

CRACKING COMPREHENSION



Year 6

Teaching and Assessment Guide

Kate Ruttle

RISEING★STARS

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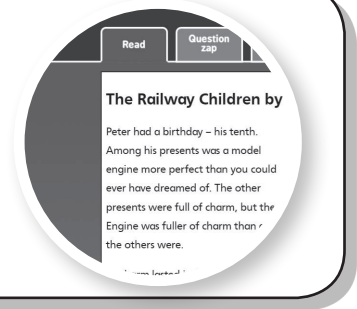
Don't forget to log on to My Rising Stars to access:

- The Interactive Modelling Software
- All teaching notes
- Teaching text questions
- Progress Task sheets for all Assessment Tasks

How to use this resource

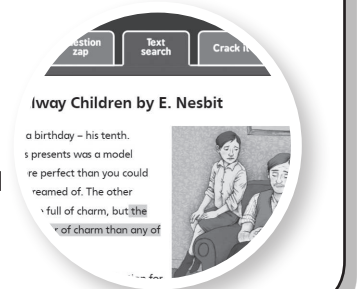
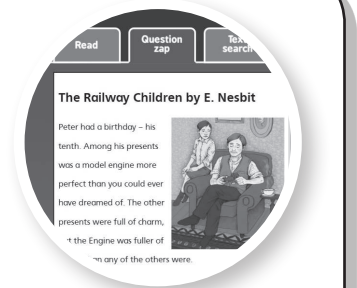
Introduce, Listen and Read

- 1 Introduce the unit by sharing the *Key text features* and *Reading the Teaching text* questions in the Teacher's Guide.
- 2 Use the **Read** tab text in the Interactive Modelling Software to introduce the Teaching text. Press the play button to listen to the audio. The **Listening comprehension questions** will be shown on screen. If you prefer, you can read the text yourself.



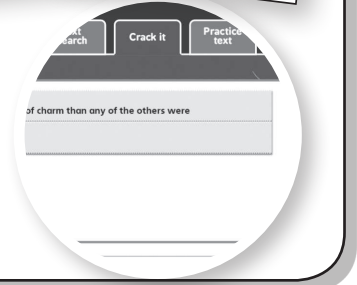
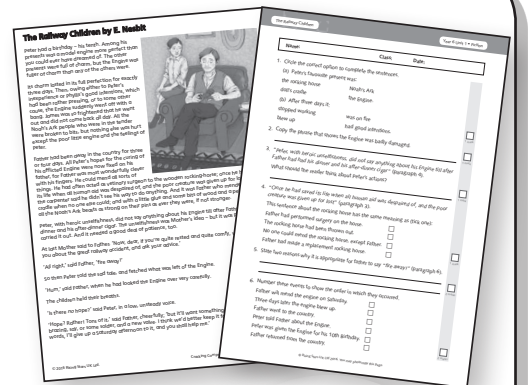
Model

- 1 In the **Question zap** tab, click on the first question to open it.
- 2 **Zap the question:** Teach children how to interpret the question:
 - “What is being asked?”
 - “Which reading strategies will be needed to find the answer?”
 Use the on-screen tools to highlight key words in the question. Answers and strategies are supplied in the Teacher's Guide.
- 3 In the **Text search** tab, use the on-screen tools to highlight any pieces of text that are relevant to the question. Click *Copy to Crack it* to transfer this text to the evidence section of the **Crack it** tab.
- 4 In the **Crack it** tab, use the copied text in the *Evidence* section to write an answer. Compare this with the model answer given in the Teacher's Guide and encourage the children to discuss and consider the relative merits of their own answers and the model answer.



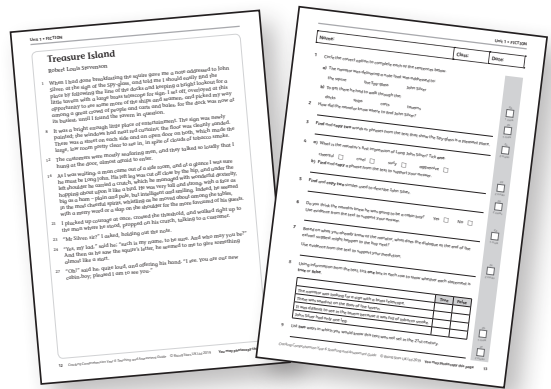
Apply

- 1 Give the children copies of the Teaching text and questions so that they can apply the strategies they learned in the previous session. (These can be found in the home screen for each unit, by clicking the *Teaching text* button.)
- 2 Ask the children to work independently and give their own answers.
- 3 In the **Question zap** tab, select a question. Move to the **Crack it** tab, and click *Check it* to review the model answer. Repeat for each question. Allow the children to mark their own work as you review each model answer. You can also check answers and strategies in the Teacher's Guide.
- 4 Encourage discussion so that the children can compare their own answers to the model answer. There may be alternative possible ‘correct’ answers for each question.



Practise

- 1 Revisit the key strategies taught using the Teaching text, and then distribute photocopies of the Practice text, and Practice text questions, for children to practise answering the questions, using and applying the strategies taught. (These can be found in the home screen for each unit, by clicking the *Practice text* button, and in the Teacher's Guide.)
- 2 Display the **Practice text** tab in the Interactive Modelling Software. Use the strategies suggested in the Teacher's Guide to mark and discuss the children's answers. Let children mark their own work, although you will want to monitor their answers as part of your ongoing assessment procedures.



Extend

Children can extend their learning, either through writing (see *Moving into writing*) or through developing further reading pathways (see *Extending reading*). Brief suggestions for both of these routes are included in each unit of the Teacher's Guide. It is anticipated you will use your professional understanding of effective ways to teach reading and writing if you follow the suggestions.

Moving into writing

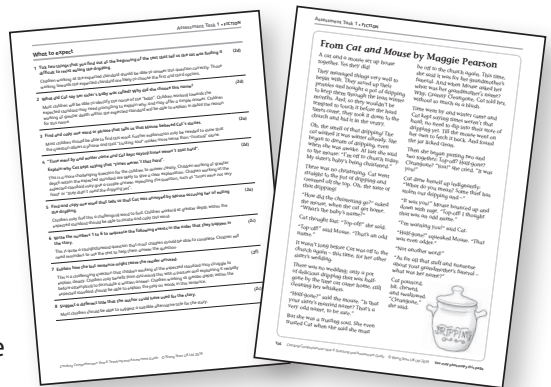
- Give different children paragraphs of the *Treasure Island* text. Ask them whether they think the setting described in their paragraph is a pleasant or unpleasant place to be. Ask them to rewrite their paragraph to change the atmosphere each time. Which words do they have to change?
- Reread the extract from *Treasure Island*.
- Ask pairs of children to focus on different paragraphs, highlighting information about the setting and considering whether it is a pleasant or unpleasant place to be.
- Encourage the pairs to create word webs showing synonyms, similes and metaphors for the words they highlighted. On a separate word web, ask them to record antonyms, together with similes and metaphors.
- In different pairs, ask the children to talk about what they would change in order to change the setting from a pleasant to an unpleasant place. Partners should give feedback before the children rewrite their paragraphs.

Extending reading

- *Tom's Midnight Garden* – Philippa Pearce
- *The Way to Sattin Shore* – Philippa Pearce
- *The Book of Three* – Lloyd Alexander
- *The Lion, the Witch and the Wardrobe* – C. S. Lewis
- *The Hobbit* – J. R. R. Tolkien

Assess

- 1 Introduce the Assessment Tasks through class discussion so that children are clear what they are being asked to do. If appropriate, display the text in the Interactive Modelling Software and read it out. If the text is a playscript or a poem which lends itself well to being read aloud, encourage children to enact some or all of the text over the course of the assessment.
- 2 Provide each child with the question sheet.
- 3 Circulate throughout the task, offering support or challenge as necessary. Allow verbal responses, where required, to enable you to assess understanding independently of reading accuracy.




Introduction to *Cracking Comprehension*

■ What is *Cracking Comprehension*?

Cracking Comprehension is a step-by-step resource to improve the comprehension skills of children aged 5–11 years old. It teaches children the skills and strategies they need to successfully explain their understanding of a wide range of texts, and offers ideas to extend their enjoyment of, and engagement with, reading.

The Interactive Modelling Software and this Teacher's Guide will help children to develop the techniques to answer the types of questions asked in the Key Stage 2 National Test for Reading, and help you to deliver the 2014 National Curriculum for English, including the harder question paper which requires more in-depth understanding.

The Assessment Tasks provide a range of assessment for learning (AfL) activities for reading comprehension within the new Primary National Curriculum for Key Stage 2 English. These tasks can be used alongside the teaching units or as stand-alone assessment tasks.

Cracking Comprehension comprises both this Teacher's Guide and online access to the Interactive Modelling Software and printable resources on My Rising Stars at www.risingstars-uk.com. The  icon, used throughout this book, highlights where access to online content is required.

The online access at My Rising Stars provides interactive tools and pupil quizzes for modelling and practice. The Interactive Modelling Software helps teachers and children model key reading skills, and can be followed by the pupil quizzes, where children can practise the skills acquired independently, at home or in small working groups. The online pupil quizzes can be used to track and monitor progress, using the reporting and progress area.

■ What is in it?

Cracking Comprehension offers 15 comprehension units and nine Assessment Tasks for each year organised by text type (fiction, non-fiction, playscripts and poetry), and includes full teacher and assessment guidance.

The units have been chosen to support the expectations of the new National Curriculum for Key Stage 2 English. The texts can also be used as resources to complement your wider teaching.

■ *Cracking Comprehension* and the National Curriculum for English

The 2016 test framework recognises eight 'content domains' which can be assessed in reading tests and which primarily interrogate the reading comprehension objectives of the national curriculum.

The table on pages 174–175 gives a summary of content domain coverage for each comprehension unit and assessment task.

■ How do I use the teaching units?

The pathway through each *Cracking Comprehension* unit is flexible, according to the specific needs of you and your children. (See *How to use this resource* on pages 4–5 for a suggested learning pathway.) Whether you choose to teach a comprehension lesson every day for a week, weekly over a half-term or for a focused half day per half-term is your choice. The range of content domains practised during each unit is clearly indicated. This gives you the opportunity to decide which assessable elements you want the children to practise.

■ How do I use the Assessment Tasks?

The tasks are not tests and are therefore not carried out under test conditions. Children may work on the tasks individually, in pairs or in groups. The tasks encourage a variety of activities including reading out loud, learning by heart and performance, all of which are emphasised in the new curriculum. The tasks may be used in any order.

There are no hard-and-fast time limits for these tasks, and some children may need more time than others. Tasks involving performance will need a greater time allowance than others. We suggest one-and-a-half to two hours on average.

Gathering and using evidence for diagnostic assessment

The outcomes for each task supply evidence for the regular review of children's progress in reading. The teacher notes provide a question-by-question breakdown giving examples of likely outcomes for each question at three standards of achievement: children working towards the expected standard, at the expected standard and those working at greater depth within the expected standard.

For maximum flexibility, the tasks are designed to be administered in any order, and so a single benchmark standard is required. The benchmark used in all the tasks is the expected standard at the end of the year. As children typically make significant progress over the course of the year, you will need to take this into account when assessing children against expected progress, particularly for any tasks children attempt during the first half of the academic year.

The questions for each task focus on several content domains from the new programme of study.

Support for assessment for learning

A simple, tick-based pupil self-assessment sheet for each Assessment Task can be found on My Rising Stars. Use this after the task, to give children the opportunity to reflect on what they can do. Begin by discussing the questions with the class, and then give children an opportunity to fill in the sheets individually. Those struggling with reading may need individual help to fill in their sheets.

Use the self-assessment sheets, together with your own assessment of each child's attainment in the task, to set future targets for reading. A child's completed self-assessment sheet could form the focus of a meeting you have with them about their reading targets.

■ Using *Cracking Comprehension* with other resources

Cracking Comprehension can be used as a stand-alone resource for teaching reading comprehension, or together with other Rising Stars resources to support your classroom teaching and improve outcomes for the children in your class. Detailed mapping documents, which provide further detail on how *Cracking Comprehension* content can be used successfully with some of the resources listed below, can be found on My Rising Stars.

Progress in Reading Assessment (PiRA)

PiRA is the best-selling stand-alone reading test which can be used to track children's progress from one term

to the next, throughout Key Stages 1 and 2. *Cracking Comprehension* is an ideal teaching tool to ensure good progress through PiRA because the texts are of a similar length and demand, and the range and presentation of questions are based on those used in the National Tests. Strategies that are learned and practised in *Cracking Comprehension* are all appropriate and useful for PiRA.

On Track Comprehension

On Track Comprehension is a structured intervention programme for children in Key Stage 2 who are falling behind in comprehension. One of the key areas of focus for *On Track Comprehension* is developing vocabulary and skills for working out the meaning of words. This is in response to research which shows that a more limited vocabulary is one of the biggest barriers to accurate comprehension for many children. *On Track Comprehension* also provides opportunities for children to respond to texts orally, before they record written answers.

Cracking Writing

Cracking Writing units can be used as extension tasks for *Cracking Comprehension*. Each of the *Cracking Writing* units is closely related to a *Cracking Comprehension* unit and includes comprehension questions before going on to use the text extract as a model for writing. Grammar is extensively taught in context in the units.

Read in to Writing

In addition to one-off comprehension tasks based on short texts and text extracts, many schools are now opting to read full-length books together, in order to give children opportunities to read and respond to entire good-quality texts. Extracts from some of these texts, or related to the texts, are used in *Cracking Comprehension* in order to build children's familiarity with the texts.

The Railway Children/Treasure Island

E. Nesbit/R.L. Stevenson

Key text features

Both texts are extracts from classic children's stories and both contain some challenging vocabulary.

- The Teaching text is from *The Railway Children* by E. Nesbit, first published in 1905.
- The Practice text is from *Treasure Island* by Robert Louis Stevenson, first published in 1883.

Reading the Teaching text: *The Railway Children*



- Ask the children to use the title to predict what the text will be about. Have any of them seen the film?
- Before reading the text, ask the children to discuss what kinds of toys they think children played with over 100 years ago.
- Access the Interactive Modelling Software for this unit. Read the extract aloud and answer the listening comprehension questions together.
- Read the extract again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 10–11).

Reading the Practice text: *Treasure Island*

- Activate the children's prior knowledge of the story. Tell them it's about pirates and ask them to identify the pirate as they read.
- Once they have read the text, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

Moving into writing

- Give different children paragraphs of the *Treasure Island* text. Ask them whether they think the setting described in their paragraph is a pleasant or unpleasant place to be. Ask them to rewrite their paragraph to change the atmosphere each time. Which words do they have to change?
- Reread the extract from *Treasure Island*.
- Ask pairs of children to focus on different paragraphs, highlighting information about the setting and considering whether it is a pleasant or unpleasant place to be.
- Encourage the pairs to create word webs showing synonyms, similes and metaphors for the words they highlighted. On a separate word web, ask them to record antonyms, together with similes and metaphors.
- In different pairs, ask the children to talk about what they would change in order to change the setting from a pleasant to an unpleasant place. Partners should give feedback before the children rewrite their paragraphs.

Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

Q1: What did James do when he heard the bang? Who do you think James is?

A1: James ran away. He's a dog.

Strategy: Ask the children to listen carefully to the whole text before they reply.

.....

Q2: Why were Peter's feelings hurt?

A2: Peter's feelings were hurt because his favourite present exploded.

Strategy: Ask the children to listen carefully to the whole text before they reply.

.....

Q3: How would you know that this story wasn't written in the 21st century?

A3: The children are playing with a steam train; all the toys mentioned are old-fashioned; the language is quite old-fashioned, e.g. the use of the word "charm".

Strategy: Ask the children to make notes as they listen for evidence – in ideas or language – of the story's age.

Extending reading

Tom's Midnight Garden – Philippa Pearce

The Way to Sattin Shore – Philippa Pearce

The Book of Three – Lloyd Alexander

The Lion, the Witch and the Wardrobe – C. S. Lewis

The Hobbit – J. R. R. Tolkien

Teaching text: The Railway Children 

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Find and copy the phrase that shows the Engine was badly damaged.	“what was left of the Engine” (line 30)	2a 1 mark	<p>Question focus: give/explain the meaning of words in context.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you are likely to find the answer to the question. Scan that part of the text for reference to the Engine being damaged. Carefully read the relevant paragraph(s). Select words from the text to use in your answer. <p>Also accept: “nothing else was hurt except the poor little Engine” (lines 10–11).</p>
2. “Peter, with heroic unselfishness, did not say anything about his Engine till after Father had had his dinner and his after-dinner cigar.” (paragraph 4) What should the reader think about Peter’s actions?	<ul style="list-style-type: none"> The author recognises how desperate Peter was to tell Father and how kind he was to wait. The author thinks Peter is good to wait and that he’s a good person/well-behaved/patient/respectful. 	2d 1 mark	<p>Question focus: explain and justify inferences from the text.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you are likely to find this sentence. Scan the relevant part of the text for the sentence shown. Carefully read the relevant paragraph(s). Consider what the author is communicating about Peter.
3. “Once he had saved its life when all human aid was despaired of, and the poor creature was given up for lost.” (paragraph 3) This sentence about the rocking horse has the same meaning as: Choose one. <input type="checkbox"/> Father had performed surgery on the horse. <input type="checkbox"/> The rocking horse had been thrown out. <input type="checkbox"/> No one could mend the rocking horse, except Father. <input type="checkbox"/> Father had made a replacement rocking horse.	No one could mend the rocking horse, except Father.	2d 1 mark	<p>Question focus: make inferences from the text.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you are likely to find this sentence. Scan the relevant part of the text for the sentence shown. Carefully read the paragraph. Look behind the ironic tone to identify the meaning.

<p>4. State two reasons why it is appropriate for Father to say “fire away!” (paragraph 6)</p>	<ul style="list-style-type: none"> • Father is ready to listen and is inviting Peter to speak. • “Fire” also relates to the explosion. • “Fire away” is an invitation to speak. • “Fire” is the cause of the Engine’s damage. 	<p>2g 2 marks</p>	<p><i>Question focus: explain how meaning is enhanced through choice of words and phrases.</i></p> <p><i>Strategies:</i></p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Decide where in the text the words might lie. • Scan the text to find the words. • Carefully read the part of the text containing the words. • Skim-read the rest of the text to create the overall context. <p>Award 1 mark for each reason.</p>
<p>5. “All Peter’s hopes for the curing of his afflicted Engine were now fixed on his father.” (paragraph 3)</p> <p>Give two reasons why Peter was lucky to have his Father. Use evidence from the text to support your answer.</p>	<p>Father was good at mending things: “Father was most wonderfully clever with his fingers.”; “He could mend all sorts of things.”; “He had often acted as veterinary surgeon to the wooden rocking-horse”; “it was Father who mended his doll’s cradle.” Father could mend things other people couldn’t mend: “He had often acted as veterinary surgeon to the wooden rocking-horse; once he had saved its life ... and even the carpenter said he didn’t see his way to do anything”; “it was Father who mended the doll’s cradle when no one else could”.</p> <p>Father enjoyed mending things: “‘Hope? Rather! Tons of it,’ said Father, cheerfully”; “I’ll give up a Saturday afternoon to it”.</p> <p>Father knew what to do to mend the engine: “it’ll want something besides hope – a bit of brazing, say, or some solder, and a new valve.”</p>	<p>2d 3 marks</p>	<p><i>Question focus: explain and justify inferences with evidence from the text.</i></p> <p><i>Strategies:</i></p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim-read the text to get an overall impression of what Father had done that was helpful. Then scan the text looking for where you might find evidence. • Carefully read the sentences you identified, looking for evidence to support your ideas. <p>Award 3 marks for two acceptable points, one with evidence. Award 2 marks for either two acceptable points or one acceptable point with evidence. Award 1 mark for one acceptable point.</p>
<p>6. Number these events to show the order in which they occurred.</p> <p>Father will mend the engine on Saturday.</p> <p>The engine blew up.</p> <p>Peter told Father about the Engine.</p> <p>Father returned from the country.</p>	<p>Father will mend the engine on Saturday. 4</p> <p>The engine blew up. 1</p> <p>Peter told Father about the Engine. 2</p> <p>Father returned from the country. 3</p>	<p>2c 2 marks</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p><i>Strategies:</i></p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Where in the text do you think you’ll find the answer to the question? • Scan the relevant part of the text for references to mending the engine. • Carefully read the relevant paragraph(s). • Use words from the text in your answer. <p>Award 2 marks for all answers correct. Award 1 mark if three or four consecutive events are correctly numbered.</p>

Treasure Island

R.L. Stevenson

- 1 When I had done breakfasting the squire gave me a note addressed to John Silver, at the sign of the Spy-glass, and told me I should easily find the place by following the line of the docks and keeping a bright lookout for a little tavern with a large brass telescope for sign. I set off, overjoyed at this opportunity to see some more of the ships and seamen, and picked my way among a great crowd of people and carts and bales, for the dock was now at its busiest, until I found the tavern in question.
- 8 It was a bright enough little place of entertainment. The sign was newly painted; the windows had neat red curtains; the floor was cleanly sanded. There was a street on each side and an open door on both, which made the large, low room pretty clear to see in, in spite of clouds of tobacco smoke.
- 12 The customers were mostly seafaring men, and they talked so loudly that I hung at the door, almost afraid to enter.
- 14 As I was waiting, a man came out of a side room, and at a glance I was sure he must be Long John. His left leg was cut off close by the hip, and under the left shoulder he carried a crutch, which he managed with wonderful dexterity, hopping about upon it like a bird. He was very tall and strong, with a face as big as a ham – plain and pale, but intelligent and smiling. Indeed, he seemed in the most cheerful spirits, whistling as he moved about among the tables, with a merry word or a slap on the shoulder for the more favoured of his guests.
- 21 I plucked up courage at once, crossed the threshold, and walked right up to the man where he stood, propped on his crutch, talking to a customer.
- 23 “Mr Silver, sir?” I asked, holding out the note.
- 24 “Yes, my lad,” said he; “such is my name, to be sure. And who may you be?” And then as he saw the squire’s letter, he seemed to me to give something almost like a start.
- 27 “Oh!” said he, quite loud, and offering his hand. “I see. You are our new cabin-boy; pleased I am to see you.”

Name:	Class:	Date:
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1 Circle the correct option to complete each of the sentences below.

a) The narrator was delivering a note that was addressed to:

the squire the Spy-glass John Silver

b) To get there he had to walk through the:

docks ships carts taverns

2 How did the narrator know where to find John Silver?

3 Find and copy two words or phrases from the text that show the Spy-glass is a pleasant place.

4 a) What is the narrator's first impression of Long John Silver? Tick **one**.

cheerful cruel surly aggressive

b) Find and copy a phrase from the text to support your answer.

5 Find and copy two similes used to describe John Silver.

6 Do you think the narrator knew he was going to be a cabin boy? Yes No

Use evidence from the text to support your answer.

7 Based on what you already know of the narrator, what does the dialogue at the end of the extract suggest might happen to the boy next?

Use evidence from the text to support your prediction.

