

London's On Fire

National Curriculum Objectives:

English Year 2: Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions. [More resources with this objective.](#)

English Year 2: Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary. [More resources with this objective.](#)

Differentiation for Challenge Activity:

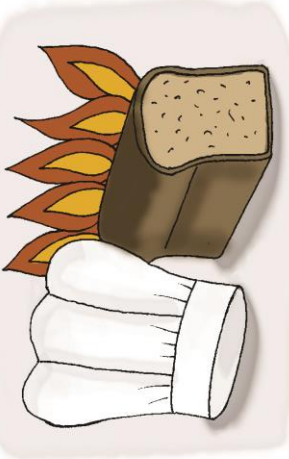
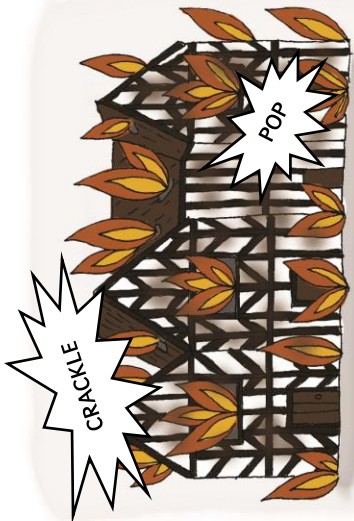
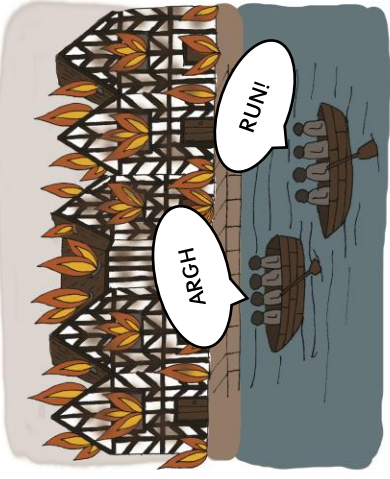
Section A Match the picture with the correct speech or sound from the comic.

Section B Write the speech and sounds in the correct bubble shapes.

Section C Write the speech and sound for pictures from the comic.

Section D Identify the spoken words and sounds from sentences.

Did you like this resource? Don't forget to review it [here](#).

<p>Sunday 2nd September 1666</p> 	<p>A fire began at the bakery on Pudding Lane. Most buildings were made of wood and straw so the fire spread quickly.</p>
	<p>The fire reached London Bridge, burning down about 300 houses on the way.</p>
<p>Monday 3rd September 1666</p> 	<p>The people of London started to run away from the city. They escaped on boats across the River Thames.</p>

E: (Q1) What type of text is this? A comic

S: (Q9) What is a bakery? A place that makes and sells baked foods such as bread and cakes.

D: (Q5) Why did the fire start spreading so easily? Most buildings were made out of wood and straw.

S: (Q10) What are most houses made out of nowadays to try and stop something like the Great Fire of London happening again? Bricks.


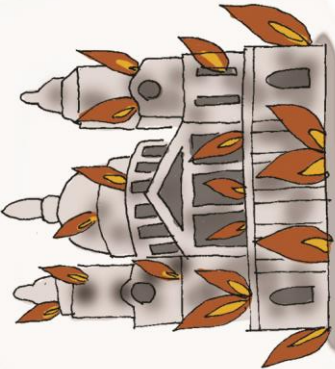

E: (Q2) How many houses had the fire already burned down by the time it got to London Bridge? More than 300.

D: (Q6) What sounds did the fire make? Crackle and Pop

S: (Q11) What are the people of London shouting as they escape? “Run!” and “Argh!”

M: (Q13) Why are there no speech marks to show what people are shouting? In comics, the speech is in speech bubbles and speech marks are not needed.

M: (Q14) How do you think the people living in London felt during the fire? Scared and upset

	<p>Tuesday 4th September 1666</p> 	<p>Wednesday 5th September 1666</p> 
<p>Baynard's Castle caught fire and King Charles himself helped to put it out by throwing water on the flames.</p>	<p>The fierce wind meant that the fire was spreading further. St Paul's Cathedral went up in flames too.</p>	<p>The wind calmed down and the fire was finally put out. Leather buckets, metal hooks and water squirts were used.</p>

D: (Q7) How did King Charles help during the fire? He threw water on the flames.

