



# Daddy Fell into the Pond

by Alfred Noyes

Everyone grumbled. The sky was grey.  
We had nothing to do and nothing to say.  
We were nearing the end of a dismal day.  
And there seemed to be nothing beyond,

Then

*Daddy fell into the pond!*

And everyone's face grew merry and bright,  
And Timothy danced for sheer delight.  
'Give me the camera, quick, oh quick!  
He's crawling out of the duckweed!' Click!

Then the gardener suddenly slapped his knee,  
And doubled up, shaking silently,  
And the ducks all quacked as if they were daft,  
And it sounded as if the old drake\* laughed.  
Oh, there wasn't a thing that didn't respond

When

*Daddy fell into the pond!*

\*drake - a male duck

**These questions are about *Daddy Fell into the Pond***

1 Look at the first verse.

**Find** and **copy** one group of words that tells you the weather was bad.

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1 mark

2 The first verse uses the word *nothing* three times.  
This shows...

Tick **one**.

how poor everyone was.

how tired everyone was.

how bored everyone was.

how excited everyone was.



1 mark

3 What would be seen in the photograph that was taken?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



2 marks

II 4

Look at the first verse.

**Find** and **copy** one word that tells you how the family was feeling at the beginning of the poem.

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1 mark

II 5

*...doubled up, shaking silently...*

What does this tell you about the gardener?

Tick **one**.

he was trying to get dry

he was trying to reach Daddy

he was cold and shivery

he was laughing a lot

he was feeling very ill



1 mark

II 6

*...the ducks all quacked as if they were daft...*

Which word means the same as *daft* in this line?

Tick **one**.

worried

silly

happy

surprised



1 mark

Total



7 marks

## Year 3 – Daddy fell into the pond

1	<b>PoS 4Y2*</b>	<i>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</i>
2	<b>PoS 2fY3</b>	<i>identifying how language, structure, and presentation contribute to meaning</i>
3	<b>PoS 2cY3</b>	<i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i>
4	<b>PoS 4Y2*</b>	<i>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</i>
5	<b>PoS 2cY3</b>	<i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i>
6	<b>PoS 2aY3</b>	<i>[checking that the text makes sense to them, discussing their understanding and] explaining the meaning of words in context</i>

\*As the Year 3 and 4 programme of study does not contain a statement which covers simple retrieval of information from fiction texts, items with this focus have been attributed to the Year 2 curriculum statement: *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves (4Y2)*. Although this curriculum statement is from the Year 2 programme of study it is expected that pupils will be extending skills learnt at this stage and applying them to more complex, age appropriate texts.