8 Using information from the text, tick **one** box in each row to show whether each statement is **true** or **false**.

	True	False
The narrator was looking for a sign with a brass telescope.	<input type="checkbox"/>	<input type="checkbox"/>
There was sawdust on the floor of the tavern.	<input type="checkbox"/>	<input type="checkbox"/>
It was difficult to see in the tavern because it was full of tobacco smoke.	<input type="checkbox"/>	<input type="checkbox"/>
John Silver had only one leg.	<input type="checkbox"/>	<input type="checkbox"/>

9 List two ways in which you would know this text was not set in the 21st century.

2b

1 mark

2b

1 mark

2a

2 marks

2d

2 marks

2g

2 marks

2d

1 mark

2e

2 marks

2b

1 mark

2f

2 marks

Practice text: Treasure Island

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. Circle the correct option to complete each of the sentences below.</p> <p>(a) The narrator was delivering a note that was addressed to: the squire/the Spy-glass/John Silver</p> <p>(b) To get there he had to walk through the: docks/ships/carts/taverns</p>	<p>(a) John Silver</p> <p>(b) docks</p>	<p>2b</p> <p>1 mark</p>	<p>Question focus: retrieve and record information.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the answer. Carefully read that part of the text, underlining the information you need.
<p>2. How did the narrator know where to find John Silver?</p>	<p>He was told to go to the sign of the "Spyglass" (line 2).</p>	<p>2b</p> <p>1 mark</p>	<p>Question focus: retrieve and record information.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Where in the text do you think you'll find the answer to the question? Scan the relevant part of the text for references to where the narrator had to go. Carefully read the relevant paragraph(s).
<p>3. Find and copy two words or phrases from the text that show the Spy-glass is a pleasant place.</p>	<ul style="list-style-type: none"> "bright enough" (line 8) "sign was newly painted" (line 8) "neat red curtains" (line 9) "cleanly sanded" (line 9) "pretty clear" (line 11) 	<p>2a</p> <p>2 marks</p>	<p>Question focus: give/explain the meaning of words in context.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for words and phrases to use in your answer. <p>Award 1 mark for each appropriate word or phrase given, up to a total of 2 marks.</p>
<p>4. (a) What is the narrator's first impression of Long John Silver?</p> <p>Tick one.</p> <p><input type="checkbox"/> cheerful <input type="checkbox"/> surly</p> <p><input type="checkbox"/> cruel <input type="checkbox"/> aggressive</p> <p>(b) Find and copy a phrase from the text to support your answer.</p>	<p>(a) cheerful</p> <p>(b) "intelligent and smiling" "in the most cheerful spirits"</p>	<p>2d</p> <p>2 marks</p>	<p>Question focus: explain and justify inferences with evidence from the text.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you are likely to find the answer to the question. Scan that part of the text for reference to Long John Silver. Carefully read the relevant paragraph(s) Select words from the text to use in your answer.
<p>5. Find and copy two similes used to describe John Silver.</p>	<ul style="list-style-type: none"> "(hopping about upon it) like a bird" (line 17) "(a face) as big as a ham" (line 17) 	<p>2g</p> <p>2 marks</p>	<p>Question focus: identify how meaning is enhanced through choice of words and phrases.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you are likely to find a description of John Silver. Scan the relevant part of the text for similes. <p>Award 1 mark each for accurate quotation of similes, up to a total of 2 marks.</p>

<p>6. Do you think the narrator knew he was going to be a cabin boy? Yes <input type="checkbox"/> No <input type="checkbox"/> Use evidence from the text to support your answer.</p>	<p>Accept an answer that is supported by ideas and evidence from the text. E.g. No. He took the “<i>opportunity to see some more of the ships and seamen</i>”. If he’d known he would be a cabin boy, he would have told them. Yes. The squire gave him “<i>a note addressed to John Silver</i>” and he would probably have read the note on his way.</p>	<p>2d 1 mark</p>	<p><i>Question focus: explain and justify inferences with evidence from the text.</i> <i>Strategies:</i></p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the whole text, looking for evidence one way or another. Underline all the evidence you find, and use the words and phrases you underlined as evidence in your answer. <p>There is no mark for the first part of the question. Award the mark if the answer is supported by appropriate evidence.</p>
<p>7. Based on what you already know of the narrator, what does the dialogue at the end of the extract suggest might happen to the boy next? Use evidence from the text to support your prediction.</p>	<p>The narrator becomes John Silver’s cabin boy. <i>Evidence includes:</i></p> <ul style="list-style-type: none"> He was overjoyed at the opportunity to see more of the ships and seamen. He was obedient (he did precisely what the squire asked of him) and polite (he addressed John Silver as “<i>Mr Silver, sir?</i>”). He thought that John Silver was “<i>intelligent and smiling</i>”. He is brave. He “<i>plucked up courage</i>” in spite of being “<i>almost too afraid to enter</i>”. 	<p>2e 2 marks</p>	<p><i>Question focus: predict what might happen from details stated and implied.</i> <i>Strategies:</i></p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully reread the dialogue, considering the question. Scan the text for all information about the narrator. Underline ideas you might use in your answer. <p>Award 2 marks for an acceptable point supported by text-based evidence</p>
<p>8. Using information from the text, show whether each statement is true or false. The narrator was looking for a sign with a brass telescope. There was sawdust on the floor. It was difficult to see in the tavern because it was full of tobacco smoke. John Silver had only one leg.</p>	<p>The narrator was looking for a sign with a brass telescope. T There was sawdust on the floor. F It was difficult to see in the tavern because it was full of tobacco smoke. F John Silver had only one leg. T</p>	<p>2b 1 mark</p>	<p><i>Question focus: identify key details from fiction.</i> <i>Strategies:</i></p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text looking for words in the statements. If you cannot find the words, consider where in the text the information should be and read that part carefully.
<p>9. List two ways in which you would know this text was not set in the 21st century.</p>	<p>The setting</p> <ul style="list-style-type: none"> The docks are busy with “<i>a great crowd of people and carts and bales</i>” (lines 5–6). The narrator is not given an address and street number, but a description of a place. Clouds of tobacco smoke <p>The language</p> <ul style="list-style-type: none"> “<i>When I had done breakfasting</i>” (line 1) “<i>seafaring men</i>” (line 12) “<i>such is my name, to be sure. And who may you be?</i>” (line 24) The narrator is about to become a cabin boy. 	<p>2f 2 marks</p>	<p><i>Question focus: explain how narrative content is related and contributes to meaning as a whole.</i> <i>Strategies:</i></p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the whole text whilst considering the question.

Just William/Why the Whales Came

Richmal Crompton/Michael Morpurgo

Key text features

The texts are both from books that are set in the UK during wartime.

- The Teaching text is from *Just William* by Richmal Crompton.
- The Practice text is from *Why the Whales Came* by Michael Morpurgo.

Reading the Teaching text: *Just William*

- Introduce William as a stereotypical 11-year-old schoolboy in the 1910s. Emphasise the fact that the story is set during the First World War. What do the children know about growing up during the war?
- Access the Interactive Modelling Software for this unit. Read the extract aloud. Ask the children if they found any of their prior knowledge helpful while they listened to the extract.
- Read the extract again, this time using the modelling software to model ‘cracking’ the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 18–19).



Reading the Practice text: *Why the Whales Came*

- Briefly explain that the story is set in the context of the outbreak of the First World War. The main characters, Gracie and Daniel, live on the Isles of Scilly.
- Once they have read the extract, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

Moving into writing

- Reread the extract from *Why the Whales Came*.
- Ask the children what they know about the First World War. Ask them to think about the discussions and debates that might be going on in the church. What kinds of things might the islanders discuss? (E.g. Whether to join the armed forces; how to defend the island; how villages might survive during the war.)
- Divide the children into groups of between five and eight. Ask each group to choose a topic or allocate a topic to each group. Ask each group to mind-map their topic for discussion. Within their groups, the children should then agree on a topic or argument they can debate and subdivide into smaller groups.
- Give each small group time to plan and research their persuasive arguments before asking each group to perform. They should then rehearse and improve their arguments before performing them in front of another group. The listening group should give feedback before the groups swap roles.
- Ask the children to write their persuasive argument.

Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

Listening comprehension

Q1: Why is William not in school on this afternoon?

A1: It is a half-term holiday.

Strategy: Think about where you will find this information in the story. Listen carefully to that part again. Jot down the words used in the text.

Q2: Why do you think the Outlaws' favourite drink was liquorice water?

A2: They didn't have much choice in the 1910s. Liquorice at least gave the water some sweet flavour.

Strategy: Consider where in the text the information might be found. Listen carefully to that part. Use your prior knowledge to think around the topic.

Q3: What are the words that William's mother said to the baby? How do you know?

A3: "Well den, how's 'oo, den? Go-o-oo."

Strategy: Think about where you will find this information in the story. Listen carefully to that part again. Jot down the words used in the text. Think about how you know the answer to the question since it is not indicated using punctuation.

Extending reading

Tamar – Mal Peet

Johnny and the Bomb – Terry Pratchett

The Silver Sword – Ian Serraillier

Cracking the questions



Teaching text: Just William

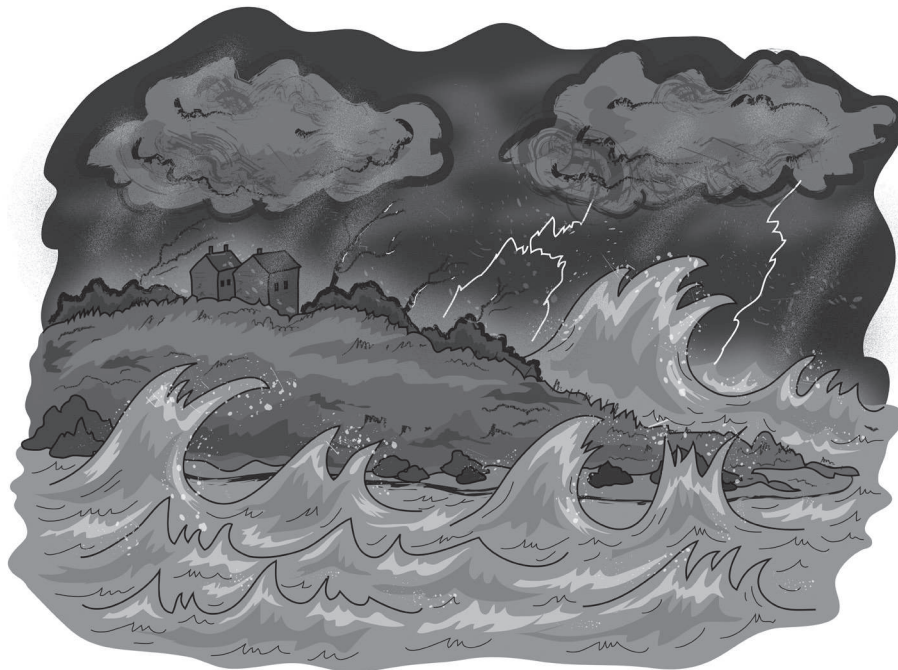
Question	Answer	CD/Mark	Useful strategies
<p>1. Find and copy two things that William had collected to take with him for the afternoon.</p>	<ul style="list-style-type: none"> • half a cake • a bottle of liquorice water 	<p>2b 2 marks</p>	<p><i>Question focus: identify key details from fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Decide where in the text to look for the information. • Scan that part of the text for things that William takes.
<p>2. "Perhaps 'cooked' is too euphemistic a term." Which word is closest in meaning to "euphemistic" from paragraph 2? Choose one.</p> <p><input type="checkbox"/> polite</p> <p><input type="checkbox"/> false</p> <p><input type="checkbox"/> despairing</p> <p><input type="checkbox"/> real</p>	<p>polite</p>	<p>2a 1 mark</p>	<p><i>Question focus: explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan paragraph 2 for the sentence. • Carefully read the sentence containing the word and the following sentence, considering the meaning of the word. • Read the options given in the question and reread the sentence, thinking about the meaning of the word.
<p>3. Who do you think the "Outlaws" are? Choose one.</p> <p><input type="checkbox"/> a gang or group of children</p> <p><input type="checkbox"/> an organised club at school</p> <p><input type="checkbox"/> an organised out-of-school club</p> <p><input type="checkbox"/> a group of people wanted by the police</p> <p>Explain your answer with evidence from the text.</p>	<p>a gang or group of children</p> <p>Accept any reasonable explanation if it is supported by evidence. E.g.</p> <p>"So far the Outlaws had limited their activities to wrestling matches, adventure seeking and culinary operations." This means that it is mostly children and it is unlikely to be organised otherwise the adventures would be organised too.</p> <p>William wouldn't be taking cake and liquorice water to an organised group – particularly not cake that had come from "a successful raid on the larder".</p> <p>If the group was organised, or included adults, someone would have stopped them from holding "the sausages over a smoking fire till completely blackened" and then from eating the sausages.</p>	<p>2d 3 marks</p>	<p><i>Question focus: explain and justify inferences with evidence from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text to look for the information. • Scan that part of the text for the word "Outlaws". • Carefully read the sentences around the word to understand their context. • Scan the text for other mentions of the word. • Identify who you think the Outlaws are, then select the evidence to use to support your idea.

<p>4. Find and copy three words and phrases that show the story is set in the past.</p>	<p>Accept any three of:</p> <ul style="list-style-type: none"> • <i>the Cook</i> • <i>the larder</i> • <i>liquorice water</i> • <i>scullery</i>. <p>Also accept “mantelpiece” and examples of old-fashioned language. E.g.</p> <ul style="list-style-type: none"> • “<i>Oh, crumbs!</i>” • <i>half-holiday</i> 	<p>2f 1 mark</p>	<p><i>Question focus: identify how narrative content is related and contributes to meaning as a whole.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text, looking for words or phrases that suggest the setting for the story. • Identify the words or phrases that you think are the strongest evidence.
<p>5. Using information from the text, decide whether each statement is true or false.</p> <p>William was preparing to go out for the afternoon.</p> <p>Cook had given William the sausages he cooked with the Outlaws.</p> <p>William would rather go out through the bathroom window than through the front door.</p> <p>William was anxious to see the baby.</p>	<p>William was preparing to go out for the afternoon. T</p> <p>Cook had given William the sausages he cooked with the Outlaws. F</p> <p>William would rather go out through the bathroom window than through the front door. T</p> <p>William was anxious to see the baby. F</p>	<p>2b 2 marks</p>	<p><i>Question focus: identify key details from fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text, looking for statements such as those in the question. • Decide whether each statement is true or false. • Skim-read the text to confirm your decisions. <p>Award 1 mark for three correct answers. Award 2 marks for four correct answers.</p>
<p>6. Choose the correct option to complete each sentence.</p> <p>(a) At the beginning of the extract, William’s mood is: cautious/hungry/optimistic/lazy</p> <p>(b) At the end of the extract, William’s mood is: cautious/hungry/optimistic/lazy</p>		<p>2h 1 mark</p>	<p><i>Question focus: make comparisons within the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Look carefully at the layout of the question and identify what it is asking you to do. • Carefully read the opening paragraph and decide which word best fits William’s mood. • Carefully read the final paragraph and decide which word best fits William’s mood.

Why the Whales Came

Michael Morpurgo

- 1 Mother was sitting in the kitchen, her chair rocking back and forth. The lamp was on the table beside her and her sewing lay in her lap. I expected a wiggling from her for being out after dark but she looked up vacantly at us as we came in and seemed neither annoyed nor surprised that we were late.
- 5 “Well,” she said, a weak smile on her face. “You’re back.” And then, “I’m afraid your Mr Wellbeloved was right after all, Gracie. I thought he might be, you know. I didn’t want to believe him, no one did, your father least of all; but he’s an educated man, Mr Wellbeloved, he could see it coming.”
- 9 “Right about what, Mother?” I asked. “What’s happened?”
- 10 “Where is everyone?” Daniel asked. “Can’t find anyone at home.”
- 11 “They’ve all gone to a meeting in the church, Daniel. Father’s gone too, Gracie. They called an island meeting as soon as they heard the news this afternoon.”
- 13 “It’s the war, isn’t it?” Daniel said. “They’ve started the war, Gracie, like old Welly Belly said they would.” And Mother lowered her head.
- 15 There was such a storm that first night of the war, a violent thunderstorm that flashed and rolled around the island as if it wanted to uproot it from the sea. The wind moaned and howled horribly through the house. White sheet lightning turned the night to day outside my window heralding each new rumbling crescendo of thunder.



Name:	Class:	Date:
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1 Circle the correct option to complete each sentence.

a) At the start of the extract, Mother is:
 annoyed anxious busy surprised

b) The narrator is:
 Mother Gracie Mr Wellbeloved Daniel

2d

 1 mark

2 Find and copy one piece of evidence from the first paragraph that shows the story is not set in modern times.

2f

 1 mark

3 Mother “*looked up vacantly at us*”.
 Which word is closest in meaning to “*vacantly*” in this sentence? Tick one.

angrily happily blankly comfortingly

2a

 1 mark

4 Look at paragraph 2, which begins “*Well,*” she said.’
 Find and copy two words or phrases that show Mother is anxious and unsure.

2d

 1 mark

5 Who do you think “*old Welly Belly*” is?

2d

 1 mark

6 Do you think Gracie and Daniel are sister and brother?

Yes No

Explain your answer using evidence from the text.

2d

 2 marks

7 Number these events to show the order in which they happened – this may not be the order in which you read about them.

Event	Order
Gracie and Daniel came into the kitchen.	
Father went to the church.	
Mr Wellbeloved predicted there would be a war.	
They called an island meeting.	

2c

 1 mark

8 Look at the paragraph describing the storm. Find and copy four different words and phrases that show how severe the storm was.

2g

 1 mark

9 Why do you think the writer decided to write a violent storm at this point in the text? Use evidence from the text in your answer.

2f

 1 mark

Practice text: Why the Whales Came

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. Circle the correct option to complete each sentence.</p> <p>(a) At the start of the extract, Mother is:</p> <p> annoyed anxious</p> <p> busy surprised</p> <p>(b) The narrator is:</p> <p> Mother Gracie</p> <p> Mr Wellbeloved Daniel</p>	<p>(a) anxious</p> <p>(b) Gracie</p>	<p>2d</p> <p>1 mark</p>	<p>Question focus: <i>make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the information for each part of the question. Carefully read the relevant paragraphs.
<p>2. Find and copy one piece of evidence from the first paragraph that shows the story is not set in modern times.</p>	<p>Accept any of:</p> <ul style="list-style-type: none"> “her chair rocking back and forth” “The lamp was on the table” “her sewing lay in her lap” “I expected a wiggling” 	<p>2f</p> <p>1 mark</p>	<p>Question focus: <i>identify how narrative content is related and contributes to meaning as a whole.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text, looking for words or phrases that suggest the setting for the story. Identify the strongest evidence.
<p>3. Mother “looked up vacantly at us”. Which word is closest in meaning to “vacantly” in this sentence?</p> <p>Tick one.</p> <p><input type="checkbox"/> angrily <input type="checkbox"/> blankly</p> <p><input type="checkbox"/> happily <input type="checkbox"/> comfortingly</p>	<p>blankly</p>	<p>2a</p> <p>1 mark</p>	<p>Question focus: <i>explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the sentence and scan that part of the text. Carefully read the sentence containing the word and the following sentences. Read the options given in the question and reread the sentence.
<p>4. Look at paragraph 2, which begins “Well,” she said.’ Find and copy two words or phrases that show Mother is anxious and unsure.</p>	<p>Accept any two of:</p> <ul style="list-style-type: none"> “a weak smile on her face” “I’m afraid your Mr Wellbeloved was right after all” “I thought he might be, you know.” “I didn’t want to believe him, no one did.” 	<p>2d</p> <p>1 mark</p>	<p>Question focus: <i>make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Consider where in the text to look for the answer. Scan that part of the text for the quotation in the question. Consider how the author manages to convey the information by showing, not telling, and identify the most powerful words and phrases.
<p>5. Who do you think “old Welly Belly” is?</p>	<p>Mr Wellbeloved/the teacher. Also accept: the vicar.</p>	<p>2d</p> <p>1 mark</p>	<p>Question focus: <i>make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the information. Scan that part of the text for the word in the question and consider how you will find additional evidence of the character’s name.

<p>6. Do you think Gracie and Daniel are sister and brother? Yes <input type="checkbox"/> No <input type="checkbox"/> Explain your answer using evidence from the text.</p>	<p>No. Daniel is in Gracie's kitchen and says "Can't find anyone at home." Mother says to Daniel, "They've all gone to a meeting in the church, Daniel." Then adds, "Father's gone too, Gracie."</p>	<p>2d 2 marks</p>	<p><i>Question focus: make inferences from the text.</i> Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the whole text, considering the question. Scan for mention of the children and carefully read the surrounding text each time. <p>Award 1 mark for each part of the question.</p>
<p>7. Number these events to show the order in which they happened – this may not be the order in which you read about them. Gracie and Daniel came into the kitchen. Father went to the church. Mr Wellbeloved predicted there would be a war. They called a meeting.</p>	<p>Gracie and Daniel came into the kitchen. 4 Father went to the church. 3 Mr Wellbeloved predicted there would be a war. 1 They called a meeting. 2</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise ideas from more than one paragraph.</i> Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the first three paragraphs, looking for statements like those in the question. Once you have written the order, reread the paragraphs to confirm your decisions.
<p>8. Look at the paragraph describing the storm. Find and copy four different words and phrases that show how severe the storm was.</p>	<p>Accept any four of:</p> <ul style="list-style-type: none"> "such a storm" "a violent thunderstorm" "flashed"/"rolled" "wanted to uproot it from the sea" "moaned"/"howled horribly" "White sheet lightning" "rumbling crescendo of thunder". 	<p>2g 1 mark</p>	<p><i>Question focus: identify how meaning is enhanced through choice of words and phrases.</i> Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Scan that part of the text for the most powerful words and phrases.
<p>9. Why do you think the writer decided to write a violent storm at this point in the text? Use evidence from the text in your answer.</p>	<p>Accept an answer that recognises parallels between the storm and the war. E.g.</p> <ul style="list-style-type: none"> The storm is as ferocious as the war will be: "a violent thunderstorm that flashed and rolled around". The storm threatens to "uproot" the island; perhaps the war will uproot the islanders. The "rumbling crescendo of thunder" sounds like guns. The writer is using the storm to mark the time when everything is changing: "There was such a storm that first night of the war." 	<p>2f 1 mark</p>	<p><i>Question focus: identify how narrative content is related and contributes to meaning as a whole.</i> Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider which part of the text you will need to read to find the information you need. Carefully read that part of the text. Consider parallels between the war and a terrible storm, or think about why the author should choose to write a storm at this point in the story. Identify words and phrases from the text you can use to support your answer. <p>Award 1 mark for an answer that makes parallels between the storm and the war or that recognises the literary device of a storm to clearly mark the beginning of war.</p>

Shine/All Summer in a Day

Jill Paton Walsh/Ray Bradbury

Key text features

Both texts are extracts from sci-fi stories and include interesting details of settings.

- The Teaching text is from *Shine* by Jill Paton Walsh. In this extract, a spaceship of Earth children has just landed on a new planet called Shine to see if it would make a good place to live.
- The Practice text is from the American sci-fi author Ray Bradbury. *All Summer in a Day* describes the experience of childhood in an experimental station on Venus.

Reading the Teaching text: *Shine*

- Tell the children that this is a sci-fi story. Ask the children to share their experiences and expectations of sci-fi.
- Explain that in this extract, people are exploring a new planet called Shine. What do the children predict the planet will be like?
- Access the Interactive Modelling Software for this unit. Read the extract aloud.
- Read the extract again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 26–27).



Reading the Practice text: *All Summer in a Day*

- Discuss the title and consider what it might mean. Clarify that Venus is closer to the Sun than Earth is, so its orbit is different and therefore so is its climate.
- Once they have read the text, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

Moving into writing

- Use the extract from *Shine* as the setting for a sci-fi story. Explore ideas in drama and art activities before asking the children to discuss their ideas, and then write their own stories.
- Reread the extract from *Shine*.
- Use a drama session to act out the travellers' movements and to consider their reactions to the planet.
- In groups, encourage the children to consider what kind of adventures the travellers might have on this planet. Encourage them to use the information about the planet as they develop their plots.
- Encourage the children to draw and annotate story maps showing the development of their ideas before telling their story to a response partner from a different drama group. They should then each write an adventure set on the planet.

Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

Q1: Why weren't the children wearing their boots when they landed?

A1: They were wearing the soft slippers they used on the spacecraft to keep the noise down.

Strategy: Do the children remember where in the text they will find the answer to this question? Can they answer from memory?