E: (Q3) What made the fire keep spreading? The wind

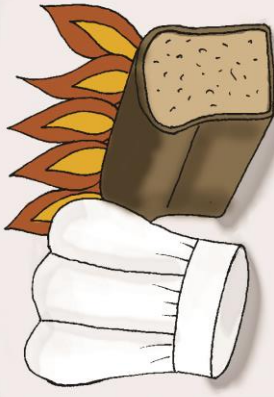
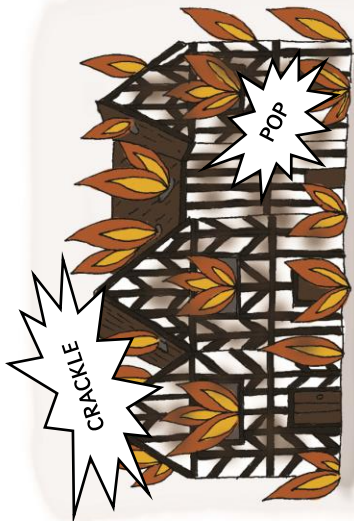
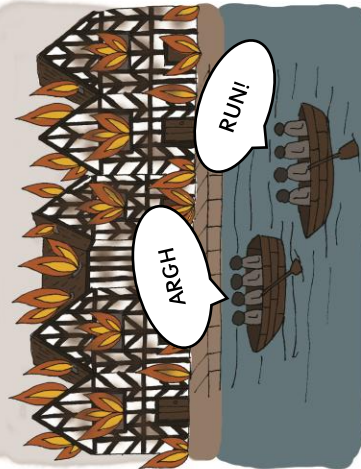

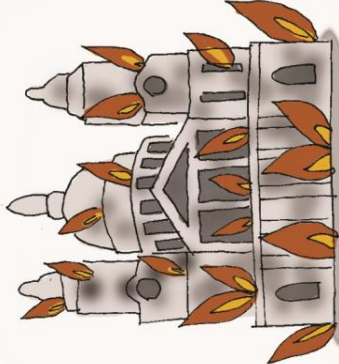

M: (Q15) What does fierce mean? Vicious and strong

E: (Q4) What day did St Paul's cathedral catch on fire? Tuesday 4th September 1666

D: (Q8) How long was the fire burning for? Four days

M: (Q16) How is fire safety equipment different today than in 1666? Now we have metal buckets and fire hoses. We also have fire brigades.

S: (Q12) Put the following statements in order: A. The wind calmed down and the fire was finally put out; B. A fire began at the bakery on Pudding Lane; C. The people of London started to run away from the city.

<p>Sunday 2nd September 1666</p>  <p>A fire began at the bakery on Pudding Lane. Most buildings were made of wood and straw so the fire spread quickly.</p>	 <p>The fire reached London Bridge, burning down about 300 houses on the way.</p>	<p>Monday 3rd September 1666</p>  <p>The people of London started to run away from the city. They escaped on boats across the River Thames.</p>
 <p>Baynard's Castle caught fire and King Charles himself helped to put it out by throwing water on the flames.</p>	<p>Tuesday 4th September 1666</p>  <p>The fierce wind meant that the fire was spreading further. St Paul's Cathedral went up in flames too.</p>	<p>Wednesday 5th September 1666</p>  <p>The wind calmed down and the fire was finally put out. Leather buckets, metal hooks and water squirts were used.</p>

Section A

1. What type of text is this?

2. How many houses had the fire already burned down by the time it got to London Bridge?

3. What made the fire keep spreading?

4. What day did St Paul's cathedral catch on fire?

Section B

5. Why did the fire start spreading so easily?

6. What sounds did the fire make?

7. How did King Charles help during the fire?

8. How long was the fire burning for?

Section C

9. What is a bakery?

10. What are most houses made out of nowadays to try and stop something like the Great Fire of London happening again?

11. What are the people of London shouting as they escape?

12. Put the following statements in order: A. The wind calmed down and the fire was finally put out; B. A fire began at the bakery on Pudding Lane; C. The people of London started to run away from the city.

