilee

Differentiation notes, discussion starters, the full Bloom's Taxonomy question bank, the drama activity pack summary, and the Year 3–6 word lists.

KS2 differentiation notes

Years 3–4 · Developing

All twelve chapters are accessible as class reader or guided reading. Use the KS2 word lists for pre-reading vocabulary work and discussion starters to support comprehension after each chapter. Bloom's Remember and Understand questions are available in the question bank below.

Years 4–6 · Expected

Chapters 9–12 are particularly strong for inference and character analysis. Use Bloom's Apply and Analyse questions from the question bank to stretch thinking. The fable texts embedded in each chapter work well for paired reading and comparative discussion.

Greater depth

Bloom's Evaluate and Create questions in the question bank are well-suited to greater depth readers. Chapters 7, 10, and 12 carry the most complex moral weight and reward close reading for subtext, implication, and authorial intent. Drama activities, including Conscience Alley and Forum Theatre, provide structured frameworks for higher-order spoken response.

EAL learners

Farm vocabulary is largely concrete and contextualised, making meaning accessible without prior knowledge. The fable tradition provides cultural touchpoints across many heritages. Drama activities, including hot-seating and conscience alley, build spoken language before written response.

Using this book at KS2

Best use at KS2: class reader or guided reading. The twelve-chapter structure maps cleanly to a half-term unit. Each chapter is self-contained enough for a single guided reading session, while the cumulative arc rewards whole-book study.

Interest age: 6–9 **Independent reading:** from ~8 **Reading age:** ~7–8 **Best fit:** Years 3–4 as class reader; Years 4–6 for independent and guided work

The fable anchor in each chapter makes the book particularly strong for inference, theme, and authorial intent work. Chapters 9–12 carry the most complex moral weight and are well-suited to Bloom's Analyse and Evaluate questions.

KS2 discussion starters, all chapters

One question per chapter to open class or guided reading discussion.

Ch 1 • The New Arrival	What does it feel like to be judged before anyone knows you?
Ch 2 • The Lost Lantern	What makes it hard to tell the truth after getting something wrong?
Ch 3 • The Great Race	What is the difference between looking slow and being careful?
Ch 4 • The Stubborn Gate	Can you think of a time when being patient worked better than pushing harder?
Ch 5 • The Clever Solution	When is being small or different actually an advantage?
Ch 6 • The Prize Stall	What is the difference between something that looks good and something that is good?
Ch 7 • The Sour Berries	Why is it sometimes hard to admit when we cannot do something?
Ch 8 • The Tug of War	What changed when you worked together rather than just tried harder?
Ch 9 • The Goose's Warning	What makes it hard to listen when you have already made up your mind?
Ch 10 • The False Accusation	Why might saying nothing sometimes be more powerful than arguing back?
Ch 11 • The Great Storm	What does it really mean to be strong?
Ch 12 • The Jubilee Parade	What made Mayo's step backward the most important thing he did in the whole story?

Bloom's Taxonomy Question Bank

One question per chapter across all six cognitive levels.

Remember

Recall and recognition

Ch 1 • The New Arrival	What does Zoe do when she walks into the farmyard for the first time?
Ch 2 • The Lost Lantern	What happens to the lantern, and who is involved?
Ch 3 • The Great Race	Who takes part in the race, and who wins?
Ch 4 • The Stubborn Gate	What is wrong with the gate, and who tries to fix it?
Ch 5 • The Clever Solution	What problem needs solving, and who solves it?
Ch 6 • The Prize Stall	What is on the prize stall, and what does the character choose?
Ch 7 • The Sour Berries	What are the sour berries, and what does the character say about them?
Ch 8 • The Tug of War	Who are the two sides, and what happens?
Ch 9 • The Goose's Warning	What does the goose warn the others about?
Ch 10 • The False Accusation	What is Zoe accused of, and what does she do in response?
Ch 11 • The Great Storm	What happens during the storm, and who acts first?
Ch 12 • The Jubilee Parade	What happens at the parade, and what does Mayo do?