Q2: Explain what the author meant by "*the lake ... did not move, or ruffle, even enough to shake the curtains of reflected mountain and reflected sky that hung in it*" (paragraph 3).

A2: The lake was perfectly calm, so the reflections of the mountains and sky were entirely still.

Strategy: Ask the children to use their knowledge of metaphors to answer the question before listening to the text to confirm.

Q3: What is the strongest image in your mind of this planet? Why?

A3: Discuss all answers.

Strategy: Discuss the children's responses and talk about strategies for explaining their answers.

Extending reading

Mortal Engines – Philip Reeve

Howl's Moving Castle – Diana Wynne Jones

The Giver – Lois Lowry

Endymion Spring – Matthew Skelton

Percy Jackson and the Lightning Thief – Rick Riordan

Ctrl-Z – Andrew Norris

Itch – Simon Mayo

Cosmic – Frank Cottrell Boyce

Teaching text: Shine 

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. What was unusual about the grass and flowers?</p>	<p>The grass and flowers had cut the children's feet.</p>	<p>2b 1 mark</p>	<p><i>Question focus: retrieve and record information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the information. Scan that part of the text, looking for the information.
<p>2. Why do you think the children ran at the beginning of this extract?</p>	<ul style="list-style-type: none"> They were excited. They wanted to explore. They had been cooped up in the spaceship. 	<p>2d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the information. Carefully read the beginning of the story. Use your own experience and knowledge of the world to empathise with the children.
<p>3. "the open expanse of land before them"</p> <p>Choose one word that is closest in meaning to "expanse" in this context.</p> <p><input type="checkbox"/> width</p> <p><input type="checkbox"/> universe</p> <p><input type="checkbox"/> growth</p> <p><input type="checkbox"/> area</p>	<p>area</p>	<p>2a 1 mark</p>	<p><i>Question focus: give the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text, looking for the sentence in its context. Carefully read that part of the text. Think about what the writer is telling you about this place.

<p>4. What do you think made the Guide say, “I think we may be lucky. I think this place is good” (paragraph 5)?</p> <p>Explain two ideas, using evidence from the text to support your answer.</p>	<p>It was pretty: “pretty grey grass and flowers”; “wide silver beach”; “soft, bright sand”; “curtains of reflected mountain and reflected sky”; “the brilliant mirror of the lake”.</p> <p>It had water: “The lake shore was a wide silver beach”; “the little rivulet ... chuckled gently”.</p> <p>It was calm: “the lake, it did not move or ruffle”; “it was windless, and as still as the air in a deep cave underground”.</p> <p>It had air: “the air smelled good and sweet to breathe”.</p> <p>There was space for the children to run around/ for the people to build houses: “the open expanse of land”; “It took an hour to reach it (the lake)”; “was a wide silver beach”.</p>	<p>2d 3 marks</p>	<p><i>Question focus: explain and justify inferences with evidence from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the text to get an overall impression of the place, then scan the text looking for where you might find evidence. Carefully read the sentences you identified, looking for evidence to support your ideas. <p>Award 3 marks for two acceptable points, one with evidence.</p> <p>Award 2 marks for either two acceptable points or one acceptable point with evidence.</p> <p>Award 1 mark for one acceptable point.</p>
<p>5. In the book, the children name the planet “Shine”. Give two reasons from the text why that is appropriate.</p>	<p>Reasons include the following.</p> <ul style="list-style-type: none"> The plants were “sharp and shining like jewels” (line 12). They walked for an hour “over the crisp and sparkling frost plain” (line 16). The rivulet “sparkled as brightly as the glass leaves and grass” (lines 25–26). The lake is a “brilliant mirror” (line 29). 	<p>2c 2 marks</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the text, thinking about the question. Scan the text looking for words, phrases and ideas to use in your answer. <p>Award 1 mark for reference to any of the features that make the name “Shine” appropriate, up to a total of 2 marks.</p>
<p>6. The language used to describe Shine is very positive, but there are some subtle indicators that it may not all be perfect. Identify two of them.</p>	<p>Indications that the planet may not be perfect include the following.</p> <ul style="list-style-type: none"> The children’s first experience on it is of being hurt, making them cry. The use of the connective “<i>though</i>” before “<i>the air smelled good and sweet to breathe</i>” (lines 21–22) implies that there is something disquieting about it. The use of the word “<i>dying</i>” to explain how the chuckling rivulet joins the lake. 	<p>2f 2 marks</p>	<p><i>Question focus: explain how narrative content is related and contributes to meaning as a whole.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the text, thinking about the question. Scan the text looking for words, phrases and ideas to use in your answer. <p>Award 1 mark for each indicator identified, up to a total of 2 marks.</p>

All Summer in a Day

Ray Bradbury

1 “Ready?”

2 “Ready.”

3 “Now?”

4 “Soon!”

5 “Do the scientists really know? Will it happen today? Will it?”

6 “Look, look; see for yourself.”

7 The children pressed to each other like so many roses, so many weeds, intermixed, peering out for a look at the hidden sun.

9 It rained.

10 It had been raining for seven years; thousands upon thousands of days compounded and filled from one end to the other with rain, with the drum and gush of water, with the sweet crystal fall of showers and the concussion of storms so heavy they were tidal waves come over the islands. A thousand forests had been crushed under the rain and grown up a thousand times to be crushed again. And this was the way life was forever on the planet of Venus, and this was the schoolroom of the children of the rocket men and women who had come to a raining world to set up civilisation and live out their lives.

18 “It’s stopping, it’s stopping!”

19 “Yes, yes!”

20 Margot stood apart from them, from these children who could never remember a time when there wasn’t rain and rain and rain. They were all nine years old, and if there had been a day, seven years ago, when the sun came out for an hour and showed its face to the stunned world, they could not recall. Sometimes, at night, she heard them stir, in remembrance, and she knew they were dreaming and remembering gold, or a yellow crayon, or a coin large enough to buy the world with. She knew that they thought they remembered a warmth, like a blushing in the face, in the body, in the arms and legs and trembling hands. But then they always woke to the tattering drum, the endless shaking down of clear bead necklaces upon the roof, the walk, the gardens, the forest, and their dreams were gone.

Name: _____

Class: _____

Date: _____

- 1 What information does the word “*concussion*” give you in the following sentence?
 “*and the concussion of storms so heavy they were tidal waves come over the islands.*”

2g

1 mark

- 2 Do you think “*the endless shaking down of clear bead necklaces*” (paragraph 6) is a good description? Yes No

Explain your answer.

2g

1 mark

- 3 Why are these children living on Venus?

2b

1 mark

- 4 Tick the statements that we know are true in the story.

The children are excited.

Margot is older than the children.

The children remember seeing the sun before.

The children think the sun is like a coin.

2b

2 marks

- 5 Find and copy two different types of rainfall from the paragraph beginning: “*It had been raining for seven years*” (paragraph 4).

2d

2 marks

- 6 Find and copy a metaphor for the sun and one for the rain in the final paragraph.

2g

2 marks

- 7 Why were the children’s dreams always destroyed?

2d

1 mark

- 8 The final paragraph refers to “*the stunned world*”. What does this mean?

2a

1 mark

- 9 How can we tell the children are excited about the possibility of the sun shining?

Give two ways, using evidence from the text to support your answer.

2d

3 marks

Practice text: All Summer in a Day

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. What information does the word “<i>concussion</i>” give you in the following sentence? <i>“and the concussion of storms so heavy they were tidal waves come over the islands.”</i></p>	<p>The word “<i>concussion</i>” emphasises the weight and endlessness of the storms – heavy enough to knock you out, with a noise that gives you a terrible headache.</p>	<p>2g 1 mark</p>	<p>Question focus: explain how meaning is enhanced by choice of words.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the information. Carefully read that part of the story.
<p>2. Do you think “<i>the endless shaking down of clear bead necklaces</i>” (paragraph 6) is a good description? Yes <input type="checkbox"/> No <input type="checkbox"/> Explain your answer.</p>	<p>Yes. The description is effective because the sound is endless; it makes an irregular drumming sound just as beads would make and raindrops resemble clear beads. No. The description is not effective because clear bead necklaces sound attractive whereas the people in this story are fed up with the rain.</p>	<p>2g 1 mark</p>	<p>Question focus: explain how meaning is enhanced by choice of words.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the information. Scan that part of the text for the words given. Carefully read a few sentences either side of the words to confirm the meaning.
<p>3. Why are these children living on Venus?</p>	<p>They are the children of the scientists or “<i>rocket men and women</i>” (line 16) who had come to Venus to “<i>set up a civilisation and live out their lives</i>” (line 17).</p>	<p>2b 1 mark</p>	<p>Question focus: retrieve and record information.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the information. Scan that part of the text, looking for the information.
<p>4. Tick the statements that we know are true in the story. <input type="checkbox"/> The children are excited. <input type="checkbox"/> The children remember seeing the sun before. <input type="checkbox"/> Margot is older than the children. <input type="checkbox"/> The children think the sun is like a coin.</p>	<p>The children are excited. Margot is older than the children.</p>	<p>2b 2 marks</p>	<p>Question focus: identify key details from fiction.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text each statement might be found. Scan the text, looking for information about each of these statements. <p>Award 1 mark for each statement correctly identified, up to a total of 2 marks.</p>
<p>5. Find and copy two different types of rainfall from the paragraph beginning: “<i>It had been raining for seven years</i>” (paragraph 4).</p>	<ul style="list-style-type: none"> A “<i>sweet crystal fall of showers</i>” (line 12). “<i>concussion of storms so heavy they were tidal waves come over the islands</i>” (lines 12–13). 	<p>2d 2 marks</p>	<p>Question focus: making inferences from the text.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for descriptions of rainfall. Note down descriptions. <p>Award 1 mark for each type of rainfall identified.</p>

<p>6. Find and copy a metaphor for the sun and one for the rain in the final paragraph.</p>	<p>The sun is:</p> <ul style="list-style-type: none"> • “gold” (line 23) • “a coin large enough to buy the world” (lines 23–24). <p>The rain is:</p> <ul style="list-style-type: none"> • a “tattoo drum” (line 26) • “the endless shaking down of clear bead necklaces” (line 26). 	<p>2g 2 marks</p>	<p><i>Question focus: identify how meaning is enhanced through choice of words and phrases.</i></p> <p><i>Strategies:</i></p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text for metaphors for the sun and rain. • Carefully read a few sentences either side of the words to confirm the meaning. <p>Award 1 mark each for a metaphor for the rain and the sun in this text.</p>
<p>7. Why were the children’s dreams always destroyed?</p>	<p>They dreamed of seeing the sun and feeling its warmth but they always woke up to rain.</p>	<p>2d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i></p> <p><i>Strategies:</i></p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text this information is most likely to be. • Carefully read that part of the text, looking for the answer to the question.
<p>8. The final paragraph refers to “the stunned world”. What does this mean?</p>	<p>Everything and everyone on the planet was surprised when the rain stopped and the sun came out.</p>	<p>2a 1 mark</p>	<p><i>Question focus: explain the meaning of words in context.</i></p> <p><i>Strategies:</i></p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the final paragraph looking for the phrase. • Carefully read that part of the text, looking for the answer to the question.
<p>9. How can we tell the children are excited about the possibility of the sun shining? Give two ways, using evidence from the text to support your answer.</p>	<p>They keep asking if it is nearly happening: “Now?”, “Will it happen today? Will it?” They are crowding around to see it: “The children pressed to each other”; “peering out for a look at the hidden sun.” They’re excited when they think the rain is stopping: “It’s stopping, it’s stopping!”; “Yes, yes!” The world is not prepared for sunshine: “It had been raining for seven years”; “the sun came out for an hour and showed its face to the stunned world”. They dreamed of seeing the sun: “they were dreaming and remembering gold, or a yellow crayon, or a coin large enough to buy the world with”; “they thought they remembered a warmth”.</p>	<p>2d 3 marks</p>	<p><i>Question focus: explain and justify inferences with evidence from the text.</i></p> <p><i>Strategies:</i></p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim-read the text to get an overall impression of the children’s excitement, then scan the text looking for where you might find evidence. • Carefully read the sentences you identified, looking for evidence to support your ideas. <p>Award 3 marks for two acceptable points, one with evidence. Award 2 marks for either two acceptable points or one acceptable point with evidence. Award 1 mark for one acceptable point.</p>

The Tempest/Julius Caesar

William Shakespeare/William Shakespeare

Key text features

The texts are both from Shakespeare's plays.

- The Teaching text is from *The Tempest*.
- The Practice text is from *Julius Caesar*.

Reading the Teaching text: *The Tempest*



- Make a mind map to record the children's prior knowledge of Shakespeare.
- Access the Interactive Modelling Software for this unit. Read the extract aloud. Ask the children if they found any of the prior knowledge helpful while they listened to the extract.
- Read the extract again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see table on pages 34–35).

Reading the Practice text: *Julius Caesar*

- Make a mind map to activate prior knowledge of *Julius Caesar*.
- Read the introduction together.
- Once they have read the extract, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

Moving into writing

- Encourage the children to research the life of Julius Caesar and to find out why he was stabbed by the entire senate, including his 'friend' Brutus.
- Ask the children to make a 'conscience alley' for Brutus: on one side have children who thought that Brutus was right to stab his friend; on the other, have children who think that he was wrong. While a child representing Brutus walks slowly between the two lines of children, tell them to use short, simple language such as 'Don't do it because ...' or 'Stab him because ...' The child being Brutus should listen to them as his conscience.
- Have a whole-class discussion about what they learned from the conscience alley and ask whether anyone changed their mind about which side to stand on. What did Brutus think?
- Ask the children to write to Brutus, as his conscience, recognising both sides of the argument and telling him what he should do.

Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

Q1: Which play is this speech taken from? And what does the title mean?

A1: *The Tempest*. The word 'tempest' means storm.

Strategy: Think about where you will find this information in the story. Listen carefully to that part again. Jot down the words used in the text.

.....

Q2: What has happened just before this speech?

A2: There has been a storm and a shipwreck. Survivors have just seen Caliban.

Strategy: Consider where in the text the information might be found. Listen carefully to that part.

.....

Q3: Why do you think the survivors are frightened of Caliban?

A3: They do not know if he is a man or a monster.

Strategy: Think about where you will find this information in the story. Listen carefully to that part again. Think about your own reaction if you came across a man/monster on an island.

Extending reading

Shakespeare Stories – Leon Garfield

Tales from Shakespeare – Marcia Williams

Teaching text: The Tempest

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. Choose the correct option to complete each sentence.</p> <p>(a) Caliban is _____ in a tempest on a ship _____ in a city.</p> <p>(b) Caliban is trying to _____ his listeners.</p> <p>scare calm hurt feed</p>	<p>(a) on an island</p> <p>(b) calm</p>	<p>2b</p> <p>1 mark</p>	<p><i>Question focus: retrieve and record information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the speech to look for the information for each part of the question. Carefully read the relevant part of the speech. <p>Award 1 mark for all parts of the question correct.</p>
<p>2. Find and copy three things that the listeners might hear on the island.</p>	<p>Accept any three of:</p> <ul style="list-style-type: none"> noises sounds sweet airs twangling instruments voices. 	<p>2b</p> <p>1 mark</p>	<p><i>Question focus: retrieve and record information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the information for each part of the question. Carefully read the relevant part of the text, identifying three things you can hear. <p>Award 1 mark for all correct.</p>
<p>3. Underline the words that tell you the noises on the island are not dangerous.</p> <p><i>“Be not afeard; the isle is full of noises, Sounds and sweet airs, that give delight and hurt not.”</i></p>	<p><i>“Be not afeard; the isle is full of noises, Sounds and sweet airs, that give <u>delight and hurt not.</u>”</i> Accept either ‘give delight’ or ‘hurt not’ or both.</p>	<p>2d</p> <p>1 mark</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the speech for the words. Carefully read the lines around the words to understand their context. Carefully read the lines in the question and underline just the words that give you the information requested. Do not underline more words than you need to.
<p>4. <i>“The clouds methought would open and show riches”.</i></p> <p>Which of the following is closest in meaning to the word “methought” in this sentence? Choose one.</p> <p><input type="checkbox"/> in my dream</p> <p><input type="checkbox"/> I was told</p> <p><input type="checkbox"/> I thought</p> <p><input type="checkbox"/> I said</p>	<p>I thought</p>	<p>2a</p> <p>1 mark</p>	<p><i>Question focus: explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the speech you will find the sentence and scan that part of it. Carefully read the lines containing the word and the following lines, considering the meaning of the word. Read the options given in the question and reread the lines, thinking about the meaning of the word.

<p>5. (a) Find and copy a short quotation from the speech that shows that Caliban dreams of being wealthy.</p> <p>(b) Find and copy a short quotation from the speech that shows how Caliban feels when he wakes up.</p>	<p>(a) "The clouds methought would open and show riches/Ready to drop upon me" or "show riches/Ready to drop upon me".</p> <p>(b) "when I waked/I cried to dream again."</p>	<p>2d 2 marks</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the speech for words that are linked to wealth. Carefully read the lines around the words to check their meaning. Write the lines, or part lines, you think are most relevant to the question. <p>Award 1 mark for each part of the question.</p>
<p>6. Using information from the text, decide whether each statement is true or false.</p> <p>Caliban was on the ship that sank.</p> <p>The island is full of noises.</p> <p>Caliban hears voices that lull him back to sleep.</p> <p>The clouds over the island shower riches on to it.</p>	<p>Caliban was on the ship that sank. T</p> <p>The island is full of noises. F</p> <p>Caliban hears voices that lull him back to sleep. T</p> <p>The clouds over the island shower riches on to it. F</p>	<p>2d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the speech, looking for statements like those in the question. Decide whether each statement is true or false. Skim-read the lines to confirm your decisions.

Julius Caesar

William Shakespeare

This extract is from Shakespeare's play Julius Caesar. Julius Caesar has just been stabbed by a group of very important men – including Brutus, who he thought was his friend – and has just been called a traitor. They said that he was too ambitious and wanted to be king. His real friend, Marc Antony, cannot say that Caesar was a good man or he would be called a traitor too, but he makes this speech at Caesar's funeral.

- 1 Friends, Romans, countrymen, lend me your ears;
I come to bury Caesar, not to praise him.
The evil that men do lives after them;
The good is oft interred with their bones;
So let it be with Caesar. The noble Brutus
Hath told you Caesar was ambitious:
If it were so, it was a grievous fault,
And grievously hath Caesar answer'd it.
- 9 Here, under leave of Brutus and the rest –
For Brutus is an honourable man;
So are they all, all honourable men –
Come I to speak in Caesar's funeral.
- 13 He was my friend, faithful and just to me:
But Brutus says he was ambitious;
And Brutus is an honourable man.
- 16 Did this in Caesar seem ambitious?
When that the poor have cried, Caesar hath wept:
Ambition should be made of sterner stuff:
Yet Brutus says he was ambitious;
And Brutus is an honourable man.
- 21 I speak not to disprove what Brutus spoke,
But here I am to speak what I do know.
You all did love him once, not without cause:
What cause withholds you then, to mourn for him?
- 25 O judgement! thou art fled to brutish beasts,
And men have lost their reason. Bear with me;
My heart is in the coffin there with Caesar,
And I must pause till it come back to me.

Name:	Class:	Date:
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1 Circle the correct option to complete this sentence. These words are spoken by:
Julius Caesar Brutus the people Marc Antony.

2 “*The good is oft interred with their bones*”

Which of the following is closest in meaning to the phrase “*oft interred*”? Tick **one**.

- | | | | |
|----------------------|--------------------------|------------------|--------------------------|
| sometimes celebrated | <input type="checkbox"/> | often buried | <input type="checkbox"/> |
| often celebrated | <input type="checkbox"/> | often interested | <input type="checkbox"/> |

3 What is the “*grievous fault*” that Caesar is accused of?

4 Which of the following is closest in meaning to the phrase “*under leave of Brutus*”? Tick **one**.

- | | | | |
|------------------------------|--------------------------|--------------------------|--------------------------|
| I must say goodbye to Brutus | <input type="checkbox"/> | when Brutus has gone | <input type="checkbox"/> |
| under Brutus’s tree | <input type="checkbox"/> | with Brutus’s permission | <input type="checkbox"/> |

5 Find and copy a short quotation from the speech that tells you why Brutus thought Caesar was a bad man.

6 Why do you think it is important to the speaker to say these words to this audience?

7 Using information from the text, tick **one** box in each row to show whether each statement is **true** or **false**.

	True	False
The speaker has come to the funeral to praise Caesar, not to bury him.	<input type="checkbox"/>	<input type="checkbox"/>
Brutus said that Caesar was ambitious.	<input type="checkbox"/>	<input type="checkbox"/>
The speaker thinks that Caesar was ambitious.	<input type="checkbox"/>	<input type="checkbox"/>
The speaker is challenging the listeners to mourn for Caesar because they used to think he was a good man.	<input type="checkbox"/>	<input type="checkbox"/>

8 Underline the words that say that people are not thinking about what they are doing.

“*What cause withhold you then, to mourn for him?*
O judgement! thou art fled to brutish beasts,
And men have lost their reason.”

9 Based on what you have read, do you think the speaker believes that Brutus is a good man?

Yes No

Explain your answer using evidence from the speech.

2b

1 mark

2a

1 mark

2d

1 mark

2a

1 mark

2d

2 marks

2d

2 marks

2b

1 mark

2d

1 mark

2d

1 mark

Practice text: Julius Caesar

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. Circle the correct option to complete this sentence. These words are spoken by: Julius Caesar/Brutus/the people/ Marc Antony</p>	Marc Antony	2b 1 mark	<p><i>Question focus: retrieve and record information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the information. Carefully read the relevant part of the text.
<p>2. "The good is oft interred with their bones" Which of the following is closest in meaning to the phrase "oft interred"? Tick one.</p> <p><input type="checkbox"/> sometimes celebrated</p> <p><input type="checkbox"/> often celebrated</p> <p><input type="checkbox"/> often buried</p> <p><input type="checkbox"/> often interested</p>	often buried	2a 1 mark	<p><i>Question focus: explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the speech you'll find the sentence and scan that part of it. Carefully read the lines containing the phrase and the following lines, considering the meaning of the phrase. Read the options given in the question and reread the lines thinking about the meaning of the phrase.
<p>3. What is the "grievous fault" that Caesar is accused of?</p>	being ambitious	2d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the speech for the words "grievous fault". Carefully read the lines around the words to check their meaning.
<p>4. Which of the following is closest in meaning to the phrase "under leave of Brutus"? Tick one.</p> <p><input type="checkbox"/> I must say goodbye to Brutus</p> <p><input type="checkbox"/> under Brutus's tree</p> <p><input type="checkbox"/> when Brutus has gone</p> <p><input type="checkbox"/> with Brutus's permission</p>	with Brutus's permission	2a 1 mark	<p><i>Question focus: explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the speech you'll find the phrase and scan that part of it. Carefully read the lines containing the phrase and the following lines, considering the meaning of the phrase. Read the options given in the question and reread the lines, thinking about the meaning of the phrase.
<p>5. Find and copy a short quotation from the speech that tells you why Brutus thought Caesar was a bad man.</p>	<p>Accept either of:</p> <ul style="list-style-type: none"> "The noble Brutus/Hath told you Caesar was ambitious" "But Brutus says he was ambitious" 	2d 2 marks	<p><i>Question focus: explain inferences with evidence from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text, looking for words or phrases that provide evidence for the statement. Carefully identify the quotations that need to be copied.

