Year 5 | English Reading Comprehension

Read the original story and support your answers with evidence

Student name: _____ Date: _____

Suggested time: 40 minutes. Work independently where possible. Show your thinking. This is a learning snapshot, not a pass/fail exam.

Read the passage carefully

1. At the edge of Willow Park stood a small greenhouse that nobody had opened for years. One Monday, Maya noticed a line of muddy footprints leading to its door. The padlock was still fastened, but a narrow window was open. Through the glass, she spotted rows of tiny green shoots in carefully labelled pots. Maya told her friend Leo, who immediately suggested that someone was sneaking in at night. Instead of agreeing, Maya examined the path. The footprints were small, and the mud was still damp. She also noticed a watering can beside the greenhouse and a handwritten sign: "Please give the seedlings time." After school, the friends asked the park caretaker about the greenhouse. He smiled and explained that a group of volunteers had been restoring it to grow plants for a community garden. They used the open window to keep the air circulating while the new door was being repaired. Maya felt a little embarrassed about their dramatic guesses, but she was pleased that the mysterious greenhouse had a hopeful explanation. The next Saturday, both children volunteered to help.

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Understanding and interpreting the text

2. Where was the greenhouse located? Give one detail from the opening paragraph.

3. What first made Maya curious about the greenhouse?

4. Why did Leo think someone was sneaking in? Use evidence from the text.

5. What does "circulating" mean in the passage?

6. Identify two clues Maya noticed before speaking to the caretaker.

7. Why did Maya avoid immediately agreeing with Leo? What does this show about her?

8. Explain how the author creates mystery in the opening paragraph. Refer to two details.

9. How does Maya’s attitude change by the end of the story?

10. What is the main message of the story? Support your idea with evidence.

11. Write a different suitable title and explain your choice.

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English Reading Comprehension | Parent Guide

How to use this guide

Allow the child to work independently first. Read instructions aloud if needed, without explaining the answer. Record whether each response was independent, prompted, or supported. Discuss reasoning after the assessment.

Suggested answers and what to observe

1. Willow Park; an unused greenhouse at its edge.

Look for: Retrieval.

2. Muddy footprints leading to its door.

Look for: Identifying the triggering detail.

3. The greenhouse appeared unused, yet footprints and new plants suggested recent activity.

Look for: Evidence-based inference.

4. Moving around / flowing through.

Look for: Vocabulary in context.

5. Any two: small footprints, damp mud, watering can, labelled pots, sign, open window.

Look for: Relevant evidence.

6. She wanted to examine evidence before drawing conclusions; shows curiosity and caution.

Look for: Character inference.

7. E.g. unopened for years, muddy footprints, locked door with open window.

Look for: Language effect linked to evidence.

8. From suspicious/curious to embarrassed but pleased and helpful.

Look for: Character development.

9. Do not jump to conclusions; evidence and asking questions reveal the truth.

Look for: Theme supported by events.

10. Any fitting title with clear justification, e.g. The Greenhouse Secret.

Look for: Creative interpretation.

Parent reflection and next steps

Strengths observed: _____

Skills to revisit: _____

One helpful next activity: _____

Avoid treating one result as a fixed ability label. Look at explanations, independence and willingness to try unfamiliar tasks. Revisit selected skills after practice.

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