Understand

Explanation and interpretation

Ch 1 • The New Arrival	Why are the farm animals afraid of Zoe before she has said or done anything?
Ch 2 • The Lost Lantern	Why does the character find it hard to tell the truth after the lantern is lost?
Ch 3 • The Great Race	Why does the winner succeed, even though they are not the fastest?
Ch 4 • The Stubborn Gate	Why does patience work better than force when dealing with the stubborn gate?
Ch 5 • The Clever Solution	Why is the least expected character able to solve the problem?
Ch 6 • The Prize Stall	Explain why choosing the most impressive-looking prize might be a mistake.
Ch 7 • The Sour Berries	Why does the character decide they did not want the berries anyway?
Ch 8 • The Tug of War	Explain why the animals only succeed when they work together.
Ch 9 • The Goose's Warning	Why do the animals find it hard to listen to the goose's warning?
Ch 10 • The False Accusation	Why does Zoe choose to say nothing when she is falsely accused?
Ch 11 • The Great Storm	Explain what Zoe does during the storm and why it matters.
Ch 12 • The Jubilee Parade	Explain what Mayo's step backward means and why it is significant.

Apply

Using knowledge in new contexts

Ch 1 • The New Arrival	How might the story have been different if Zoe had spoken up immediately when the animals pulled back?
Ch 2 • The Lost Lantern	Think of a time when telling the truth was difficult. How does that compare to what happens in this chapter?
Ch 3 • The Great Race	How could you use the lesson of this chapter to help someone who always feels they finish last?
Ch 4 • The Stubborn Gate	Where else in life might patience work better than pushing harder? Give an example outside the story.
Ch 5 • The Clever Solution	Can you think of a situation where a surprising person solved a problem? What made it possible?
Ch 6 • The Prize Stall	How would you decide between something that looked impressive and something less obvious but better?
Ch 7 • The Sour Berries	Have you ever pretended you did not want something after you could not have it? How does that compare to this chapter?
Ch 8 • The Tug of War	Describe a task that would be impossible alone but achievable as a group. What makes the difference?
Ch 9 • The Goose's Warning	What would you do if you had important information but knew people might not listen? How does this connect to the goose?
Ch 10 • The False Accusation	If you were falsely accused of something, would you react the way Zoe does? What would be the hardest part?
Ch 11 • The Great Storm	How would you behave if you were scared but knew someone needed help? What does this chapter suggest about courage?
Ch 12 • The Jubilee Parade	Think of a real situation where someone admitted they were wrong in public. How does that compare to Mayo's moment?

Analyse

Breaking down, comparing, examining structure

Ch 1 • The New Arrival	Compare how Mayo and George react to Zoe's arrival. What does each reaction tell us about their character?
Ch 2 • The Lost Lantern	How does the author build tension before the truth about the lantern is revealed?
Ch 3 • The Great Race	How does the fable of the Tortoise and the Hare connect to this chapter? What is the same and what is different?
Ch 4 • The Stubborn Gate	Analyse the difference between stubbornness and patience in this chapter. Are they always opposites?
Ch 5 • The Clever Solution	Why might the other animals have overlooked the character who solves the problem? What assumptions did they make?
Ch 6 • The Prize Stall	Analyse the difference between what looks valuable and what is actually valuable. What makes this a hard distinction?
Ch 7 • The Sour Berries	How does the character's behaviour show self-deception? What clues does the author give?
Ch 8 • The Tug of War	How does the dynamic between the animals change across this chapter? What shifts the outcome?
Ch 9 • The Goose's Warning	Compare the goose's warning to the fable of the Farmer and the Viper. What is the author saying about trust?
Ch 10 • The False Accusation	Analyse Zoe's decision to stay silent. Is it strength or resignation? What evidence supports each reading?
Ch 11 • The Great Storm	How does the storm function as more than just a weather event? What does it represent?
Ch 12 • The Jubilee Parade	Analyse Mayo's final action. Why does the author choose this as the resolution rather than a speech or apology?

Evaluate

Making judgements and justifying them

Ch 1 • The New Arrival	Was it fair for the farm animals to be afraid of Zoe? Justify your answer using evidence from the chapter.
Ch 2 • The Lost Lantern	Do you think the character made the right decision about the lantern? What would you have done differently, and why?
Ch 3 • The Great Race	Was the race a fair test of ability? Evaluate what it actually measures compared to what the animals assumed.
Ch 4 • The Stubborn Gate	Is patience always a virtue, or can it sometimes be a weakness? Use this chapter to support your argument.
Ch 5 • The Clever Solution	Was it right for the animals to underestimate the character who solved the problem? What should they have done differently?
Ch 6 • The Prize Stall	Evaluate the choice made at the prize stall. Was it a mistake, or was there a reason it made sense at the time?
Ch 7 • The Sour Berries	How honest is the character being with themselves? Is self-deception ever understandable?
Ch 8 • The Tug of War	Could the animals have found a different solution? Evaluate whether teamwork was the only answer.
Ch 9 • The Goose's Warning	Was the goose right to give the warning? Evaluate whether the other animals' response was reasonable.
Ch 10 • The False Accusation	Was Zoe's silence the right response? Evaluate the advantages and disadvantages of staying quiet when accused.
Ch 11 • The Great Storm	Who shows the most courage in this chapter? Justify your answer with evidence.
Ch 12 • The Jubilee Parade	Is Mayo's gesture enough? Evaluate whether one act can undo a pattern of behaviour.