<p>6. Why do you think it is important to the speaker to say these words to this audience?</p>	<ul style="list-style-type: none"> • to show that he is still Caesar's friend • to remind people that they should mourn Caesar too 	<p>2d 2 marks</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Carefully reread the speech, considering the question. • Think about the audience. What are the clues that tell you who he is speaking to? • Think about the whole meaning of the speech and consider why Marc Antony would want to speak to everyone. <p>Award 1 mark for each answer given, up to a total of 2 marks.</p>
<p>7. Using information from the text, tick one box in each row to show whether each statement is true or false.</p> <p>The speaker has come to the funeral to praise Caesar, not to bury him.</p> <p>Brutus said that Caesar was ambitious.</p> <p>The speaker thinks that Caesar was ambitious.</p> <p>The speaker is challenging the listeners to mourn for Caesar because they used to think he was a good man.</p>	<p>F</p> <p>T</p> <p>F</p> <p>T</p>	<p>2b 1 mark</p>	<p><i>Question focus: identify key details from fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the speech, looking for statements like those in the question. • Decide whether each statement is true or false. • Skim-read the speech to confirm your decisions.
<p>8. Underline the words that say that people are not thinking about what they are doing.</p> <p><i>“What cause withholds you then, to mourn for him?”</i></p> <p><i>O judgement! thou art fled to brutish beasts, And men have lost their reason.”</i></p>	<p>“And men have lost their reason.”</p>	<p>2d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the speech for the words. • Carefully read the lines around the words to understand their context. • Carefully read the lines in the question and underline just the words that give you the information requested. Do not underline more words than you need to.
<p>9. Based on what you have read, do you think the speaker believes that Brutus is a good man?</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Explain your answer using evidence from the speech.</p>	<p>Yes. He says three times that “Brutus is an honourable man”, so he must believe it.</p> <p>No. He thinks that Caesar was a good man. He says “Brutus is an honourable man” too often, and he doesn’t really believe it.</p>	<p>2d 1 mark</p>	<p><i>Question focus: explain and justify inferences with evidence from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Carefully reread the speech, considering the question. • Think about what Marc Antony says about Brutus and about Caesar. • Think about the whole meaning of the speech.

Wonder/Peter Pan

R.J. Palacio/J.M. Barrie

Key text features

The texts are both character portraits taken from longer books.

- The Teaching text is from *Wonder* by R.J. Palacio.
- The Practice text is an extract from *Peter Pan*, entitled *The Lost Boys*, by J.M. Barrie.

Reading the Teaching text: *Wonder*

- Explore the idea of an “ordinary” person. What makes someone ordinary? Talk about whether anyone is entirely ordinary or whether most people have something about them that is extraordinary.
- Access the Interactive Modelling Software for this unit. Read the extract to the children and ask them if they have revised their ideas about what “ordinary” means.
- Read the extract again, this time using the modelling software to model ‘cracking’ the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 42–43).



Reading the Practice text: *The Lost Boys*

- What do the children already know about the story of Peter Pan? Do they know who the Lost Boys are? Explain that this extract introduces the Lost Boys to the reader.
- Remind the children that *Peter Pan* was written over 100 years ago, so some of the language may be unfamiliar and the meaning of some words may have changed in this time. Discuss useful strategies for reading unfamiliar words and sentences.
- Once they have read the extract, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

Moving into writing

- Reread this extract from the beginning of *Wonder*.
- Focus on the following sentence: “Here’s what I think: the only reason I’m not ordinary is that no one else sees me that way.”
- Ask the children to write down something they do or like that makes them the same as other people of their age, and something that makes them different. (Children with low self-esteem may need their peers to help with this.) Do they like being thought of as the same as others, or different from them?
- In pairs, ask the children to talk about what they would write if they were writing about themselves. Encourage them to include things that are both ‘ordinary’ and not ordinary.
- Ask the children to give their partner feedback, including both the content and the style.
- Encourage the children to write about themselves, including what makes them ordinary or extraordinary.

Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

Q1: Who is the narrator of this text?

A1: August

Strategy: Think about where in the story you heard this information. Listen carefully to that part again.

.....

Q2: Name **one** thing that August does that is different from most 10 year olds.

A2: He makes other kids run away screaming in playgrounds; he gets stared at wherever he goes

Strategy: Think about where in the story you heard this information. Listen carefully to that part again. Jot down the words used in the text.

.....

Q3: The word “*ordinary*” is used 12 times in these five paragraphs. What does this tell you about August?

A3: Being ordinary is something that is important to him, because no one ever treats him like an ordinary child.

Strategy: Listen to the whole text again, considering what “*ordinary*” means and reflecting on why the word is repeated so often. What is the impact on the reader?

Extending reading

See You in the Cosmos – Jack Cheng

Once – Morris Gleitzman

Holes – Louis Sachar

Cracking the questions



Teaching text: Wonder

Question	Answer	CD/Mark	Useful strategies
<p>1. Look at the first paragraph, beginning “<i>I know I’m not</i>”.</p> <p>(a) Why do most people think August is <i>not</i> ordinary?</p> <p>(b) Why does August think he is ordinary?</p>	<p>(a) His face is not ordinary; people stare at his face. People are scared by him.</p> <p>(b) He feels ordinary inside; he does things that most ordinary 10 year olds do.</p>	<p>2b 2 marks</p>	<p>Question focus: <i>identify key details from fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the paragraph, looking for reasons to answer both parts of the question. Use ideas from the text, not from your own experience. <p>Award 2 marks for two correct answers. Award 1 mark for one correct answer.</p>
<p>2. Look at the paragraph beginning “<i>If I found a magic lamp</i>”.</p> <p>Explain what August’s wish is, and why he would make it.</p>	<p>August would wish he had “<i>a normal face that no one ever noticed</i>”.</p> <p>He doesn’t like the fact that people do that “<i>look-away thing</i>”/they are scared of him/they notice his face/they comment on him/they make noises and faces at him.</p>	<p>2b 2 marks</p>	<p>Question focus: <i>identify key details from fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the paragraph indicated. Scan that part of the text for use of the word “<i>wish</i>”. Carefully read the sentences around where the word appears in order to understand their context. Skim-read the text for explanations as to why August might feel this way. Carefully reread relevant passages to confirm the answer. <p>Award 1 mark for each part of the question.</p>
<p>3. Look at the paragraph beginning “<i>If I found a magic lamp</i>”.</p> <p>Find and copy another word that means the same as “<i>ordinary</i>”.</p>	<p>“<i>normal</i>”</p>	<p>2a 1 mark</p>	<p>Question focus: <i>give the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the paragraph, searching for other words with same meaning as “<i>ordinary</i>”.

<p>4. Look at the paragraph beginning “<i>But I’m kind of used</i>”. What does the word “<i>pretend</i>” suggest about how August feels?</p>	<p>Accept answers that recognise he is either sad/angry/hurt or ashamed/embarrassed.</p>	<p>2g 1 mark</p>	<p><i>Question focus: explain how meaning is enhanced through choice of words or phrases.</i></p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the paragraph, searching for the word “<i>pretend</i>”. Carefully read the sentence. Make use of personal experience to consider the implications of the word in this context.
<p>5. Compare August’s and Via’s reactions to people pulling faces and making noises.</p>	<p>August pretends he doesn’t see the things that people do, but Via can get really annoyed. Also accept: Via feels the need to protect August, but August feels ordinary.</p>	<p>2h 1 mark</p>	<p><i>Question focus: make comparisons within the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the information. Carefully read the relevant part of the text, searching for evidence of their reactions. <p>Award 1 mark for a brief description of how both characters behave.</p>
<p>6. What impression do you get of Via in this extract? Give two ideas using evidence from the text to support your answer.</p>	<p>Acceptable points: She is August’s sister. <ul style="list-style-type: none"> She’s mentioned as part of the family: “<i>me, Mom and Dad, Via.</i>” She’s very loyal to August. <ul style="list-style-type: none"> She gets annoyed “<i>when people do something rude.</i>” She says she thinks he’s ordinary. She gets angry. She yells at people when they are unkind. She’s very protective of August. <ul style="list-style-type: none"> August says that she’s protective of him. </p>	<p>2d 3 marks</p>	<p><i>Question focus: explain and justify inferences with evidence from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the text to get an impression of Via, then scan the text looking for where you might find evidence. Carefully read the sentences you identified, looking for evidence to support your ideas. <p>Award 3 marks for two acceptable points, one with evidence. Award 2 marks for either two acceptable points or one acceptable point with evidence. Award 1 mark for one acceptable point.</p>

The Lost Boys

J.M. Barrie

Peter Pan leads a group of Lost Boys who live with him on the Island of Neverland.

- 1 Let us pretend to lie here among the sugar-cane and watch them as they steal by in single file, each with his hand on his dagger.
- 3 They are forbidden by Peter to look in the least like him, and they wear the skins of the bears slain by themselves, in which they are so round and furry that when they fall they roll. They have therefore become very sure-footed.
- 6 The first to pass is Tootles, not the least brave but the most unfortunate of all that gallant band. He had been in fewer adventures than any of them, because the big things constantly happened just when he had stepped round the corner; all would be quiet, he would take the opportunity of going off to gather a few sticks for firewood, and then when he returned the others would be sweeping up the blood. This ill-luck had given a gentle melancholy to his countenance, but instead of souring his nature had sweetened it, so that he was quite the humblest of the boys. Poor kind Tootles, there is danger in the air for you to-night. Take care lest an adventure is now offered you, which, if accepted, will plunge you in deepest woe ...
- 16 Next comes Nibs, the gay and debonair, followed by Slightly, who cuts whistles out of the trees and dances ecstatically to his own tunes. Slightly is the most conceited of the boys. He thinks he remembers the days before he was lost, with their manners and customs, and this has given his nose an offensive tilt.
- 20 Curly is fourth; he is a pickle [a person who gets in pickles – predicaments], and so often has he had to deliver up his person when Peter said sternly, "Stand forth the one who did this thing," that now at the command he stands forth automatically whether he has done it or not.
- 24 Last come the Twins, who cannot be described because we should be sure to be describing the wrong one. Peter never quite knew what twins were, and his band were not allowed to know anything he did not know, so these two were always vague about themselves, and did their best to give satisfaction by keeping close together in an apologetic sort of way.



Name: _____

Class: _____

Date: _____

1 “watch them as they steal by in single file.”

Which word is closest in meaning to “steal”? Tick **one**.take creep march run

2a

1 mark

2 From the paragraph beginning “Let us pretend”, find **one** piece of information about the Lost Boys that tells us they have all had adventures.

2d

1 mark

3 From the paragraph beginning “Let us pretend”, **find** and **copy two** reasons why the Lost Boys look like bears.

2b

2 marks

4 Tootles is described as “Poor kind Tootles”. What made him “poor” and “kind”?

Give **two** reasons, using evidence from the text to support your answer.

2d

3 marks

5 Curly is described as “a pickle”.

What does the narrator mean by this? Tick **one**.a clever boy a timid boy a mischievous boy a well-behaved boy

2d

1 mark

6 When Peter asks which of the boys did something wrong, Curly “stands forth automatically whether he has done it or not”.

What does this tell you about him?

2g

1 mark

7 Why didn't the boys call the Twins by their names?

2d

1 mark

8 Draw **three** more lines to match each boy to his description. One has been done for you.

Tootles ————— apologetic

Nibs ————— humble

Slightly ————— debonair

the Twins ————— conceited

2b

1 mark

9 In this extract, what is the main reason for the author to begin a new paragraph?

2f

1 mark

Practice text: The Lost Boys

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. “watch them as they steal by in single file.”</p> <p>Which word is closest in meaning to “steal”?</p> <p>Tick one.</p> <p><input type="checkbox"/> take <input type="checkbox"/> march</p> <p><input type="checkbox"/> creep <input type="checkbox"/> run</p>	<p>creep</p>	<p>2a</p> <p>1 mark</p>	<p>Question focus: explain the meaning of words in context.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you’ll find the sentence, and scan that part of the text. Carefully read the sentence containing the word, and the sentences that follow, considering the meaning of the word. Read the options given in the question and reread the sentence, thinking about the meaning of the word.
<p>2. From the paragraph beginning “Let us pretend”, find one piece of information about the Lost Boys that tells us they have all had adventures.</p>	<p>Accept any of the following.</p> <ul style="list-style-type: none"> They are all carrying daggers, so may need to protect themselves. They each killed the bears whose skins they wear. Tootles has been in fewer adventures than the others. 	<p>2d</p> <p>1 mark</p>	<p>Question focus: make inferences from the text.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the paragraph identified, looking for clues that the boys have had adventures.
<p>3. From the paragraph beginning “Let us pretend”, find and copy two reasons why the Lost Boys look like bears.</p>	<p>Accept any two of the following.</p> <ul style="list-style-type: none"> They are wearing bear skins. They are round and furry. They are very sure-footed. 	<p>2b</p> <p>2 marks</p>	<p>Question focus: identify key details from fiction.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the information. Scan that part of the text for the word “bears”. Carefully read the sentences around the word to find the links between bears and the boys. <p>Do not accept “when they fall they roll”.</p> <p>Award 2 marks for two correct answers.</p>
<p>4. Tootles is described as “Poor kind Tootles”. What made him “poor” and “kind”?</p> <p>Give two reasons, using evidence from the text to support your answer.</p>	<p>Acceptable points:</p> <p>He has been unlucky.</p> <ul style="list-style-type: none"> He has had the fewest adventures. The big things happened “just when he had stepped round the corner”. <p>He is very humble.</p> <ul style="list-style-type: none"> He has had the fewest adventures. He has a sweet nature. <p>He is as brave as the rest of them, but hasn’t had the chance to show it.</p> <ul style="list-style-type: none"> He has had the fewest adventures. 	<p>2d</p> <p>3 marks</p>	<p>Question focus: explain and justify inferences with evidence from the text.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the text to get an impression of Tootles, then scan the text looking for where you might find evidence. Carefully read the sentences you identified, looking for evidence to support your ideas. <p>Award 3 marks for two acceptable points, one with evidence.</p> <p>Award 2 marks for either two acceptable points or one acceptable point with evidence.</p> <p>Award 1 mark for one acceptable point.</p>

<p>5. Curly is described as “a pickle”. What does the narrator mean by this? Tick one.</p> <p><input type="checkbox"/> a clever boy</p> <p><input type="checkbox"/> a timid boy</p> <p><input type="checkbox"/> a mischievous boy</p> <p><input type="checkbox"/> a well-behaved boy</p>	<p>a mischievous boy</p>	<p>2d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for the name “Curly” and the word “pickle”. Carefully read the paragraph about Curly, matching the information given to the options in the question.
<p>6. When Peter asks which of the boys did something wrong, Curly “stands forth automatically whether he has done it or not”. What does this tell you about him?</p>	<p>Accept either of the following.</p> <ul style="list-style-type: none"> He is usually the one who has done something wrong. He doesn’t mind getting blamed for things. 	<p>2g 1 mark</p>	<p><i>Question focus: identify how meaning is enhanced through choice of words and phrases.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Scan that part of the text for the statement in the question and carefully read the adjacent sentences. Consider the impact of this description of Curly.
<p>7. Why didn’t the boys call the Twins by their names?</p>	<p>They didn’t know the Twins’ names./Peter didn’t know what twins were, so the Lost Boys weren’t allowed to know either.</p>	<p>2d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for information about the Twins. Carefully read the paragraph identified, looking for clues why the boys didn’t call the twins by their names.
<p>8. Draw three more lines to match each boy to his description. One has been done for you.</p> <p> Tootles — apologetic Nibs — humble Slightly — debonair the Twins — conceited </p>	<p> Tootles — apologetic Nibs — humble Slightly — debonair the Twins — conceited </p> <p>Each paragraph is about a different boy.</p>	<p>2b 1 mark</p>	<p><i>Question focus: identify key details from fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the information. Scan the text for each of the boys’ names. Carefully read the sentences around their names to find the descriptive words. <p>Award 1 mark for all three correct answers.</p>
<p>9. In this extract, what is the main reason for the author to begin a new paragraph?</p>	<p>Each paragraph is about a different boy.</p>	<p>2f 1 mark</p>	<p><i>Question focus: explain how narrative content is related and contributes to meaning as a whole.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the whole text, considering why the writer began new paragraphs. Carefully read the topic sentences of each paragraph, considering the information they give.

Elephant Adventure/Just So Stories

Willard Price/Rudyard Kipling

Key text features

The texts both tell of adventures involving elephants, and are taken from longer books.

- The Teaching text is from *Elephant Adventure* by Willard Price.
- The Practice text is an extract from *Just So Stories*, entitled *The Elephant's Child*, by Rudyard Kipling.

Reading the Teaching text: *Elephant Adventure*



- Ask the children what they know about elephants.
- In which countries might you have an adventure with an elephant in the wild? (Most likely, Africa or India.) What kind of adventure might you have with an elephant?
- Access the Interactive Modelling Software for this unit. Read the extract aloud and ask the children to think about how the adventure might continue.
- Read the extract again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 50–51).

Reading the Practice text: *The Elephant's Child*

- What do the children already know about Rudyard Kipling? (He was an Anglo-Indian writer who lived in the late 19th/early 20th centuries. His most famous books for children are *The Jungle Book* and *Just So Stories*.)
- Explain that *Just So Stories* are myths, explaining why things are as they are. *The Elephant's Child* is a story about why elephants have long noses.
- Once they have read the extract, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

Moving into writing

- Reread this extract from the beginning of *Elephant Adventure*.
- In pairs, ask the children to highlight all the information about the setting in one colour and highlight all the information about where the characters are in relation to the elephant in a different colour. They can then use all the information to sketch and label a diagram of the setting.
- Encourage pairs to join with other pairs to think about the options open to the boys. Remind the children that they cannot change any of the information they have been given, but that they can develop it or add in additional information.
- Together, explore some of the children's ideas. Invite others to comment or add refinements.
- Encourage the children to continue the story, offering a way that the boys might escape the startled bull elephant if it charges.

Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

Q1: Who are the main characters in this text extract?

A1: Hal Hunt, his brother Roger, and an angry elephant

Strategy: Think about the characters that are mentioned. Listen again, and list all the main characters.

Q2: How do you know that this adventure is not taking place in an English city?
Give **two** reasons.

A2: Any two of the following.

- The boys are climbing a steep trail.
- The trail is walled with thick brush.
- There is a wild elephant on the path.
- When the elephant screams, birds and monkeys start screeching and chattering.

Strategy: Think about what you know about the setting. Listen again, and list key information about it.

Q3: Explain why the boys are in danger if the elephant charges.

A3: The elephant is in front of them, so they cannot go forward; the paths are walled with brush, so they cannot go sideways; the elephant can run more quickly than they can if they go back down the hill.

Strategy: Listen to the whole text again, being alert for details explaining why the boys cannot escape from danger.

Extending reading

Other books in the *Adventure* series – Willard Price

Call of the Wild – Jack London

The Jungle Book – Rudyard Kipling



Teaching text: Elephant Adventure

Cracking the questions

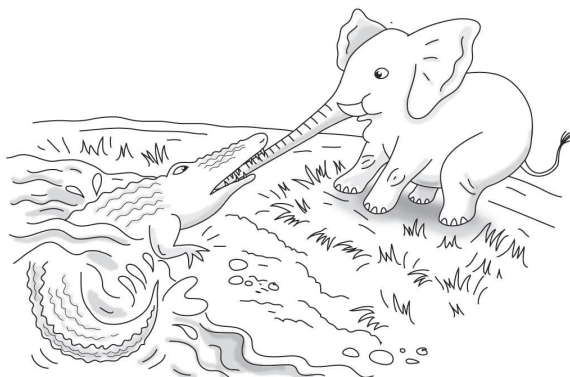
Question	Answer	CD/Mark	Useful strategies
<p>1. Look at the first paragraph (beginning “The great bull elephant blocked the path.”) and the second paragraph (beginning “They looked up”).</p> <p>What made the boys look up and see the elephant?</p>	<p>The sunlight was blocked./The sky had darkened.</p>	<p>2b 1 mark</p>	<p>Question focus: identify key details from fiction.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the paragraphs to find the reason.
<p>2. “He stopped short and blinked down at them, rumbling angrily”. In this sentence, which word is closest in meaning to “rumbling”? Choose one.</p> <p><input type="checkbox"/> crashing</p> <p><input type="checkbox"/> growling</p> <p><input type="checkbox"/> screaming</p> <p><input type="checkbox"/> whispering</p>	<p>growling</p>	<p>2a 1 mark</p>	<p>Question focus: explain the meaning of words in context.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the sentence, and scan that part of the text. Carefully read the sentence containing the word, and the sentences that follow, considering the meaning of the word. Read the options given in the question and reread the sentence, thinking about the meaning of the word.
<p>3. “The beast’s deadly tusks, flashing white in the sun, were six feet long.” Why does the writer tell you that the tusks are “deadly”?</p>	<p>He wants to emphasise how dangerous the elephant is/how much danger the boys are in.</p>	<p>2g 1 mark</p>	<p>Question focus: explain how meaning is enhanced through the choice of words and phrases.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the sentence, and scan that part of the text. Carefully read the sentence containing the word “deadly”, and the sentences that follow, considering the impact of the word.
<p>4. Explain how Hal’s reaction to the elephant is different from Roger’s.</p>	<p>Hal is cool. He starts calculating. He thinks about the problem. Roger is more anxious/less cool. He wants Hal to do something.</p>	<p>2h 1 mark</p>	<p>Question focus: make comparisons within the text.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the text to understand Hal’s reaction, then skim-read it again to understand Roger’s reaction. Remember to explain both reactions in your answer. <p>Award 1 mark for a brief description of how both characters behave.</p>

<p>5. Why was the elephant a possible danger to the boys? Explain two ways, using evidence from the text to support your answer.</p>	<p>Acceptable points: The elephant is huge.</p> <ul style="list-style-type: none"> • <i>It was the black bulk of the largest elephant they had ever seen.</i> • <i>Hal estimated their total space, tip to tip, at a good fourteen feet.</i> <p>It has deadly tusks.</p> <ul style="list-style-type: none"> • <i>The beast's deadly tusks, flashing white in the sun, were six feet long.</i> <p>The boys are stuck on the path and the elephant is in front of them.</p> <ul style="list-style-type: none"> • <i>The path was solidly walled on both sides by thick brush.</i> <p>It can charge faster than the boys can run.</p> <ul style="list-style-type: none"> • <i>He can move down this path faster than we can.</i> <p>It would squash the boys if it charged.</p> <ul style="list-style-type: none"> • <i>We'd only get squashed under six tons of elephant</i> 	<p>2d 3 marks</p>	<p><i>Question focus: explain and justify inferences with evidence from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim-read the text to get a sense of the threatened danger, then scan the text looking for evidence of the danger. • Carefully read the sentences you identified, looking for evidence to support your ideas. <p>Award 3 marks for two acceptable points, one with evidence. Award 2 marks for either two acceptable points or one acceptable point with evidence. Award 1 mark for one acceptable point.</p>
<p>6. Number the elephant's actions to show the order in which they happen in the story. <i>"threw up his trunk"</i> stretched his trunk forward <i>"blinked down at them"</i> opened his ears</p>	<p><i>"threw up his trunk"</i> 4 stretched his trunk forward 2 <i>"blinked down at them"</i> 1 opened his ears 3</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the whole text for each of the events described. • Number the events, then check your answer against the text. <p>Award 1 mark for all events numbered correctly.</p>

The Elephant's Child

Rudyard Kipling

- 1 Then the Elephant's Child grew all breathless, and panted, and kneeled down on the bank of the great grey-green, greasy Limpopo River, all set about with fever-trees, and said, "You are the very person I have been looking for all these long days. Will you please tell me what you have for dinner?"
- 5 "Come hither, Little One," said the Crocodile, "and I'll whisper."
- 6 Then the Elephant's Child put his head down close to the Crocodile's musky, tusky mouth, and the Crocodile caught him by his little nose, which up to that very week, day, hour, and minute, had been no bigger than a boot, though much more useful.
- 10 "I think," said the Crocodile – and he said it between his teeth, like this – "I think to-day I will begin with Elephant's Child!"
- 12 At this, O Best Beloved, the Elephant's Child was much annoyed, and he said, speaking through his nose, like this, "Led go! You are hurtig be!"
- 14 Then the Bi-Coloured-Python-Rock-Snake scuffled down from the bank and said, "My young friend, if you do not now, immediately and instantly, pull as hard as ever you can, it is my opinion that your acquaintance in the large-pattern leather ulster" (and by this he meant the Crocodile) "will jerk you into yonder limpid stream before you can say Jack Robinson."
- 19 This is the way Bi-Coloured-Python-Rock-Snakes always talk.
- 20 Then the Elephant's Child sat back on his little haunches, and pulled, and pulled, and pulled, and his nose began to stretch. And the Crocodile floundered into the water, making it all creamy with great sweeps of his tail, and he pulled, and pulled, and pulled.
- 24 And the Elephant's Child's nose kept on stretching; and the Elephant's Child spread all his little four legs and pulled, and pulled, and pulled, and his nose kept on stretching; and the Crocodile threshed his tail like an oar, and he pulled, and pulled, and pulled, and at each pull the Elephant's Child's nose grew longer and longer – and it hurt him!
- 31 Then the Elephant's Child felt his legs slipping, and he said through his nose, which was now nearly five feet long, "This is too butch for be!"