Section D

13. Why are there no speech marks to show what people are shouting?

14. How do you think the people living in London felt during the fire?

15. What does fierce mean?

16. How is fire safety equipment different today than in 1666?

Section A

Match the picture with the correct speech or sound.

1.



2.



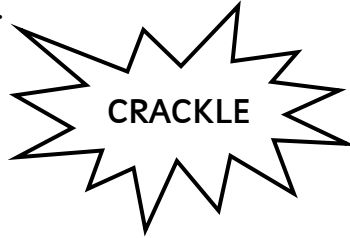
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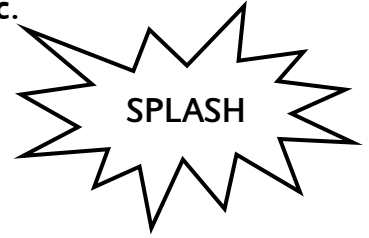
a.



b.



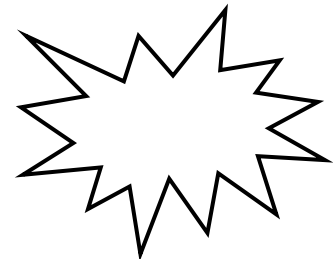
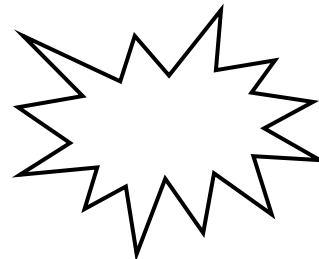
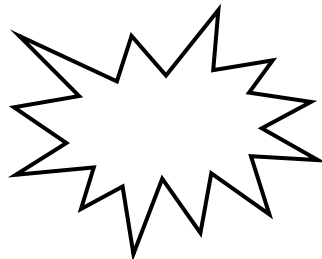
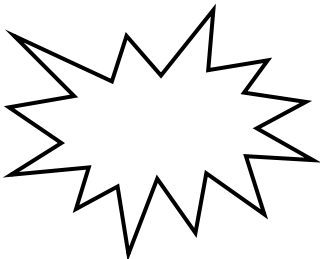
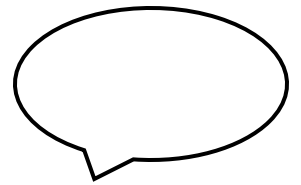
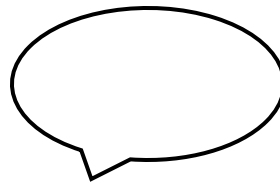
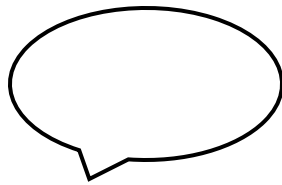
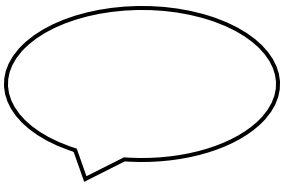
c.



Section B

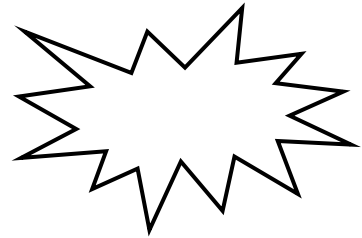
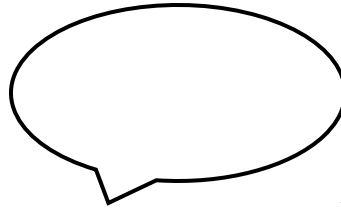
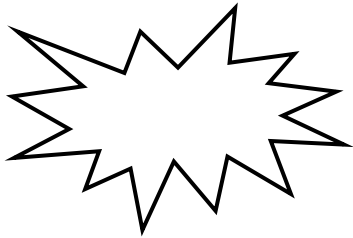
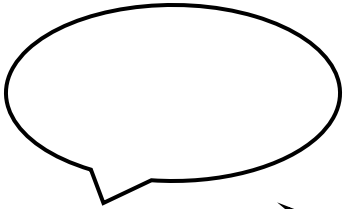
Write the speech and sounds in the correct bubbles below.