Create

Producing something new

Ch 1 • The New Arrival	Write the diary entry Zoe might write on her first night at Merevale Creek Farm.
Ch 2 • The Lost Lantern	Write the scene where the truth about the lantern comes out, from the perspective of the character who lost it.
Ch 3 • The Great Race	Design a different kind of race that gives every animal a fair chance. Describe the rules and why you chose them.
Ch 4 • The Stubborn Gate	Write a short story where impatience makes things worse and patience eventually solves the problem.
Ch 5 • The Clever Solution	Create a profile for an unexpected character who excels at something no one has noticed. What is their hidden strength?
Ch 6 • The Prize Stall	Design your own prize stall with three items, one that looks impressive, one that is actually useful, and one that is both. Justify each choice.
Ch 7 • The Sour Berries	Write the internal monologue of a character pretending they did not want something they really did want.
Ch 8 • The Tug of War	Create a set of rules for working as a team, based on what the animals learn in this chapter.
Ch 9 • The Goose's Warning	Write the goose's warning as a formal letter, a spoken announcement, and a text message. How does the tone change?
Ch 10 • The False Accusation	Write an alternative ending where Zoe decides to speak up rather than stay silent. What happens?
Ch 11 • The Great Storm	Write a weather report for the storm, but make it also describe the emotional atmosphere on the farm.
Ch 12 • The Jubilee Parade	Design the Jubilee Parade programme as it would appear to an outsider, then annotate it with what the farm animals would actually be thinking.

KS2 Word Lists, Years 3–4 & 5–6

Statutory word lists from the National Curriculum (England) 2014. Words in bold, dark green appear in *Zoe and the Great Summer Jubilee*; the rest do not.

Years 3–4: Statutory Spelling List

accident, **actually**, **address**, **answer**, **appear**, **arrive**, **believe**, bicycle, **breath**, breathe, **build**, **busy**, **business**, calendar, **caught**, **centre**, century, **certain**, circle, **complete**, **consider**, **continue**, **decide**, **describe**, **different**, **difficult**, disappear, **early**, **earth**, **eight**, **enough**, exercise, **experience**, experiment, extreme, famous, **favourite**, February, **forward**, **fruit**, grammar, **group**, guard, guide, **heard**, **heart**, **height**, history, imagine, **important**, increase, **interest**, island, **knowledge**, **learn**, **length**, **library**, material, medicine, **mention**, **minute**, **natural**, naughty, **notice**, **occasion**, **often**, opposite, **ordinary**, **particular**, peculiar, **perhaps**, popular, **position**, possess, **possible**, potatoes, **pressure**, **probably**, promise, **purpose**, **quarter**, **question**, recent, **regular**, reign, **remember**, **sentence**, **separate**, special, **straight**, **strange**, **strength**, **suppose**, **surprise**, **therefore**, **though**, **thought**, **thousand**, **through**, **various**, **weight**, woman, women

70 of 103 words appear in Book 1.

Years 5–6: Statutory Spelling List

accommodate, accompany, according, **achieve**, aggressive, amateur, ancient, **apparent**, appreciate, **attached**, **available**, average, awkward, bargain, bruise, category, cemetery, committee, communicate, **community**, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, **definite**, desperate, determined, **develop**, dictionary, disastrous, embarrass, environment, equip, **especially**, exaggerate, excellent, **existence**, **explanation**, **familiar**, foreign, **forty**, **frequently**, government, guarantee, harass, hindrance, identity, **immediate**, **individual**, interfere, interrupt, **language**, leisure, lightning, marvellous, mischievous, muscle, **necessary**, neighbour, nuisance, **occupy**, occur, opportunity, parliament, **particular**, persuade, physical, **prejudice**, privilege, profession, programme, pronunciation, queue, **recognise**, recommend, **relevant**, restaurant, rhyme, **rhythm**, sacrifice, secretary, **shoulder**, signature, sincere, soldier, stomach, **sufficient**, **suggest**, symbol, **system**, **temperature**, **thorough**, twelfth, variety, vegetable, vehicle, yacht

30 of 101 words appear in Book 1.

Source: National Curriculum (England) 2014, Appendix 1. Free to reproduce for classroom use.