Name:

Class:

Date:

- 1 Look at paragraph 1, beginning “*Then the Elephant’s Child*”.

Where does the Elephant’s Child kneel?

Tick **one**.

in the river

under a fever-tree

on the riverbank

in a river of grease

2b

1 mark

- 2 **Find** and **copy four** words from paragraph 1, beginning “*Then the Elephant’s Child*”, which tell you that the Elephant’s Child has been searching for the crocodile for a while.

2d

1 mark

- 3 Look at paragraph 6, beginning “*Then the Bi-Coloured-Python-Rock-Snake*”.

a) **Find** and **copy two** words that mean the same as “*now*”.

b) Why does the Snake use all three words?

2a, 2g

2 marks

- 4 Look at paragraph 8 (beginning “*Then the Elephant’s Child*”) and paragraph 9 (beginning “*And the Elephant’s Child’s nose kept on stretching*”).

Why is the reader given so much information about what the Crocodile is doing in the water?

2f

1 mark

- 5 Look at the last paragraph. Why does the Elephant’s Child say, “*This is too butch for be!*”

2g

1 mark

- 6 Explain what the Elephant Child’s nose is like before and after the meeting with the Crocodile.

2h

1 mark

- 7 What impression do you get of the Crocodile in this extract?

Give **two** impressions, using evidence from the text to support your answer.

2d

3 marks

Name:	Class:	Date:
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8 Number the actions to show the order in which they happen in the story.

- The Snake spoke to the Elephant’s Child.
- The Crocodile caught the Elephant’s Child by the nose.
- The Elephant’s Child asked the Crocodile a question.
- The Elephant’s Child sat back on his haunches.

9 Tick **one** box in each row to show whether each statement is **true** or **false**.

	True	False
At the beginning of the story, the Elephant’s Child was frightened of the Crocodile.	<input type="checkbox"/>	<input type="checkbox"/>
The Crocodile lived near the Limpopo River.	<input type="checkbox"/>	<input type="checkbox"/>
The Snake tried to help the Crocodile.	<input type="checkbox"/>	<input type="checkbox"/>
The Elephant’s Child tried to pull the Crocodile out of the river.	<input type="checkbox"/>	<input type="checkbox"/>

2c

1 mark

2b

1 mark

Practice text: The Elephant's Child

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. Look at paragraph 1, beginning "Then the Elephant's Child". Where does the Elephant's Child kneel?</p> <p>Tick one.</p> <p><input type="checkbox"/> in the river</p> <p><input type="checkbox"/> under a fever-tree</p> <p><input type="checkbox"/> on the riverbank</p> <p><input type="checkbox"/> in a river of grease</p>	on the river bank	2b 1 mark	<p>Question focus: identify key details from fiction.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the paragraph indicated. Read the options given in the question and reread the paragraph, thinking about where the event occurred.
<p>2. Find and copy four words from paragraph 1, beginning "Then the Elephant's Child", which tell you that the Elephant's Child has been searching for the crocodile for a while.</p>	"all these long days"	2d 1 mark	<p>Question focus: make inferences from the text.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the paragraph indicated, searching for a phrase with the same meaning as in the question.
<p>3. Look at paragraph 6, beginning "Then the Bi-Coloured-Python-Rock-Snake".</p> <p>(a) Find and copy two words that mean the same as "now".</p> <p>(b) Why does the Snake use all three words?</p>	<p>(a) "immediately" and "instantly"</p> <p>(b) He's emphasising the need for urgent action.</p>	2a/2g 2 marks	<p>Question focus: explain the meaning of words in context; explain how meaning is enhanced through choice of words and phrases.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the paragraph indicated to find two synonyms for "now". Reread the paragraph, considering the impact on the reader of the three synonyms so close together. <p>Award 1 mark for each part of the question.</p>
<p>4. Look at paragraph 8 (beginning "Then the Elephant's Child") and paragraph 9 (beginning "And the Elephant's Child's nose kept on stretching").</p> <p>Why is the reader given so much information about what the Crocodile is doing in the water?</p>	<p>Accept either of the following.</p> <ul style="list-style-type: none"> So we know how hard the Crocodile is pulling. So we can imagine the scene better. 	2f 1 mark	<p>Question focus: explain how narrative content is related and contributes to meaning as a whole.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for information about the Crocodile in the water. Consider the impact on the reader of the information given.

<p>5. Look at the last paragraph. Why does the Elephant's Child say, "This is too <i>butch</i> for be!"</p>	<p>Accept any of the following.</p> <ul style="list-style-type: none"> • He can't say the 'm' sound because the Crocodile is pulling on his nose. • The Crocodile is too strong for him. • His legs are slipping and his nose is hurting. 	<p>2g 1 mark</p>	<p><i>Question focus: explain how meaning is enhanced through choice of words and phrases.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text you'll find the sentence, and scan that part of the text. • Carefully read the sentences nearby to establish the context. • Think about what the target sentence tells you.
<p>6. Explain what the Elephant Child's nose is like before and after the meeting with the Crocodile.</p>	<p>Before meeting the Crocodile, the Elephant Child's nose is "no bigger than a boot, though much more useful". After meeting the Crocodile, his nose is "nearly five feet long".</p>	<p>2h 1 mark</p>	<p><i>Question focus: make comparisons within the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text for information about the Elephant Child's nose before the meeting, and then scan it again to find out about the nose after the meeting. • Remember to include both descriptions in your answer. <p>Award 1 mark for a brief description of the nose before and after the meeting with the Crocodile.</p>
<p>7. What impression do you get of the Crocodile in this extract? Give two impressions, using evidence from the text to support your answer.</p>	<p>Acceptable points:</p> <p>He is cunning/clever.</p> <ul style="list-style-type: none"> • He tricks the Elephant's Child into coming close. <p>He wants to eat the Elephant's Child.</p> <ul style="list-style-type: none"> • He holds the Elephant's Child's nose between his teeth, even when he is talking. <p>He is strong.</p> <ul style="list-style-type: none"> • He pulls the Elephant's Child's nose until it stretches. <p>He wants to pull the Elephant's Child into the water.</p> <ul style="list-style-type: none"> • He backs into the water, pulling the Elephant's Child. • The Snake warns the Elephant's Child that the Crocodile will "jerk" him into the water. 	<p>2d 3 marks</p>	<p><i>Question focus: explain and justify inferences with evidence from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim-read the text to get an impression of the Crocodile, then scan the text looking for where you might find evidence. • Carefully read the sentences you identified, looking for evidence to support your ideas. <p>Award 3 marks for two acceptable points, one with evidence. Award 2 marks for either two acceptable points or one acceptable point with evidence. Award 1 mark for one acceptable point.</p>

<p>8. Number the actions to show the order in which they happen in the story.</p> <p><input type="checkbox"/> The Snake spoke to the Elephant's Child.</p> <p><input type="checkbox"/> The Crocodile caught the Elephant's Child by the nose.</p> <p><input type="checkbox"/> The Elephant's Child asked the Crocodile a question.</p> <p><input type="checkbox"/> The Elephant's Child sat back on his haunches.</p>	<p>The Snake spoke to the Elephant's Child. 3</p> <p>The Crocodile caught the Elephant's Child by the nose. 2</p> <p>The Elephant's Child asked the Crocodile a question. 1</p> <p>The Elephant's Child sat back on his haunches. 4</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the whole text for each of the events described. Number the events, then check your answer against the text. <p>Award 1 mark for all events numbered correctly.</p>
<p>9. Tick one box in each row to show whether each statement is true or false.</p> <p><input type="checkbox"/> At the beginning of the story, the Elephant's Child was frightened of the Crocodile.</p> <p><input type="checkbox"/> The Crocodile lived near the Limpopo River.</p> <p><input type="checkbox"/> The Snake tried to help the Crocodile.</p> <p><input type="checkbox"/> The Elephant's Child tried to pull the Crocodile out of the river.</p>	<p>At the beginning of the story, the Elephant's Child was frightened of the Crocodile. F</p> <p>The Crocodile lived near the Limpopo River. T</p> <p>The Snake tried to help the Crocodile. F</p> <p>The Elephant's Child tried to pull the Crocodile out of the river. F</p>	<p>2b 1 mark</p>	<p><i>Question focus: identify key details from fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Think about each of the statements separately. Consider where in the text you will find relevant information. Carefully read the relevant sections of the text to decide whether each statement is true or false. <p>Award 1 mark for all four correct answers.</p>

The Eagle of the Ninth/World War I: A Young Boy's Story

Rosemary Sutcliff/Stewart Ross

Key text features

The texts are both historical fiction and are taken from longer books. The Teaching text is set in Ancient Rome and the Practice text is set in the First World War. They both give accounts of characters who are displaced by conflict.

- The Teaching text is from *The Eagle of the Ninth* by Rosemary Sutcliff.
- The Practice text is from *World War I: A Young Boy's Story* by Stewart Ross.

Reading the Teaching text: *The Eagle of the Ninth*



- What do the children know about when the Romans were in Britain? Check they understand that:
 - the Romans expected the tribes people to work for them
 - the soldiers in the legions had to prevent the local tribes/clans from rebelling
 - when battles were fought, prisoners were either killed or taken as slaves.
- Access the Interactive Modelling Software for this unit. Read the extract aloud and ask the children to think about how the adventure might continue.
- Read the extract again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 60–61).

Reading the Practice text: *World War I: A Young Boy's Story*

- What do the children already know about a World War I soldier's life?
- Once they have read the extract, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

Moving into writing

- Reread the extract from *The Eagle of the Ninth*.
- Discuss the difference between reading this information as part of a character's experience in a story, and simply reading about what it was like living as a young Celt in Roman times. Which approach do the children prefer? Why?
- Talk about a period of history the children have studied. Ask them to work in groups to make a mind map about what it would have been like to live in those times.
- As a class, share ideas about life in the historical period to create a more comprehensive mind map.
- Together, construct a fictional scenario that leads to one character telling another about their experiences.
- In pairs, ask the children to talk about what they would write if they were the character who was talking. Remind them to use ideas from the mind map to contribute to the historical setting.
- Ask the children to give their partner feedback. This could include ideas about both the content and the style.
- Encourage the children to write the conversation between the two characters.

Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

Q1: Esca was his father's charioteer. What do you think this means?

A1: The man who drove his father's chariot (into battle).

Strategy: Think about other words that might be related to 'charioteer'. Listen again to the text and use the information to decide what you think the role might be.

.....

Q2: Who is Lugh?

A2: Lugh, the Light of the Sun, is a god of Esca's people.

Strategy: Listen out for Lugh's name. Listen to what Esca says about him.

.....

Q3: How did Esca feel about having been captured, not killed in the battle? Explain your answer.

A3: He would prefer to have been killed. He says that he was only captured because he was lying for dead, in a ditch, otherwise the Romans would not have been able to take him alive.

Strategy: Listen to the end of the text again, considering what you can learn about how Esca felt from what he says.

Extending reading

Revolt Against the Romans – Tony Bradman

Thursday's Child – Noel Streatfeild

War Horse – Michael Morpurgo

Goodnight Mister Tom – Michelle Magorian

Carrie's War – Nina Bawden



Teaching text: The Eagle of the Ninth

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. Look at the first paragraph. What was Marcus doing when he asked about Esca's experiences? Choose one.</p> <p><input type="checkbox"/> eating a meal</p> <p><input type="checkbox"/> getting dressed</p> <p><input type="checkbox"/> driving a chariot</p> <p><input type="checkbox"/> fighting a battle</p>	getting dressed	2b 1 mark	<p><i>Question focus: identify key details from fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the paragraph indicated. Read the options given in the questions and reread the sentence, thinking about what was happening at the time.
<p>2. (a) How old was Esca at the time of the battle? (b) Explain how you know.</p>	<p>(a) 17</p> <p>(b) He became a warrior when he was 16 years old, and had been a warrior for over a year.</p>	2b 2 marks	<p><i>Question focus: identify key details from fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the information, and scan that part of the text. Carefully read the relevant sections, searching for the answer and the evidence. Award 1 mark for each part of the question answered correctly
<p>3. Look at the paragraph beginning "Esca was buckling his own belt." Find and copy one word that tells you the Romans were stronger than Esca's people in the last battle.</p>	"overwhelmed"	2a 1 mark	<p><i>Question focus: explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the paragraph indicated, looking for a word that implies the Romans were stronger. Carefully read the sentence to confirm what the word means in this context.

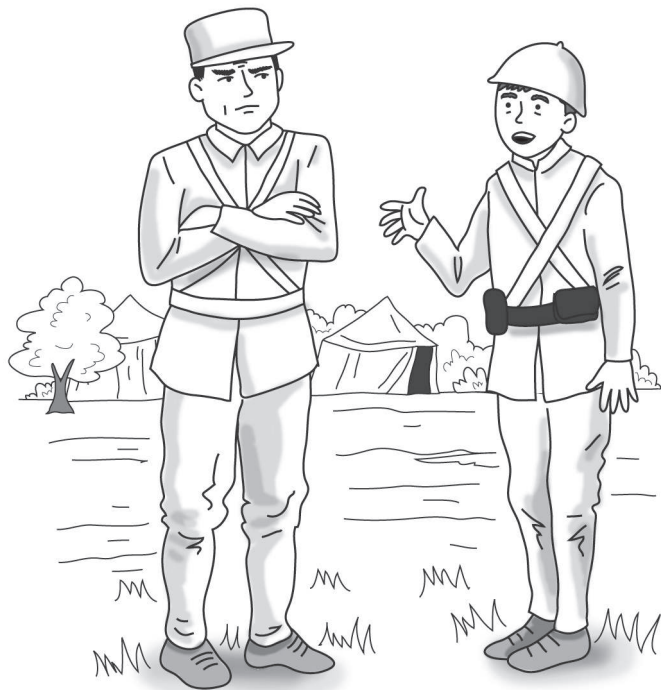
<p>4. How can you tell Esca is proud of having been a warrior? Explain two ways, using evidence from the text to support your answer.</p>	<p>Acceptable points: He tells Marcus who his father was.</p> <ul style="list-style-type: none"> • He explains that he was son of the Chieftain, which suggests he was proud of his father. • He is proud of his tribe. • He talked of being “a man among men”. • He says his tribe was a thorn in the Legion’s flesh. • He identified with his tribe: “we, the bearers of the blue war-shield.” <p>He would not have been captured if he hadn’t been badly injured.</p> <ul style="list-style-type: none"> • He swears on his god that he was lying for dead in a ditch when he was taken. 	<p>2d 3 marks</p>	<p><i>Question focus: explain and justify inferences with evidence from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim-read the text to identify where Esca shows he is proud of his past, then scan the text looking for where you might find evidence. • Carefully read the sentences you identified looking for evidence to support your ideas. <p>Award 3 marks for two acceptable points, one with evidence. Award 2 marks for either two acceptable points or one acceptable point with evidence. Award 1 mark for one acceptable point.</p>
<p>5. Find and copy three different words or phrases that Esca uses to refer to his people.</p>	<p>Accept any three of the following.</p> <ul style="list-style-type: none"> • “the Brigantes” • “my tribe” • “the Clan” • “a thorn in the flesh of the Legions” • “the bearers of the blue war-shield” • “we” 	<p>2b 1 mark</p>	<p><i>Question focus: identify key details from fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text you will find the information, and scan that part of the text. • Carefully read the relevant sections, searching for the answer and the evidence. <p>Award 1 mark for three relevant words or phrases.</p>
<p>6. Using information from the text, show when in Esca’s life each event happened. Choose before (B) if it happened before Esca was captured or after (A) if it happened after he was captured.</p> <p>He was a charioteer. He was a gladiator. He was a warrior. He was a slave.</p>	<p>He was a charioteer (B) He was a gladiator (A) He was a warrior (B) He was a slave (A)</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the whole text for each of the events described. • Write ‘B’ (before) or ‘A’ (after) to show when in Esca’s life the event happened. Then check your answer against the text. <p>Award 1 mark for all four statements allocated correctly.</p>

World War I: A Young Boy's Story

Stewart Ross

After his father was killed during the First World War, 14-year-old Pierre Villequin joined the French army by lying about his age.

- 1 When I joined the famous "Iron" (20th Infantry) Corps in the middle of July it was camped south of Rheims, well behind the front lines. My new colleagues were veterans of several battles. They weren't at all as I imagined they would be. Although still in their twenties, their gaunt faces made them look much older. They didn't talk about the war, either. When I asked them what going into battle was like, they shrugged and told me I'd find out soon enough. The conspiracy of silence confused me. It reminded me of how Papa had written about wild flowers, rather than killing Germans.
- 9 Something didn't add up. The newspapers and military command remained optimistic. Things had not gone too well, they admitted, and regrettably there had been heavy casualties. But now the French armies had been reorganised and re-equipped. Our British allies had increased the size of their forces, too. Moreover, the Germans had to fight on two fronts: the Russians in the east and ourselves in the west. The tide of the war was turning. Soon, there would be a new, unstoppable offensive that would bring the war to a victorious conclusion by the end of 1915.
- 20 But the men of the 20th Infantry were more cynical, none more so than our section commander, Antoine Cousseau. When I mentioned that I had heard the war would be over by Christmas, he just snorted.
- 28 "You think the report's wrong, sir?" I asked.
- 30 "No, it's not wrong, Sonny," he replied. "The war will be over by Christmas – Christmas 1925."
- 34 I thought it a rather bad joke.



Name:

Class:

Date:

- 1 Look at paragraph 1, beginning “*When I joined*”.

Why does the author use the word “*veterans*” to describe Pierre’s colleagues in the Iron Corps?

2g

1 mark

- 2 Look at paragraph 1, beginning “*When I joined*”.

Which word is “*gaunt*” closest in meaning to?

Tick **one**.

dirty

healthy

smiling

thin

2a

1 mark

2d

1 mark

- 3 Why do you think the soldiers didn’t want to talk about what going into battle was like?

- 4 Look at paragraph 2, beginning “*Something didn’t add up.*”

Find and copy one word that tells you that the military command is saying they think they will win the war.

2a

1 mark

- 5 When Pierre joined the Iron Corps, he was proud of joining the army but he was confused by what he found.

Explain **two** reasons for his confusion, using evidence from the text to support your answer.

2d

3 marks

- 6 Look at paragraph 2, beginning “*Something didn’t add up.*”

Tick **two** reasons why the military command were optimistic.

The Iron Corps was famous.

Something didn’t add up.

There had been heavy casualties.

The French armies had been reorganised.

The British had increased the size of their forces.

2b

1 mark

Name:	Class:	Date:
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7 What evidence is there in the text to show that the Russians were fighting on the same side as the French?

2d

1 mark

8 Compare the report from the military command with the expectations of the men of the 20th Infantry.

2h

2 marks

9 Which of the following would be the most suitable summary of the narrator's attitude?

Tick **one**.

He didn't like being part of the 20th Infantry.

He thought his colleagues were cowards.

He didn't like his commanding officer.

He wanted to believe that the war would soon be over.

2c

1 mark

Practice text: World War I: A Young Boy's Story

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. Look at paragraph 1, beginning "When I joined".</p> <p>Why does the author use the word "veterans" to describe Pierre's colleagues in the Iron Corps?</p>	So that the reader understands that they had already fought in several battles.	2g 1 mark	<p><i>Question focus: identify how meaning is enhanced through choice of words and phrases.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the paragraph indicated, scanning the text for the word "veterans". Carefully read the sentence, considering what the word means in this context.
<p>2. Look at paragraph 1, beginning "When I joined".</p> <p>Which word is "gaunt" closest in meaning to?</p> <p>Tick one.</p> <p><input type="checkbox"/> dirty</p> <p><input type="checkbox"/> healthy</p> <p><input type="checkbox"/> smiling</p> <p><input type="checkbox"/> thin</p>	thin	2a 1 mark	<p><i>Question focus: explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the paragraph indicated, scanning the text for the word "gaunt". Carefully read the sentence, considering what the word means in this context and comparing it to each of the options given.
<p>3. Why do you think the soldiers didn't want to talk about what going into battle was like?</p>	Accept an answer that recognises the following. They didn't want to think about it./It was too horrible to describe.	2d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Think about where in the text you will find the relevant information. Skim-read that part of the text to get the overall gist of it. Carefully read the paragraph, considering the question.

<p>4. Look at paragraph 2, beginning “<i>Something didn’t add up.</i>” Find and copy one word that tells you that the military command is saying they think they will win the war.</p>	<p>“victorious”</p>	<p>2a 1 mark</p>	<p><i>Question focus: explain the meaning of words in context.</i> Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the paragraph indicated, looking for a word that implies winning the war. Carefully read the sentence to confirm what the word means in this context.
<p>5. When Pierre joined the Iron Corps, he was proud of joining the army but he was confused by what he found. Explain two reasons for his confusion, using evidence from the text to support your answer.</p>	<p>Acceptable points: There was a conspiracy of silence.</p> <ul style="list-style-type: none"> The others wouldn’t talk about the war. They wouldn’t tell him what it was like to go into battle. They told him he’d find out for himself soon enough. <p>Pierre thought the veterans would be proud of what they’d achieved, but they weren’t.</p> <ul style="list-style-type: none"> They looked old and gaunt. They didn’t talk about the war. <p>The newspapers and military command were optimistic but the men were cynical.</p> <ul style="list-style-type: none"> The commander snorted when Pierre asked him about the war being over by Christmas. He said he thought the war would take another 10 years. 	<p>2d 3 marks</p>	<p><i>Question focus: explain and justify inferences with evidence from the text.</i> Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the text to get an overall impression of Pierre’s experiences, then scan the text looking for where you might find evidence. Carefully read the sentences you identified, looking for evidence to support your ideas. <p>Award 3 marks for two acceptable points, one with evidence. Award 2 marks for either two acceptable points or one acceptable point with evidence. Award 1 mark for one acceptable point.</p>
<p>6. Look at paragraph 2, beginning “<i>Something didn’t add up.</i>” Tick two reasons why the military command were optimistic.</p> <p><input type="checkbox"/> The Iron Corps was famous.</p> <p><input type="checkbox"/> Something didn’t add up.</p> <p><input type="checkbox"/> There had been heavy casualties.</p> <p><input type="checkbox"/> The French armies had been reorganised.</p> <p><input type="checkbox"/> The British had increased the size of their forces.</p>	<p>The French armies had been reorganised. The British had increased the size of their forces.</p>	<p>2b 1 mark</p>	<p><i>Question focus: identify key details from fiction.</i> Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the paragraph indicated. Read the options given in the question and reread the paragraph, matching the options to the information in the text. <p>Award 1 mark for both correct answers.</p>

<p>7. What evidence is there in the text to show that the Russians were fighting on the same side as the French?</p>	<p>We are told that the Germans have to fight on two fronts: the Russians in the east and the French ("ourselves") in the west.</p>	<p>2d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i> Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Think about where in the text you'll find the relevant information. • Skim-read that part of the text to get the overall gist of it. • Carefully read the paragraph, considering the question.
<p>8. Compare the report from the military command with the expectations of the men of the 20th Infantry.</p>	<p>The military command is optimistic that the war will be over by the end of 1915; the men are more cynical and think it will take longer.</p>	<p>2h 2 marks</p>	<p><i>Question focus: make comparisons within the text.</i> Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim-read the text twice: once when considering the report from the military command; once when considering the expectations of the men. • Read carefully the part of the text you identify as relevant. • Remember to include expectations from both groups in your answer. <p>Award 1 mark for recognition of the military command's report and 1 mark for the expectations of the men.</p>
<p>9. Which of the following would be the most suitable summary of the narrator's attitude? Tick one.</p> <p><input type="checkbox"/> He didn't like being part of the 20th Infantry.</p> <p><input type="checkbox"/> He thought his colleagues were cowards.</p> <p><input type="checkbox"/> He didn't like his commanding officer.</p> <p><input type="checkbox"/> He wanted to believe that the war would soon be over.</p>	<p>He wanted to believe that the war would soon be over.</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i> Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim-read the text, considering each of the statements separately. • Tick the statement that best matches your understanding of the text.