Crackle	Argh!	Pop	Save us!
Help!	Hiss	Bang	Run!



Section C

Write the speech and sound for each picture.



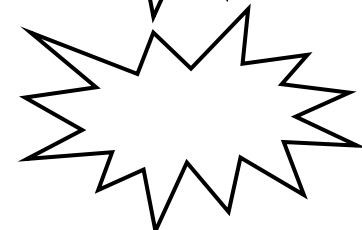
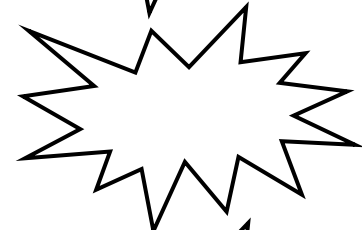
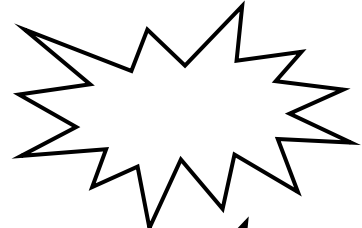
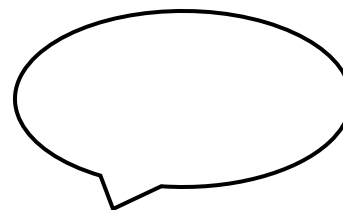
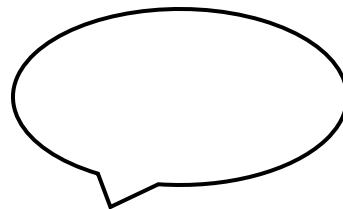
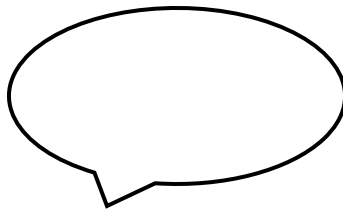
Section D

Add the spoken words and sounds from each sentence to the correct bubbles below.

The bakery door slammed shut with a bang. The baker ran through the streets shouting, "Fire!"

The wind sounded like the howl of a wolf. Everywhere people were shouting, "Help me!"

The fire at St. Paul's cathedral sounded like the roar of a lion. The bishop screamed, "No!"



London's On Fire – Challenge Activity

Section A

Match the picture with the correct speech or sound.

1.



2.



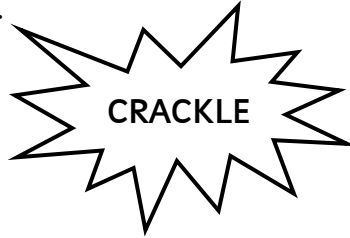
3.



a.



b.



c.



1b

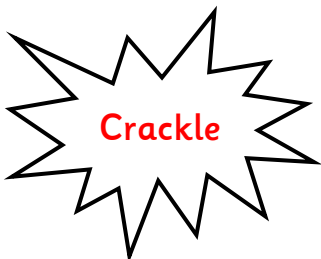
2c

3a

Section B

Write the speech and sounds in the correct bubbles below.

Crackle	Argh!	Pop	Save us!
Help!	Hiss	Bang	Run!



Section C

Write the speech and sound for each picture. **Various answers; examples below.**



Quick men!
The palace
is on fire!

POP



Quick! We
need more
water!

SPLASH

Section D

Add the spoken words and sounds from each sentence to the correct bubbles below.

The bakery door slammed shut with a bang. The baker ran through the streets shouting, "Fire!"

BANG

Fire!

The wind sounded like the howl of a wolf. Everywhere people were shouting, "Help me!"

HOWL

Help me!

The fire at St. Paul's cathedral sounded like the roar of a lion. The bishop screamed, "No!"

ROAR

No!

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 2 (Wales)/Primary 3 (Scotland)/Grade 1 (Australia).
- 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 in terms of difficulty (their version does not have these colours to show them which is which). The questions are also numbered in the order they appear on the comprehension sheet.
 - Beginner – (Red)
 - Easy – (Blue)
 - Tricky – (Orange)
 - Expert – (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 – Beginner
 - Section B – Easy
 - Section C – Tricky
 - Section D – Expert