At Last the Jousts Begin!/Boudicca, Bringer of Victory

Richard Platt and Chris Riddell/Kate Ruttle

Key text features

Both texts are examples of historical non-fiction – the narrative is used to present events that are based on known historical facts.

- The Teaching text is an extract from a fictional diary of a medieval page who lives with his uncle, who is a knight. It is an extract from *Castle Diary* by Richard Platt.
- The Practice text is an account of the war leader, Boudicca, encouraging the native tribes to attack the Roman capital of Camulodunum (Colchester).

Reading the Teaching text: *At Last the Jousts Begin!*



- Ask the children to use the title to predict what the text will describe. Have they seen pictures of a joust or watched one on TV? Ask them to share their ideas.
- Access the Interactive Modelling Software for this unit. Read the extract aloud.
- After reading the text, talk about the language used. Can the children identify any examples of archaic language?
- Challenge the children to find other evidence that this text is not describing something occurring in the modern world.
- Read the extract again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 70–71).

Reading the Practice text: *Boudicca, Bringer of Victory*

- Before they read the text, ask the children if they have heard of Queen Boudicca. Allow those who have to share their ideas with others. Clarify that she was a ruler of native tribes in the east of England at the time when the Romans ruled much of England.
- Once they have read the narrative, remind the children that they are now going to work independently to practise strategies introduced during the teaching session.

Moving into writing

- Reread *At Last the Jousts Begin!* and help the children to identify features of diaries and blogs.
- Choose an event from period of history you have studied as a class and either identify or create a character.
- Over a period of a month or so, ask different pairs of children to add to a diary for the character and event you have chosen. Encourage the children to do additional research to ensure that the information is historically relevant and links back to what previous pairs have written.
- At the end of the time, share the diary with the entire class and critique it together as a whole.
- Encourage the children to write their own diary entries for the character and event.

Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

Q1: What is being celebrated today?

A1: The feast of St George is being celebrated.

Strategy: Ask the children to listen carefully to the beginning of the text.

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Q2: Do you think the diary writer is an adult or a child? Explain your answer.

A2: The writer is a child – since he was allowed to watch and help. One clue is that he is watching his uncle joust. Another is in his use of language.

Strategy: Replay the entire text while the children listen for words, phrases and ideas.

.....

Q3: Who won the joust?

A3: The narrator's uncle won the joust.

Strategy: Before you replay the text, ask the children what they remember from the text.

Extending reading

Charles Dickens: England's Most Captivating Story-teller – Catherine Wells-Cole

Shakespeare: His Work and his World – Michael Rosen

Titans of Business: Steve Jobs – Nick Hunter

Teaching text: At Last the Jousts Begin!

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. How does the writer help the reader to understand that this text is set in the past? Give two examples.</p>	<p>Use of old-fashioned language (e.g. “<i>This being the feast day of Saint George, the whole castle was astir</i>”; strange spoken words (e.g. “<i>ALAS</i>”, etc.).</p> <ul style="list-style-type: none"> Descriptions of old-fashioned events (e.g. “<i>jousts</i>”, “<i>combat</i>”). Reference to old-fashioned types of people (e.g. “<i>knights</i>”, “<i>heralds</i>”, “<i>smith</i>”). The book’s title – Castle Diary: most people don’t live in castles today. 	<p>2f 2 marks</p>	<p>Question focus: explain how information is related and contributes to meaning as a whole.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the text, considering the question. Scan the text to identify words and phrases that you can use as examples. <p>Award 1 mark for each example given, up to a total of 2 marks.</p>
<p>2. Why does the writer focus on this particular joust rather than a different one?</p>	<p>This is a diary, so the writer is focusing on what is important to him. One of the combatants in this joust is his uncle.</p> <p>Also accept:</p> <ul style="list-style-type: none"> He liked jousts. It had a funny ending. It was the only joust he had been to. 	<p>2d 1 mark</p>	<p>Question focus: make inferences from the text.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the text, considering the question. Consider what you know about the text type.
<p>3. “<i>The sunlight danced on their shiny helmets, and on the bright colours of the families’ arms blazoned on their shields and armour.</i>” (paragraph 4)</p> <p>(a) In this sentence, the word “<i>danced</i>” has the same meaning as which word in the list below? Choose one.</p> <p><input type="checkbox"/> twirled <input type="checkbox"/> jumped <input type="checkbox"/> reflected <input type="checkbox"/> frolicked</p> <p>(b) What is the effect of using this word?</p>	<p>(a) reflected (b) It contributes to creating an atmosphere that is bright and light-hearted.</p>	<p>2a/2g 2 marks</p>	<p>Question focus: give the meaning of words in context/explain how meaning is enhanced through choice of words and phrases.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Read the options that describe the word and choose the best one. Read the paragraph slowly and accurately, considering the impact of the word. <p>Award 1 mark for each correct answer.</p>
<p>4. Why wasn’t the uncle present when it was announced that he had won his joust?</p>	<p>He was (in the armoury) having his helmet removed.</p>	<p>2b 1 mark</p>	<p>Question focus: retrieve information.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text this information is likely to be found. Skim-read the text to find the relevant part. Carefully read the appropriate paragraph(s). Use words from the text in your answer.

<p>5. Number these notes to show the order of events in a joust. Two are done for you.</p> <p>horses spurred one knight topples turned at 300 paces knights to end of lists lances clash on shields "Laissez aller" ceremony</p> <p>1</p>	<p>2c</p> <p>1 mark</p>	<p>5 7 3 2 6 4 1</p> <p>horses spurred one knight topples turned at 300 paces knights to end of lists lances clash on shields "Laissez aller" ceremony</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in a text you will find the information. Carefully read all the events in a joust, numbering the notes as you come to relevant information. Check your answer carefully. <p>Award 1 mark for all answers correct.</p>
<p>6. Do you think the narrator has seen many jousts before? Give two reasons for your answer, using evidence from the text.</p>	<p>2d</p> <p>3 marks</p>	<p>No. In his diary, he writes about this joust in great detail, which he wouldn't do if he had seen lots of them: "When they were some 300 paces apart they turned to face each other"; "The sunlight danced on their shiny helms".</p> <p>He was impressed by what he saw: "The sunlight danced on their shiny helms, and on the bright colours of the families, arms emblazoned on their shields and armour."; "snorting horses galloped faster and faster".</p> <p>He wants to emphasise what a hero his uncle is: "the watchers cried "HUZZAH!" when my uncle stayed on his horse and knocked Sudbury to the ground."; "Three times my uncle toppled Sudbury"; "he quickly rose to his feet and raised his iron glove to still the hubbub".</p> <p>Yes. He knows many words to describe the jousts such as "LAISSEZ ALLER"; "the Lists"; "HUZZAH".</p> <p>He knows a lot of facts about jousts: "they start when they are 300 paces apart."</p> <p>He recognised that the knights were trying hard: "the bouts were keenly fought".</p> <p>Everyone goes to the jousts, so he would have been to them too: "Everyone from the castle (and the village folk besides) gathered eagerly to watch".</p>	<p><i>Question focus: explain and justify inferences with evidence from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the text to get an overall impression of the narrator's experience, then scan the text looking for where you might find evidence. Carefully read the sentences you identified, looking for evidence to support your ideas. <p>Award 3 marks for two acceptable points, one with evidence. Award 2 marks for either two acceptable points or one acceptable point with evidence. Award 1 mark for one acceptable point.</p>

Boudicca, Bringer of Victory

- 1 Boudicca, bringer of victory and queen of the Icini people, stood on the broad back of her war horse and gazed at the assembled warriors. In answer to her summons, they had travelled from tribes across the land to join her war host. As the sun rose above the low hill behind her, she raised her bronze shield and was bathed in its golden reflection.
- 6 “Warriors of the tribes,” she began, “I welcome your presence here today. For too long our tribes have been under the heel of Rome. The Romans came to our land uninvited. They came to plunder our silver mines and when they didn’t find treasure enough in the mines, they have taken it from our people. We work our land now to pay a tax to Rome. Only after we have paid our taxes can we benefit from our toil to feed our families and our tribes.”
- 12 The warriors thumped the ends of their spears gently on the ground to show their agreement. They knew that Roman spies would be sleeping nearby and didn’t want to waken them.
- 15 “But worse than that, my friends,” continued Boudicca, “the slavers are coming. These brutes come to capture and enslave our children – our strength, our future. Our children will be displayed in the slave market in Rome and bartered for, like cattle. Their Roman masters will raise them to forget their culture, their language and their heritage.”
- 20 The outraged warriors forgot to be wary of Roman scouts and roared their anger.
- 22 “But today, we ride to take back our future,” called the war leader of the massed tribes. She waited for the shout of approval to lessen, then continued, “Paullinus, the Roman governor, has left his capital city at Camulodunum and marched his troops to the west. He decided to leave only one legion to rule the eastern tribes. Today, he will regret that decision. First, we ride to take Camulodunum. Then we will drive Rome from these shores!”
- 28 This time, the noise of the celebrating warriors reverberated around the valley and beyond. The crows, shrieking their protest as they were startled from their roosts, added to the cacophony as the men and women shouted their loyalty. They hit their swords against the wood, leather and metal of their shields. Eventually, the noise came together in a shared chant, “Boudicca! BOU-dic-ca! BOU-DIC-ca! BOU-DIC-CA!!” She who gave the tribes confidence. She who was their champion. She who would lead them against Rome. And win!

Name:	Class:	Date:
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1 Where was Boudicca when she talked to the warriors?

2 Why do you think Boudicca waited for the sun to rise before she started speaking?

3 *“For too long our tribes have been under the heel of Rome.”*
Which of the following is closest in meaning to *“under the heel of Rome”* in this sentence? Tick **one**.
 helping Romans to build roads and buildings ruled and controlled by the Romans
 lying in the streets for the Romans to walk over us wearing Roman clothes and shoes

4 a) According to Boudicca, why did the Romans come to Britain?

b) Did their plans succeed? Explain your answer.

5 *“Their Roman masters will raise them to forget their culture, their language and their heritage.”*
What is the impact of adding *“their language and their heritage”* instead of stopping after *“culture”*?

6 *“But today, we ride to take back our future.”*
Suggest **two** things Boudicca may be referring to when she talks of *“our future”*.

7 How are the warriors’ responses different at the beginning of Boudicca’s speech and at the end of it?

8 Find and copy three different groups of words used to describe Boudicca.

9 Tick **one** box in each row to show whether each statement is **true** or **false**.

	True	False
The warriors of the tribes were all men.	<input type="checkbox"/>	<input type="checkbox"/>
Slavers wanted to capture children.	<input type="checkbox"/>	<input type="checkbox"/>
The tribespeople had to pay taxes to Rome.	<input type="checkbox"/>	<input type="checkbox"/>
Paullinus has already been captured by Boudicca.	<input type="checkbox"/>	<input type="checkbox"/>

2b

1 mark

2d

1 mark

2a

1 mark

2b

2 marks

2g

1 mark

2f

2 marks

2h

1 mark

2b

1 mark

2b

2 marks

Practice text: Boudicca, Bringer of Victory

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Where was Boudicca when she talked to the warriors?	Accept any of: <ul style="list-style-type: none"> • on the back of her horse • in a valley • near Camulodunum 	2b 1 mark	<p><i>Question focus: retrieve information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text to look for the answer. • Carefully read the paragraph to find the information you need. • Do not just use your existing general knowledge. Check in this text.
2. Why do you think Boudicca waited for the sun to rise before she started speaking?	Accept either of: <ul style="list-style-type: none"> • so she could be bathed in its reflection • so she was lit up by it 	2d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text to look for the information. • Carefully read the relevant paragraphs.
3. "For too long our tribes have been under the heel of Rome." Which of the following is closest in meaning to "under the heel of Rome" in this sentence? Tick one . <input type="checkbox"/> helping Romans to build roads and buildings <input type="checkbox"/> lying in the streets for the Romans to walk over us <input type="checkbox"/> ruled and controlled by the Romans <input type="checkbox"/> wearing Roman clothes and shoes	ruled and controlled by the Romans	2a 1 mark	<p><i>Question focus: explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text you will find the idiom and scan that part of the text. • Carefully read the sentence containing the idiom and the following sentences, considering the meaning of the idiom. • Read the options given in the questions and reread the sentence, thinking about the meaning.
4. (a) According to Boudicca, why did the Romans first come to Britain? (b) Did their plans succeed? Explain your answer.	(a) to plunder silver. (b) No. There wasn't enough silver. Also accept: Yes. They could make money from taxing the people instead.	2b 2 marks	<p><i>Question focus: retrieve information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text to look for the answer to part (a). • Carefully read the paragraph to find the information you need. • Consider where in the text to look for the answer to part (b). • Carefully read the paragraph to find the information you need. • Do not just use your existing general knowledge. Check in this text.

<p>5. "Their Roman masters will raise them to forget their culture, their language and their heritage." What is the impact of adding "their language and their heritage" instead of stopping after "culture"?</p>	<p>Accept answers that recognise the additional words add emphasis. E.g.</p> <ul style="list-style-type: none"> It gives more information than just "their culture" would. It makes the listeners think more about what she is saying. 	<p>2g 1 mark</p>	<p><i>Question focus: identify how meaning is enhanced through choice of words and phrases.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for the quotation in the question. Reread the paragraph, considering the impact of these words.
<p>6. "But today, we ride to take back our future." Suggest two things Boudicca may be referring to when she talks of "our future".</p>	<p>Accept two of the following.</p> <ul style="list-style-type: none"> Stopping the slavers from taking the children. Driving the Romans from the land. The tribes having control over their own lands. The future of the tribes' language, culture and heritage. <p>Do not accept reference to rescuing those who have already been taken as slaves.</p>	<p>2f 2 marks</p>	<p><i>Question focus: identify how narrative content is related and contributes to meaning as a whole.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text, looking for the sentence. Carefully read the paragraph, considering the question. Identify two ideas that could be described as "our future".
<p>7. How are the warriors' responses different at the beginning of Boudicca's speech and at the end of it?</p>	<ul style="list-style-type: none"> At the beginning, they did not want to wake Roman spies; at the end, they did not care. At the beginning, the warriors thumped their spears on the ground; at the end, they hit their swords against their shields. At the beginning, they were just listening; at the end, they were shouting and chanting. 	<p>2h 1 mark</p>	<p><i>Question focus: make comparisons within the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for the parts where Boudicca is not speaking and carefully read the warriors' responses. Consider what you can compare and what changes from the beginning.
<p>8. Find and copy three different phrases used to describe Boudicca.</p>	<p>Accept any three of the following.</p> <ul style="list-style-type: none"> "bringer of victory" "queen of the Icini people" "the war leader of the massed tribes" "She who gave the tribes confidence." "She who was their champion." "She who would lead them against Rome. And win!" 	<p>2b 1 mark</p>	<p><i>Question focus: retrieve and record information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text looking for different ways of describing people. Consider whether each description refers to Boudicca. Check you have included three different descriptions.
<p>9. Tick one box in each row to show whether each statement is true or false.</p> <p>The warriors of the tribes were all men. Slavers wanted to capture children. The tribespeople had to pay taxes to Rome. Pauullinus had already been captured by Boudicca.</p>	<p>The warriors of the tribes were all men. Slavers wanted to capture children. The tribespeople had to pay taxes to Rome. Pauullinus had already been captured by Boudicca.</p> <p style="text-align: right;">F T T F</p>	<p>2b 2 marks</p>	<p><i>Question focus: identify key details from non-fiction.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for information about each of the statements separately. Carefully reread the text and each of the options, and check whether the options in the questions match the information given in the text.

A Magnetic Compass/First Aid

Kate Ruttle

Key text features

Both texts are explanations of how something works and include some instructional language.

- The Teaching text explains how magnetic compasses work and gives brief instructions on how to use them.
- The Practice text gives instructions for some basic first aid procedures.

Reading the Teaching text: *A Magnetic Compass*



- Ask the children to use the title to predict what the text will be about. Have they seen a magnetic compass? Have any of them used a compass? Ask them to share their experiences. Give them opportunities to explore magnetic compasses or go online to see one at work (e.g. at http://www.digitalarena.co.uk/teach/virtual_compass/index.htm).
- Before reading the text, ask the children to list features of explanatory and instructional texts.
- Access the Interactive Modelling Software for this unit. Read the extract aloud.
- Read the extract again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 78–79).

Reading the Practice text: *First Aid*

- Ask the children if any of them are trained as first aiders or have first aid badges from other organisations. Encourage them to share their experiences.
- Talk about the meaning of the idea of 'first aid' as meaning something like early or basic help.
- Once they have read the text, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

Moving into writing

- Reread the instructions for a magnetic compass. Ask the children to use different colours to highlight information about the compass and instructions on how to use it.
- In pairs, ask the children to discuss and evaluate their latest experiences in computer coding.
- Ask them to jot down ideas of what they wish they had known about coding before they came into your class.
- In groups, encourage them to plan a brief instruction guide for next year's class, telling them the most important information they will need to know. You could encourage them to use the compass extract as a model if they wish.
- Once the children have written their first draft, encourage them to work with a response partner to improve the clarity of their instructions.

Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

Q1: Why is a compass so important for sailors?

A1: It allows them to navigate, especially when the weather is cloudy.

Strategy: Do the children remember where in the text they will find the answer to this question? Can they answer from memory?

Q2: Which direction does the compass always point to?

A2: North

Strategy: Ask the children to say the answer to the question before they listen to the text again.

Q3: What additional information do you hope you will gain when you see the text?

A3: Discuss all answers, which may focus on visual information, diagrams or the ability to reread the text to establish the order of events.

Strategy: Discuss the children's responses and talk about strategies for finding the answers.

Extending reading

Careers That Save Lives: Paramedic – Louise Spilsbury

Expedition to the Arctic – Alex Woolf

How to Design the World's Best Robot – Paul Mason

Cool Stuff to Grow – Stephanie Turnbull



Teaching text: A Magnetic Compass

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. Why do you think the writer included diagrams at the beginning of this text?</p>	<ul style="list-style-type: none"> • Pictures are easier to understand than words. • They show you everything you need to know in one place. • The labels tell you what the parts of the compass are called. 	2f 1 mark	<p><i>Question focus: explain how the information is related and contributes to meaning.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Carefully read the text surrounding the diagrams.
<p>2. What is the main purpose of this text?</p> <p>Choose one.</p> <p><input type="checkbox"/> to explain what N, S, E and W mean and where they are</p> <p><input type="checkbox"/> to introduce the reader to map reading</p> <p><input type="checkbox"/> to help the reader understand how compasses work</p> <p><input type="checkbox"/> to tell the reader the name of all the parts of a compass</p>	<p>to help the reader understand how compasses work</p>	2c 1 mark	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim-read the whole text, considering the question. • Reread the options given.
<p>3. After the introductory paragraph, the text has headings to divide it into two sections. Write three ways in which the first section is different from the second section.</p>	<p>Possible answers include the following.</p> <ul style="list-style-type: none"> • Each section begins with a number. • No paragraphs are used in instructions. • Each instruction begins with a command (imperative) verb; the sentences in the information section begin with other parts of speech. • The instructions do not expect to give new information – they tell you how to use the compass. • The information part of the text is chattier than the instructions. 	2h 1 mark	<p><i>Question focus: make comparisons within the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim-read each of the sections, looking for things that are different. • Look for differences in the language and layout as well as the purpose.
<p>4. Why did the writer tell the reader to “think” and “imagine” in this section?</p> <p>“Think of the planet Earth. Now imagine that it has an enormous bar magnet hidden inside it” (paragraph 2).</p>	<p>The writer is helping the reader to make a mental image (of what is quite a difficult concept).</p>	2g 1 mark	<p><i>Question focus: identify how meaning is enhanced by choice of words and phrases.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text for the paragraph opener in the question. • Carefully read the whole paragraph. • Consider why the author began the paragraph with instructions to make a mental image.

<p>5. Match the technical term with its description.</p> <p>needle show direction of travel housing movable ring which lists directions baseplate magnet arrows always points north red part of goes underneath the needle compass</p>	<p>needle show direction of travel housing movable ring which lists directions baseplate magnet arrows always points north red part of goes underneath the needle compass</p>	<p>2b 1 mark</p>	<p><i>Question focus: retrieve and record information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text for examples of technical language. • Carefully read the information surrounding each instance of technical vocabulary to identify the meaning. • Draw lines to show the best match with the options given in the answer.
<p>6. Explain how the opening paragraph tries to interest the reader. Give examples from the text to support your ideas.</p>	<ul style="list-style-type: none"> • The opening paragraph introduces the topic in a chatty way, e.g. “<i>which is fine when the weather is clear, but is of no use if it’s raining</i>”. This makes the topic seem interesting. • The paragraph ends with a question – “<i>But why?</i>” – to encourage the reader to read on. • The opening paragraph gives information about when the compass was invented “<i>by the Chinese in the 11th century</i>”, which is interesting. 	<p>2f 2 marks</p>	<p><i>Question focus: identify how information contributes to meaning as a whole.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Carefully reread the opening paragraph, considering the question. • Think about the way the writer has used language and ideas to interest the reader. • Skim-read the rest of the text to create the overall context. • Remember to give examples from the text to illustrate and support your ideas.

First Aid

- 1 Have you ever thought of training to be a first aider? First aid is about keeping yourself and those about you safe. It includes being alert to signs of danger as well as helping others to feel better, getting help and even saving lives. Adults and children can learn, and give, first aid.
- 4 If someone has a burn, a sprain, an accident or is suddenly taken ill, they need help fast – and that is the point of first aid: you are the first person to help someone. They may need other help too, but the first aider makes sure that the injury or illness doesn't get worse.

7 **First aid for burns**

- Stop the burn from getting worse by stopping the cause of the burn.
- Remove any clothing or jewellery near the area of the burn.
- Cool the burn with lukewarm running water for 20 minutes. Do not apply ice.
- Cover with cling film or a plastic bag to prevent it from becoming infected.
- Treat the pain with a painkiller, such as ibuprofen, which is appropriate for the person's age.
- Elevate the burn by lifting it above the level of the heart to reduce swelling.

14 **First aid for nosebleeds**

Most nosebleeds are not serious and can be safely treated at home.

- Sit the patient down and get them to compress the soft part of their nose by firmly pinching it just above the nostrils for 10–15 minutes.
- Tell the patient to lean slightly forward and to breathe through their mouth.
- Place an ice pack on the bridge of the nose – the hard part at the top of the nose.
- Don't allow the patient to lie down. Sitting up discourages further bleeding.

21 **First aid for an asthma attack**

People who are asthmatic should carry their preventative inhaler (usually blue) with them at all times so they can manage their asthma before it becomes an asthma attack. However, if they do have an asthma attack, take the following action.

- Give the patient one or two puffs of their inhaler.
- Ask them to sit down and take slow, steady breaths.
- If the patient doesn't start to feel better, give one puff of the inhaler every two minutes. They can have up to 10 puffs. Between puffs, continue with slow, deep breaths.
- When they recover, tell the patient to make an appointment to see their GP within 48 hours.
- If the patient has not started to recover after 20 minutes, phone 999.

31 **First aid for a sprain or strain**

Sprains and strains are common in children. Strains are injuries to muscles as a result of overstretching; sprains involve a stretch or partial tear of the ligament or tendon.

Think **PRICE** for the first 48 hours.

Protect the injured limb or joint so that no further damage can be done.

Rest the injured part until it is less painful.

Ice – wrap an ice pack or a pack of frozen vegetables in a towel and place over the injured part immediately. Continue for no more than 20 minutes at a time, four to eight times a day.

Compression – support the injured part with an elastic compression bandage (e.g. Tubigrip) for at least two days.

Elevation – raise the injured part above heart level to decrease swelling.

Drugs such as age-appropriate ibuprofen can be used to help manage the pain.

After you have given any first aid, you should inform a responsible adult.

Name:	Class:	Date:
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1 Circle the correct option to complete each sentence.

a) First aid is about keeping everyone:

healthy safe well happy

b) The first aider makes sure the injury:

gets better doesn't get worse is treated in hospital is iced

2 "*compress the soft part of the nose*"

Which of the following is closest in meaning to the word "*compress*" in this sentence? Tick **one**.

shrink ice pack

squeeze wrap

3 Draw lines to match the injury with the advice.

burns	deep breaths
nosebleed	cover with cling film
asthma attack	PRICE
sprain	lean forward

4 In the advice about sprains and strains, why are you asked to "*think PRICE*"?

5 Read the advice about treating burns and treating strains and sprains. List **two** things that are the same.

6 Why do you think it is important to be trained before you do first aid?

7 Find and copy **one** clause or sentence from the text that explains what the whole text is about.

8 Find and copy **two** examples where the writer uses a word then tells you what it means.

9 Explain how the opening paragraphs try to interest the reader. Give examples to support your ideas.

2b

1 mark

2a

1 mark

2b

1 mark

2g

1 mark

2h

1 mark

2d

1 mark

2c

1 mark

2g

2 marks

2f

3 marks

Practice text: First Aid

Cracking the questions

Question	Answer	CD/mark	Useful strategies
<p>1. Circle the correct option to complete each sentence.</p> <p>(a) First aid is about keeping everyone: healthy safe well happy</p> <p>(b) The first aider makes sure the injury: gets better doesn't get worse is treated in hospital is iced</p>	<p>(a) safe</p> <p>(b) doesn't get worse</p>	<p>2b</p> <p>1 mark</p>	<p>Question focus: retrieve and record information.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the information for each part of the question. Carefully read the relevant paragraphs.
<p>2. "compress the soft part of the nose"</p> <p>Which of the following is closest in meaning to the word "compress" in this sentence? Tick one.</p> <p><input type="checkbox"/> shrink <input type="checkbox"/> squeeze</p> <p><input type="checkbox"/> ice pack <input type="checkbox"/> wrap</p>	<p>squeeze</p>	<p>2a</p> <p>1 mark</p>	<p>Question focus: explain the meaning of words in context.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you will find the sentence and scan that part of the text. Carefully read the sentence containing the word, and the following sentences, considering the meaning of the word. Read the options given in the question and reread the sentence thinking about the meaning of the word.
<p>3. Draw lines to match the injury with the advice.</p> <p>burns deep breaths</p> <p>nosebleed cover with cling film</p> <p>asthma attack PRICE</p> <p>sprain lean forward</p>	<p>burns — deep breaths</p> <p>nosebleed — cover with cling film</p> <p>asthma attack — PRICE</p> <p>sprain — lean forward</p>	<p>2b</p> <p>1 mark</p>	<p>Question focus: retrieve and record information.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the sections about giving first aid, matching each type of injury with the appropriate advice.
<p>4. In the advice about sprains and strains, why are you asked to "think PRICE"?</p>	<p>Accept an answer that recognises that acronyms like this are useful tools for remembering the order. E.g. So the first letter of the words reminds you what to do.</p>	<p>2g</p> <p>1 mark</p>	<p>Question focus: identify how meaning is enhanced through choice of words and phrases.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Reread the paragraph about strains and sprains, considering the question. Think about the impact on you of the author's decision.
<p>5. Read the advice about treating burns and treating strains and sprains. List two things that are the same.</p>	<ul style="list-style-type: none"> elevation give ibuprofen 	<p>2h</p> <p>1 mark</p>	<p>Question focus: make comparisons within the text.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read both sections mentioned. Underline the words and phrases that are shared. Identify advice that is different.

<p>6. Why do you think it is important to be trained before you do first aid?</p>	<p>Accept answers that recognise any of the following.</p> <ul style="list-style-type: none"> so you don't make mistakes so you don't panic so you know what to do so you give the right help 	<p>2d 1 mark</p>	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the whole text, considering the question. Scan for mention of training and carefully read the surrounding text each time.
<p>7. Find and copy one clause or sentence from the text that explains what the whole text is about.</p>	<p>Accept any of:</p> <ul style="list-style-type: none"> "Have you ever thought of training to be a first aider?" "First aid is about keeping yourself and those about you safe." "Adults and children can learn, and give, first aid." "the first aider is there first to make sure that the injury or illness doesn't get worse." 	<p>2c 1 mark</p>	<p><i>Question focus: summarise ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you are most likely to find the answer. Carefully read those parts of the text, underlining words and phrases that explain the overall meaning of the text.
<p>8. Find and copy two examples where the writer uses a word then tells you what it means.</p>	<p>Any two of:</p> <ul style="list-style-type: none"> "compress the soft part of their nose by firmly pinching it ..." "elevate the burn by lifting it to above the level of the heart" "the bridge of the nose – the hard part at the top of the nose" "Strains are injuries to muscles as a result of overstretching" "sprains involve a stretch or partial tear to a ligament or tendon". <p>Also accept:</p> <ul style="list-style-type: none"> "preventative inhaler (usually blue)" "elastic compression bandage (e.g. Tubigrip)". 	<p>2g 2 marks</p>	<p><i>Question focus: identify how meaning is enhanced through choice of words and phrases.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text looking for words that are explained. Consider why the author chose to explain those words and not other difficult words. How do the explanations of those words help you? Choose two examples to quote in your answer.
<p>9. Explain how the opening paragraphs try to interest the reader. Give examples to support your ideas.</p>	<p>Accept answers recognising the emphasis on first aid saving lives.</p> <ul style="list-style-type: none"> "and even saving lives" 	<p>2f 3 marks</p>	<p><i>Question focus: explain how information is related and contributes to meaning as a whole.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider which part of the text you will need to read to find the information you need. Carefully read that part of the text. Identify words and phrases from the text you can use to support your answer.

The Right Not to Work/The Right to an Education

Kate Ruttle

Key text features

Both texts are information texts related to the United Nations Convention on the Rights of the Child.

- The Teaching text is called *The Right Not to Work*. It discusses child labour.
- The Practice text is called *The Right to an Education*. It discusses access to education, particularly in poorer countries.

Reading the Teaching text: *The Right Not to Work*



- Introduce the text by asking the children to think-pair-share what they know about child labour. What do the words mean? What do they know about where and why children have to work?
- Tell them the title of the text. What do they think it will be about?
- Access the Interactive Modelling Software for this unit. Read the extract aloud. Ask the children if they think their predictions were accurate.
- Read the extract again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 86–87).

Reading the Practice text: *The Right to an Education*

- Introduce the text by asking the children what they learned from reading the Teaching text and what they think this Practice text will be about.
- Once they have read the text, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

Moving into writing

- As a class, explore websites that relate to different aspects of the United Nations Convention on the Rights of the Child.
- Identify some of the rights that the children think are the most important to them.
- Organise children into groups, according to which of the rights they think are the most important. Within their groups, ask children to reflect on whether they think they have the rights, and how they benefit from them if they do. Let the children research the implications of not having those rights and find out where in the world those rights cannot be assumed.
- Revisit the Teaching and Practice texts and discuss how they are organised.
- Give children the opportunity to work in pairs to plan ideas for a similar text on their chosen right.
- Once they have planned and talked through their ideas, ask the children to write the text.

Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

Q1: What does UNCRC stand for?

A1: United Nations Convention on the Rights of the Child

Strategy: Listen carefully for the initials and then listen to the text again, listening for the full name of the document.

Q2: Give a reason from the text that children go out to work.

A2: To help to feed their families

Strategy: Think about where in the text you might find the reason. Listen carefully to that part of the text, listening for reasons, not facts.

Q3: List **three** things that you or your family might buy that may involve child labour.

A3: Accept any three answers from the text, e.g. clothes, footballs, trainers, bananas, flowers, cocoa, fruit, vegetables.

Strategy: Listen to the whole text, considering the question. Jot down the products listed that you might buy.

Extending reading

Our World in Crisis series – Franklin Watts

Vote for Me – Louise Spilsbury

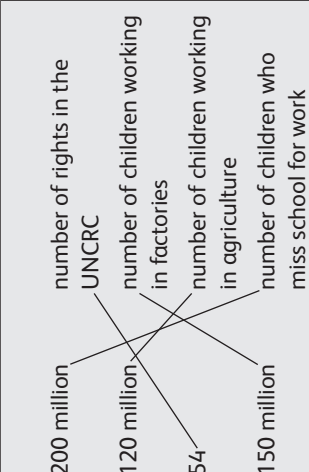
My Life, Your Head – Honor Head

Suffragettes and the Fight for the Vote – Sarah Ridley

I Have a Dream – Anita Ganeri

Teaching text: The Right Not to Work 

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. List four rights given in the text that are included in the UNCR.	Any four of: <ul style="list-style-type: none"> • to be safe • to make choices • to have shelter • to have clean water • to have time to play • to have time to go to school. 	2b 2 marks	<p><i>Question focus: retrieve and record information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text to look for the answer. • Carefully read the paragraph to find the information you need. • Do not just use your existing general knowledge. Check in this text. <p>Award 1 mark for two or three correct answers. Award 2 marks for four correct answers.</p>
2. In the phrase “ <i>child labour</i> ”, the word “ <i>labour</i> ” refers to what?	hard work	2a 1 mark	<p><i>Question focus: explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text to find the word in the question. • Carefully read that part of the text, thinking about what the word might mean. • Look at the options given in the question. Which word has the closest meaning?
3. Suggest one way in which a child who works in the mines might get hurt.	Accept answers that make sense in the context of the information given, e.g. answers linked to: <ul style="list-style-type: none"> • explosives • falling rocks • standing on/being hit by chips of rock • tunnels falling in • hurt by hammers/pickaxes. 	2d 1 mark	<p><i>Question focus: explain inferences.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Reread the relevant paragraph, looking for ideas you could include in your answer. • Consider types of injuries that might arise in these working conditions.
4. Match these numbers to their facts.	<p>200 million number of rights in the UNCR</p> <p>120 million number of children working in factories</p> <p>54 number of children working in agriculture</p> <p>150 million number of children who miss school for work</p> 	2b 1 mark	<p><i>Question focus: retrieve and record information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text for numbers and read around the numbers. • Draw lines to match the numbers to the facts.

5. The sentence beginning “If we buy cheap products which involve child labour” is used four times. Why has the writer repeated the same sentence?	The writer is emphasising the point/ wants readers to understand this point/ wants readers to know that they have a responsibility.	2g 1 mark	<p><i>Question focus: explain how meaning is enhanced through choice of words and phrases.</i></p> <p><i>Strategies:</i></p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text for the question and consider when and where it is used. • What is the impact on you of the repeated sentence?
6. What is the main message of this text?	We should all take action to stop child labour.	2c 1 mark	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p><i>Strategies:</i></p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Reread the text considering the answer. • Evaluate each of the options in the question – they are all true, but which one summarises the message of the whole text?

The Right to an Education

1 Children's rights

In 1989, governments around the world agreed to protect the rights of children and young people. The United Nations Convention on the Rights of the Child (UNCRC) lists 54 rights that all children have. These include important rights, for example the right to life and to the best possible health; the right to have a name and a nationality; the right to believe what you want to believe and to have privacy; the right to have time to relax and play, and time to go to school.

8 The right to an education

Articles 28 and 29 in the UNCRC say that every child has the right to an education, and this education should try to develop each child's personality, talents and abilities.

11 No chance to go to school

There are over 65 million primary-school-aged children in the world who can't go to school, so they may not have the opportunity to find out what they are good at. Many of these children are working to help to feed their families; others are homeless or are travelling with their families and trying to find a better or a safer place to live.

16 In some countries, children walk for over two hours to get to school. Children who live even further than that from their nearest school may never get the chance to go. Why might it matter if all these children don't go to school?

19 No resources

In some countries there may be buildings for schools, but no teachers. Or perhaps there is no water and no toilets. Or it may be there is no chalk or no blackboards for teachers to write on, or no paper or pencils for children to write with.

23 In these schools, books may be in short supply; 14 or 15 children may have to share the same maths book or there may be one reading book for the whole class to share.

25 In countries where there are a lot of poor people, one class may have up to 100 children of all ages sitting in the shade of a big tree, or crammed onto benches in a stuffy classroom. Do you think these children are receiving an education that develops their personality, talents and abilities?

29 Why is an education important?

We should all care that so many children aren't in school because, without an education, their talents may be wasted and they may never know what they are good at. The best way for poor countries to become richer is for their children to be educated.

33 Children who go to school and learn to read, write and do arithmetic are more likely to have better lives than children who don't go to school. Children who go to school become adults who are more likely to have jobs and are more likely to send their own children to school. In many countries around the world, school is seen as a privilege. Without education, people often don't have the chance to develop their personality, talents and abilities.

38 What can you do?

You are lucky. You can help others to have some of the same chances that you have by supporting your school's charitable fundraising days and ask that collections at events like class assemblies or school concerts go to education charities around the world.

42 You can also take your old clothes, books and toys to charity shops. The charities will either send them to schools in poorer countries, or sell the things and give the money to the schools. Find out about charities that you can support which work to get children around the world into a school, and that will help children to develop their personalities, talents and abilities.

Name: _____

Class: _____

Date: _____

- 1 List **four** rights from the text that are included in the UNCRC.

2b

1 mark

- 2 In the UNCRC, what is the purpose of education?

2b

1 mark

- 3 “*crammed onto benches in a stuffy classroom*” (paragraph 7). What is the impact of this kind of language in this text?

2g

1 mark

- 4 At the end of paragraph 7, the writer asks: “*Do you think these children are receiving an education that develops their personality, talents and abilities?*”

Use ideas and facts from the text to give and to explain your answer to the question.

2d

2 marks

- 5 “*In many countries around the world, school is seen as a privilege.*” (Paragraph 9)

In this sentence, what does the word “*privilege*” mean? Tick **one**.

- a special opportunity that should be valued a rule that only rich people can follow
 a talent or ability that everyone already has somewhere you go to meet your friends

2a

1 mark

- 6 In paragraph 10, why do you think the writer says “*You are lucky*”? Use ideas from the text in your answer.

2d

1 mark

- 7 Tick **one** message that is the same in the section called “***No chance to go to school***” and the section called “***Why is an education important?***”.

65 million children don’t go to school for very good reasons.

Children value school enough to walk for two hours to get there.

Children may have to work to feed their families.

Without education, children may not develop their talents.

- 8 Why do you think the author uses questions throughout this text?

2h

1 mark

2g

1 mark

- 9 What is the main message of this text? Tick **one**.

100 children in a class is too many.

People with no education can never have good lives.

We should all try to make sure that children can go to school.

You can help by taking your old books and toys to charity shops.

2c

1 mark

Practice text: The Right to an Education

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. List four rights from the text that are included in the UNCRC.	<p>Accept any four of:</p> <ul style="list-style-type: none"> to life to the best possible health to have a name to have a nationality to believe what you want to believe to have privacy to have time to relax and play to have time to go to school. 	2b 1 mark	<p><i>Question focus: retrieve and record information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Carefully read the paragraph to find the information you need. Don't just use your existing general knowledge. Check in this text.
2. In the UNCRC, what is the purpose of education?	to try to develop each child's personality, talents and abilities	2b 1 mark	<p><i>Question focus: retrieve and record information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text to look for the answer. Carefully read the paragraph to find the information you need Do not just use your existing general knowledge. Check in this text.
3. "crammed onto benches in a stuffy classroom" (paragraph 7) What is the impact of this kind of language in this text?	<p>Accept an answer that understands the language is emotive/biased/tries to evoke images. E.g.</p> <ul style="list-style-type: none"> It makes me feel sorry for the children. It helps me to understand what the rooms are like. It shows the text is biased. 	2g 1 mark	<p><i>Question focus: explain how meaning is enhanced through choice of words and phrases.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for the quotation and consider when and where it is used. What is the impact on you of this type of language?
4. At the end of paragraph 7, the writer ask: "Do you think these children are receiving an education which develops their personality, talents and abilities?" Use ideas and facts from the text to give and to explain your answer to the question.	<p>Accept an answer, based on the text, that recognises the limitations of the education on offer. E.g.</p> <p>No – in a class of 100 the teacher will not know the children well enough.</p> <p>No – children who are crammed on benches in a stuffy classroom will not be able to concentrate.</p> <p>No – if 14 children are sharing a maths book, they can't all be learning.</p>	2d 2 marks	<p><i>Question focus: explain and justify inferences with evidence from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Reread the relevant section of the text looking for ideas you could include in your answer. Identify a fact you could use, then think of an explanation as to why it is relevant. <p>Award 1 mark for an answer that uses facts and ideas from the text which state the limitations of the provision.</p> <p>Award 1 mark for an explanation as to what the potential impacts of the provision would be.</p> <p>Award 2 marks for an answer that both states the limitations and explains its potential impact.</p>

<p>5. "In many countries around the world, school is seen as a <i>privilege</i> (paragraph 9)." In this sentence, what does the word "<i>privilege</i>" mean? Tick one.</p>	<p>a special opportunity that should be valued</p>	<p>2a 1 mark</p>	<p><i>Question focus: explain the meaning of words in context.</i> Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text to find the word in the question. Carefully read that part of the text, thinking about what the word might mean. Look at the options given in the question. Which word has the closest meaning?
<p>6. In paragraph 10, why do you think the writer says "<i>You are lucky</i>"? Use ideas from the text in your answer.</p>	<p>Accept any answer that recognises both:</p> <ul style="list-style-type: none"> that the child has access to schools with teachers and resources that because they can go to school, their life chances are improved. <p>E.g. I'm lucky because it's easy for me to get to school and everything I need is here. If I work hard, I might get a good job when I leave school.</p>	<p>2d 1 mark</p>	<p><i>Question focus: explain and justify inferences with evidence from the text.</i> Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Reread the relevant section of the text looking for ideas you could include in your answer. Identify a fact you could use, then think of an explanation as to why it is relevant. <p>Award 1 mark for an answer that uses facts and ideas from the text and recognises that the chance for a good, well-resourced education is a bonus.</p>
<p>7. Tick one message that is the same in the section called "<i>No chance to go to school</i>" and the section called "<i>Why is education important?</i>".</p>	<p>Without education, children may not develop their talents.</p>	<p>2h 1 mark</p>	<p><i>Question focus: make comparisons within the text.</i> Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Read the options in the question. Remember, the idea must be in both sections.
<p>8. Why do you think the author uses questions throughout this text?</p>	<p>Accept an answer that identifies the impact of questions being any of:</p> <ul style="list-style-type: none"> to make the text more personal to make you think to draw the reader in. 	<p>2g 1 mark</p>	<p><i>Question focus: explain how meaning is enhanced through choice of words and phrases.</i> Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for questions and consider when and where they are used. Think about what the impact is and what you think the writer intended.
<p>9. What is the main message of this text? Tick one.</p>	<p>We should all try to make sure that children can go to school.</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i> Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Reread the text considering the answer. Evaluate each of the options in the question – they are all true, but which one summarises the message of the whole text?

How to Design the World's Best Roller Coaster

Paul Mason

Key text features

The texts are both from an instructional text that gives advice on designing a roller coaster.

- The Teaching text and Practice text are both extracts from *How to Design the World's Best Roller Coaster in 10 Simple Steps* by Paul Mason.

Reading the Teaching text: *How to Design the World's Best Roller Coaster – Getting Started*

- Invite the children to discuss their own experience of roller coasters. If possible, show some video clips (e.g. search for 'point of view videos roller coaster').
- Ask the children what they most enjoy about roller coasters. Which features do they most enjoy on a roller coaster (e.g. steep drops, lots of twists and turns, underground/tunnel sections, spooky bits, loop the loop, or any other feature)?
- Access the Interactive Modelling Software for this unit. Read the text aloud and ask the children to think about how they would respond to the challenge of designing the world's best roller coaster.
- Read the extract again, this time using the modelling software to model, 'cracking' the questions together. Remember to look at the model answer and discuss strategies for different question types (see pages 94–95).



Reading the Practice text: *How to Design the World's Best Roller Coaster – Wood v. Steel*

- Explain that this section is a continuation of the Teaching text.
- Which materials have the children seen used in play equipment? (E.g. wood, steel, plastic.) What do they like about the materials? How are the materials different?
- Once they have read the text, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

Moving into writing

- Read the Teaching text again and discuss its purpose (e.g. to help the reader start the process of research and design).
- Work together with the children to agree on a design project for which they could write a handbook (e.g. designing a quiet area in the playground, redesigning the school library, designing a community space). Encourage them to consider what information may be useful for their project.
- Encourage the children to write an entry for a handbook that tells someone else what to think about in order to create a good design for the project.

Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

Q1: Why does the text start with the word “*Imagine*”?

A1: The writer is trying to excite the reader into getting involved with the ideas in the text.

Strategy: Listen to the beginning of the text and consider the impact of the word “*Imagine*”.

Q2: Why does the writer want the reader to do research rather than just drawing something they like?

A2: He is trying to encourage the reader to experience what real designers have to do – and that involves finding out about what other people like too.

Strategy: Decide which part of the text the answer will be in. Listen carefully to that part of the text, thinking about the question.

Q3: Why do you think the design you draw won’t be exactly what is built?

A3: Because changes will need to be made when the design is tested.

Strategy: Decide which part of the text the answer will be in. Listen carefully to that part of the text, thinking about the question.

Extending reading

How to Design the World’s Best Bike in 10 Simple Steps; How to Design the World’s Best Robot in 10 Simple Steps; How to Design the World’s Best Skatepark in 10 Simple Steps – Paul Mason

50 Groundbreaking Roller Coasters – Nick Weisenberger

Cash, Savings and All that Stuff: A Guide to Money and How to Manage It – Kira Vermond

How to Spend a Billion – Anne Rooney

Teaching text: How to Design the World’s Best Roller Coaster – Getting Started  Cracking the questions

Question	Answer	CD/mark	Useful strategies
<p>1. Look at the first paragraph, beginning “Imagine if”.</p> <p>Find and copy three words that describe a list of roller coasters that someone really wants to go on.</p>	<p>“Must-Ride List”</p>	<p>2a 1 mark</p>	<p>Question focus: explain the meaning of words in context.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the paragraph indicated, looking for three words that have the same meaning as in the question. Carefully read the sentence to confirm what the words mean in this context. <p>Capital letters are not necessary for the mark to be awarded.</p>
<p>2. Find and copy one example of the bit of a roller coaster ride that the writer thinks you might have enjoyed.</p>	<p>Accept one of the following.</p> <ul style="list-style-type: none"> “the plunge down to a steep drop” “the moment you thought the train was going to fly off into thin air” “the part where it swooped close to the ground” 	<p>2b 1 mark</p>	<p>Question focus: identify key details from non-fiction.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text, looking for ideas. Carefully read the relevant sentences, considering the question.
<p>3. Look under the heading “Internet research”.</p> <p>The main purpose of the research is to find out ...</p> <p>Choose one.</p> <p><input type="checkbox"/> why people go on roller coasters.</p> <p><input type="checkbox"/> who likes going on roller coasters.</p> <p><input type="checkbox"/> which is the best roller coaster.</p> <p><input type="checkbox"/> what makes a good roller coaster.</p>	<p>what makes a good roller coaster.</p>	<p>2c 1 mark</p>	<p>Question focus: summarise main ideas from more than one paragraph.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the section of text identified, thinking about its meaning. Consider each of the statements separately. Tick the statement that best matches your understanding of the section.
<p>4. Look at the section “Work it out”.</p> <p>What does the use of the word “other” in the phrase “other top-ranked rides” tell you about the writer’s view of the roller coaster you are designing?</p>	<p>Accept reference to either of the following.</p> <ul style="list-style-type: none"> The author is confident that the roller coaster you design will be world-class. It tells you that these roller coasters are the main competition for your ride. 	<p>2g 1 mark</p>	<p>Question focus: identify how meaning is enhanced through choice of words and phrases.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the section indicated, looking for the phrase in the question. Carefully read the relevant sentence. Consider the impact of the writer describing your roller coaster in this way.

<p>5. Look under the heading "Make a sketch". Which phrase is closest in meaning to the word "rip"?</p> <p>Choose one.</p> <p><input type="checkbox"/> tear apart</p> <p><input type="checkbox"/> flow freely</p> <p><input type="checkbox"/> speed past</p> <p><input type="checkbox"/> zoom ahead</p>	<p>flow freely</p>	<p>2a</p> <p>1 mark</p>	<p><i>Question focus: give the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the section indicated, looking for the word in the question. Carefully read the sentence containing the word, and the sentences that follow, considering the meaning of the word. Read the options given in the question and reread the sentence, thinking about the meaning of the word.
<p>6. Match each text feature to its main purpose.</p> <p>title gives alternatives</p> <p>heading lists a sequence of actions</p> <p>numbered list states the challenge</p>	<p>gives alternatives</p> <p>lists a sequence of actions</p> <p>states the challenge</p> <p>title</p> <p>heading</p> <p>numbered list</p>	<p>2f</p> <p>1 mark</p>	<p><i>Question focus: identify how information is related and contributes to meaning as a whole.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read each section separately, considering which description in the Purpose list is the best match to the Feature heading. <p>Award 1 mark for all four correctly matched.</p>

How to Design the World's Best Roller Coaster – Wood v. Steel

Paul Mason

- 1 *The decision to build your roller coaster from wood or steel will need to be made on which material will provide the best ride.*
- 3 Wooden roller coasters are unusual. In 2007, there were 2,088 roller coasters in the world: 1,921 were steel and just 167 were wooden.

5 **What's good (and bad) about wood?**

GOOD: Wooden roller coasters have a special character. The noise they make and the feel of riding one as the wood bends and sways is exciting. Wood is also a renewable material.

- 9 BAD: Wood is not as strong as steel. Its shape can be affected by heat, cold, wet and dryness. Wooden roller coasters are mainly built and painted by hand, which may take a long time and cost a lot of money.

12 **What's good (and bad) about steel?**

GOOD: Steel is stronger than even the strongest wood, so steel roller coasters can have higher speeds and more forceful turns. The parts of the roller coaster can be made with 100% accuracy in a factory, then assembled at the amusement park. Steel's shape is not affected by normal temperatures or the weather. Steel roller coasters last for longer than wooden ones.

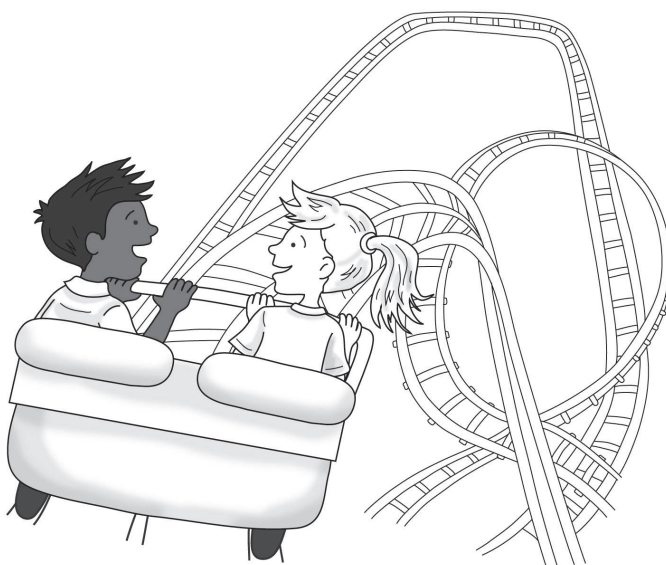
- 18 BAD: Steel roller coasters do not flex and sway, nor make the rickety-clack noise that people enjoy aboard a wooden ride. Steel is not renewable (though it can be recycled).

21 **The final decision**

Steel is stronger and can be used to build a more extreme roller coaster. And since this design is for the best roller coaster in the world, it is going to have some extreme features.

- 28 Steel cannot provide the noise and feel of a wooden roller coaster, but a steel ride can make up for that in sheer thrills and excitement.

- 33 *So which material will you make your roller coaster from? What will help you to decide?*



Name:	Class:	Date:
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1 “Wood v. Steel”

In the heading, what does “v.” stand for?

2a

1 mark

2 “Wooden roller coasters have a special character.”

In this sentence, which word is closest in meaning to “character”?

Tick **one**.

advantage appeal appearance strength

2a

1 mark

3 Why would a wooden roller coaster not be a good idea in a country like Canada, which has cold winters and hot summers?

2d

1 mark

4 Find and copy one feature of a wooden roller coaster that makes it exciting to ride.

2b

1 mark

5 The parts of which type of roller coasters can be made with 100% accuracy in a factory?

2b

1 mark

6 Why does the writer use the sub-headings “GOOD” and “BAD” about both wood and steel?

2f

1 mark

7 Put a tick in **one** box in each row to show whether each of the following statements is a **fact** or an **opinion**.

	Fact	Opinion
The feel of riding a wooden roller coaster is exciting.	<input type="checkbox"/>	<input type="checkbox"/>
The rickety-clack noise of a wooden roller coaster is enjoyable.	<input type="checkbox"/>	<input type="checkbox"/>
Steel roller coasters last longer than wooden ones.	<input type="checkbox"/>	<input type="checkbox"/>
Steel roller coasters can have higher speeds.	<input type="checkbox"/>	<input type="checkbox"/>

2d

2 marks

8 Tick **one** box in each row to show whether each person should choose to ride a **wooden** or **steel** roller coaster.

	Wooden	Steel
I want to experience the roller coaster swaying.	<input type="checkbox"/>	<input type="checkbox"/>
I want to ride at high speeds.	<input type="checkbox"/>	<input type="checkbox"/>
I want a ride that costs less.	<input type="checkbox"/>	<input type="checkbox"/>
I want the most exciting and thrilling ride I can find.	<input type="checkbox"/>	<input type="checkbox"/>

2h

2 marks

9 If you were designing this roller coaster, what would you use to build it?

Give **two** reasons for your choice, using evidence from the text to support your answer.

2c

3 marks

Cracking the questions

Practice text: How to Design the World’s Best Roller Coaster – Wood v. Steel

Question	Answer	CD/mark	Useful strategies
1. “Wood v. Steel” In the heading, what does “v.” stand for?	versus Also accept the following. • against • or	2a 1 mark	<i>Question focus: give the meaning of words in context.</i> Strategies: • Carefully read the question, marking key words. • Carefully read the heading. Consider where you have seen “v.” before, and what you think it might mean. • Skim-read the rest of the text to confirm your idea makes sense.
2. <i>“Wooden roller coasters have a special character.”</i> In this sentence, which word is closest in meaning to “character”? Tick one . <input type="checkbox"/> advantage <input type="checkbox"/> appearance <input type="checkbox"/> appeal <input type="checkbox"/> strength	appeal	2a 1 mark	<i>Question focus: give the meaning of words in context.</i> Strategies: • Carefully read the question, marking key words. • Scan the text for the sentence in the question. • Carefully read the sentence containing the word, and the sentences that follow, considering the meaning of the word.
3. Why would a wooden roller coaster not be a good idea in a country like Canada, which has cold winters and hot summers?	The shape of the wood is affected by temperature.	2d 1 mark	<i>Question focus: make inferences from the text.</i> Strategies: • Carefully read the question, marking key words. • Skim-read the whole text, searching for information you can use to answer the question. • Carefully read the parts of the text you identified, considering the question.
4. Find and copy one feature of a wooden roller coaster that makes it exciting to ride.	Accept either of the following. • “the noise they make” • “the wood bends and sways”	2b 1 mark	<i>Question focus: identify key details from non-fiction.</i> Strategies: • Carefully read the question, marking key words. • Consider where in the text you might find the answer. • Carefully read the relevant section, considering the question.
5. The parts of which type of roller coaster can be made with 100 % accuracy in a factory?	steel ones	2b 1 mark	<i>Question focus: identify key details from non-fiction.</i> Strategies: • Carefully read the question, marking key words. • Consider where in the text you might find the answer. • Carefully read the relevant section, considering the question.
6. Why does the writer use the sub-headings “GOOD” and “BAD” about both wood and steel?	Accept an answer that recognises the aim of balancing information given. E.g. • so the reader knows that there are good and bad things about both steel and wood • so the reader has information and can decide which material is better for them to use	2f 1 mark	<i>Question focus: identify how information is related and contributes to meaning as a whole.</i> Strategies: • Carefully read the question, marking key words. • Read the information after the sub-headings GOOD and BAD each time, considering why the writer chose to present the information in this way.

<p>7. Put a tick in one box in each row to show whether each of the following statements is a fact or an opinion.</p> <p>The feel of riding a wooden roller coaster is exciting.</p> <p>The ratchet-clack noise of a wooden roller coaster is enjoyable.</p> <p>Steel roller coasters last longer than wooden ones.</p> <p>Steel roller coasters can have higher speeds.</p>	<p>2d</p> <p>2 marks</p>	<p>Question focus: <i>make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Treat each statement separately. Scan the text for words relating to each statement. Carefully read the relevant section to establish whether the information given is fact or opinion. <p>Award 2 marks for all four correct or 1 mark for three correct.</p>															
<p>8. Tick one box in each row to show whether each person should choose to ride a wooden or steel roller coaster.</p> <table border="1" data-bbox="540 172 816 622"> <thead> <tr> <th></th> <th>Wood</th> <th>Steel</th> </tr> </thead> <tbody> <tr> <td>I want to experience the roller coaster swaying.</td> <td></td> <td></td> </tr> <tr> <td>I want to ride at high speeds.</td> <td></td> <td></td> </tr> <tr> <td>I want a ride that costs less.</td> <td></td> <td></td> </tr> <tr> <td>I want the most exciting and thrilling ride I can find.</td> <td></td> <td></td> </tr> </tbody> </table>		Wood	Steel	I want to experience the roller coaster swaying.			I want to ride at high speeds.			I want a ride that costs less.			I want the most exciting and thrilling ride I can find.			<p>2h</p> <p>2 marks</p>	<p>Question focus: <i>make comparisons within the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Treat each statement separately. Scan the text for words relating to each statement. Carefully read the relevant sections to establish whether each person would prefer to ride a steel or wooden roller coaster. <p>Award 2 marks for all four correct or 1 mark for three correct answers.</p>
	Wood	Steel															
I want to experience the roller coaster swaying.																	
I want to ride at high speeds.																	
I want a ride that costs less.																	
I want the most exciting and thrilling ride I can find.																	
<p>9. If you were designing this roller coaster, what would you use to build it?</p> <p>Give two reasons for your choice, using evidence from the text to support your answer.</p>	<p>2c</p> <p>3 marks</p>	<p>Question focus: <i>summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the text to find reasons, then scan the text, looking for where you might find evidence. Carefully read the sentences you identified, looking for evidence to support your ideas. <p>Award 3 marks for two acceptable points, one with evidence.</p> <p>Award 2 marks for either two acceptable points or one acceptable point with evidence.</p> <p>Award 1 mark for one acceptable point.</p>															
<p>The feel of riding a wooden roller coaster is exciting. O</p> <p>The ratchet-clack noise of a wooden roller coaster is enjoyable. O</p> <p>Steel roller coasters last longer than wooden ones. F</p> <p>Steel roller coasters can have higher speeds. F</p>	<table border="1"> <thead> <tr> <th></th> <th>Wood</th> <th>Steel</th> </tr> </thead> <tbody> <tr> <td>I want to experience the roller coaster swaying.</td> <td>✓</td> <td></td> </tr> <tr> <td>I want to ride at high speeds.</td> <td></td> <td>✓</td> </tr> <tr> <td>I want a ride that costs less.</td> <td></td> <td>✓</td> </tr> <tr> <td>I want the most exciting and thrilling ride I can find.</td> <td></td> <td>✓</td> </tr> </tbody> </table>		Wood	Steel	I want to experience the roller coaster swaying.	✓		I want to ride at high speeds.		✓	I want a ride that costs less.		✓	I want the most exciting and thrilling ride I can find.		✓	<p>Acceptable points for wood:</p> <p>The noise wooden roller coasters make is special.</p> <ul style="list-style-type: none"> The “ratchet-clack noise” they make is exciting. <p>The wood moves, bends and sways.</p> <ul style="list-style-type: none"> “the feel of riding one as the wood bends and sways is exciting.” <p>They are eco-friendly.</p> <ul style="list-style-type: none"> “Wood is also a renewable material.” <p>Acceptable points for steel:</p> <p>Steel “can be used to build a more extreme roller coaster”.</p> <ul style="list-style-type: none"> Steel roller coasters “can have higher speeds and more forceful turns”. <p>You can build steel roller coasters more accurately.</p> <ul style="list-style-type: none"> The parts “can be made with 100% accuracy.” <p>Steel is more cost-effective.</p> <ul style="list-style-type: none"> Wooden roller coasters have to be hand painted. Steel lasts longer than wood.
	Wood	Steel															
I want to experience the roller coaster swaying.	✓																
I want to ride at high speeds.		✓															
I want a ride that costs less.		✓															
I want the most exciting and thrilling ride I can find.		✓															

Who Are Refugees and Migrants?/What Is Right and Wrong?

Michael Rosen and Annemarie Young

Key text features

The texts are both discussions of important, and often complex, social issues around inequality.

- The Teaching text is an extract from *Who Are Refugees and Migrants?*, entitled *Refugees and Migrants*, by Michael Rosen and Annemarie Young.
- The Practice text is an extract from *What Is Right and Wrong?*, entitled *How Does Fairness and Unfairness Affect People?*, by Michael Rosen and Annemarie Young.

Reading the Teaching text: *Refugees and Migrants*



- What do the children know about refugees and migrants? Are any of the children in the class refugees or migrants? If children are willing, you could invite them to tell the class about their experiences. If so, exercise sensitivity when discussing children's backgrounds. It is important that no undue pressure is placed in children to revisit potentially traumatic experiences.
- Explain that the United Nations (UN) was set up to help deal with the huge number of people who were forced to leave their homes during the Second World War. Explain that refugees are entitled to seek asylum in a country they think will keep them safe.
- Access the Interactive Modelling Software for this unit. Read the text aloud and ask the children to think about key differences between refugees and migrants.
- Read the extract again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 102–103).

Reading the Practice text: *How Does Fairness and Unfairness Affect People?*

- What do the children already know about inequalities in society? Can they identify some aspects they are aware of?
- Once they have read the text, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

Moving into writing

- Read *Refugees and Migrants* aloud again. Ask the children to think about what might make them want to move to a new country. Ask them to consider the following.
 - What would it be like to leave all your friends and belongings behind?
 - Would it be something you would choose to do with no planning?
 - What might you want to find out about the country you are hoping to live in?
- Ask the children to research refugees and find out which countries they are coming from, and which countries they are going to. Challenge the children to find out more about why people are on the move, and what they hope to find in a new country.
- In small groups, ask the children to think about why people already living in a country might or might not welcome people who are coming as refugees or migrants.
- Encourage the children to write a discussion giving reasons for and against welcoming refugees and migrants into the community.

Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

Q1: What is the main difference between a refugee and a migrant?

A1: A refugee cannot safely return home; a migrant can.

Strategy: Decide which part of the text the answer will be in. Listen carefully to that part of the text, thinking about the question.

Q2: What are the main **two** reasons why refugees leave their homes?

A2: To escape war and to escape persecution

Strategy: Decide which part of the text the answer will be in. Listen carefully to that part of the text, thinking about the question.

Q3: What does “*persecution*” mean?

A3: “*This means being threatened, hunted down, hurt because of who you are, what you believe or what you look like.*”

Strategy: Listen to the text again, listening out for information about persecution.

Extending reading

Goodnight Mister Tom – Michelle Magorian

Oranges in No Man’s land – Elizabeth Laird

Shadow – Michael Morpurgo

The Bone Sparrow – Zana Fraillon

Teaching text: Refugees and Migrants 

Cracking the questions

Question	Answer	CD/Mark	Useful strategies				
<p>1. Look at the first paragraph. Which statement is true for refugees, but not for migrants? Choose one.</p> <p><input type="checkbox"/> They want a better life.</p> <p><input type="checkbox"/> They want a higher-paid job.</p> <p><input type="checkbox"/> They want to escape danger.</p> <p><input type="checkbox"/> They want to be with family.</p>	<p>They want to escape danger.</p>	<p>2b 1 mark</p>	<p>Question focus: retrieve and record information.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the paragraph indicated. Read the options given in the questions and reread the sentence, thinking about the information in the text. 				
<p>2. Look at the paragraph beginning "For some people". Find and copy one word from this paragraph that is closest in meaning to "money for people who are retired".</p>	<p>"pension"</p>	<p>2a 1 mark</p>	<p>Question focus: explain the meaning of words in context.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the paragraph indicated, looking for a word that has the same meaning as the phrase in the question. Carefully read the sentence to confirm what the word means in this context. <p>Encourage the children to use dictionaries where necessary.</p>				
<p>3. Match each section to its main content.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Section Refugee or migrant?</p> <p>What made you leave your home? The chance of a better life</p> <p>What made you leave your home? To escape war</p> <p>What made you leave your home? To escape persecution</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Content explains why your beliefs can put you in danger</p> <p>explains why wanting to keep safe makes people leave their homes</p> <p>gives definitions of the words' meanings</p> <p>explains why people choose to leave their homes</p> </td> </tr> </table>	<p>Section Refugee or migrant?</p> <p>What made you leave your home? The chance of a better life</p> <p>What made you leave your home? To escape war</p> <p>What made you leave your home? To escape persecution</p>	<p>Content explains why your beliefs can put you in danger</p> <p>explains why wanting to keep safe makes people leave their homes</p> <p>gives definitions of the words' meanings</p> <p>explains why people choose to leave their homes</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Section Refugee or migrant?</p> <p>What made you leave your home? The chance of a better life</p> <p>What made you leave your home? To escape war</p> <p>What made you leave your home? To escape persecution</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Content explains why your beliefs can put you in danger</p> <p>explains why wanting to keep safe makes people leave their homes</p> <p>gives definitions of the words' meanings</p> <p>explains why people choose to leave their homes</p> </td> </tr> </table>	<p>Section Refugee or migrant?</p> <p>What made you leave your home? The chance of a better life</p> <p>What made you leave your home? To escape war</p> <p>What made you leave your home? To escape persecution</p>	<p>Content explains why your beliefs can put you in danger</p> <p>explains why wanting to keep safe makes people leave their homes</p> <p>gives definitions of the words' meanings</p> <p>explains why people choose to leave their homes</p>	<p>2f 1 mark</p>	<p>Question focus: identify how information is related and contributes to meaning as a whole.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read each section separately, considering which description in the Content column is the best match to the section. <p>Award 1 mark for all four correctly matched.</p>
<p>Section Refugee or migrant?</p> <p>What made you leave your home? The chance of a better life</p> <p>What made you leave your home? To escape war</p> <p>What made you leave your home? To escape persecution</p>	<p>Content explains why your beliefs can put you in danger</p> <p>explains why wanting to keep safe makes people leave their homes</p> <p>gives definitions of the words' meanings</p> <p>explains why people choose to leave their homes</p>						
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<p>4. Find and copy two different words from paragraph 4 that are reasons why people run away from persecution.</p>	<p>Accept two of the following.</p> <ul style="list-style-type: none"> • “threatened” • “hunted” • “hurt” 	<p>2a 1 mark</p>	<p><i>Question focus: give the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Carefully read the paragraph indicated, looking for words that are reasons why people run away from persecution. <p>Award 1 mark for two relevant words.</p>
<p>5. Which of the following would be the most suitable summary for the whole text? Choose one.</p> <p><input type="checkbox"/> Refugees and migrants are poor and have bad jobs.</p> <p><input type="checkbox"/> Refugees leave their homes for different reasons from migrants.</p> <p><input type="checkbox"/> We should welcome refugees and migrants into our country.</p> <p><input type="checkbox"/> Refugees and migrants run away from war and danger.</p>	<p>Refugees leave their homes for different reasons from migrants.</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Carefully read the text, thinking about its meaning. • Consider each of the statements separately. • Tick the statement that best matches your understanding of the text.
<p>6. “The world is a very uneven place.” How does this lead to people becoming refugees or migrants? Explain two ways, using evidence from the text to support your answer.</p>	<p>Acceptable points:</p> <p>People want to improve their lives.</p> <ul style="list-style-type: none"> • People watch TV and see how others live. • People think there is a better chance of a job or more chance to earn money in another country. <p>People who live in a war zone want to escape.</p> <ul style="list-style-type: none"> • They do not want to be killed or for people in their families to be killed. <p>People who are persecuted want to run away.</p> <ul style="list-style-type: none"> • People who are seen as the wrong sort want to go somewhere safe. 	<p>2c 3 marks</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim-read the text to get an impression of the reasons, then scan the text looking for where you might find evidence. • Carefully read the sentences you identified, looking for evidence to support your ideas. <p>Award 3 marks for two acceptable points, one with evidence. Award 2 marks for either two acceptable points or one acceptable point with evidence. Award 1 mark for one acceptable point.</p>

How Does Fairness and Unfairness Affect People?

Michael Rosen and Annemarie Young

1 **Inequality and poverty**

When we talk about inequality we are normally talking about the situation in society where some people have much more money and many more opportunities than other people. Is this situation fair?

5 **Is inequality bad for society?**

Many people believe that inequality is bad for society. There are two arguments put forward for why we should narrow the gap between rich and poor in society. One is simply that huge inequalities are immoral and unjust. The parallel argument is that society should be organised to ensure “the greatest good for the greatest number”. People who believe this argue that everyone in society should be cared for, that people should not be allowed to fall into dire poverty, that everyone should have access to health care, a good education and housing, and that this should be paid for through taxation, in particular a system of progressive income tax – where the wealthy are taxed at higher rates.

- 16 Some people don't agree that inequality is a problem. They oppose the redistribution of wealth by taxing the wealthy at higher rates, and agree with Benjamin Franklin, one of the founders of the United States, that giving help to the poor makes them less likely to want to work. They believe that money from the rich will always “trickle down” to the poor – for example through jobs – and that it's not the responsibility of the government to take care of the poor.

23 **Glossary**

Founder – someone who sets up an organisation or state

Poverty – lacking money

Redistribution of wealth – changing the way that money is shared in a society

Taxation – money people who work must give the government to pay for services such as health, education, emergency services, roads, etc.



Name:	Class:	Date:
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1 “Inequality is bad for society.”

Which of the following options is the best definition for the word “society” in this statement?

Tick **one**.

- people who have the same things
- people who like the same things
- people who have the same opportunities
- people who live in the same country

2a

1 mark

2 Look at paragraph 2, beginning “Many people believe”.

Find and copy two things that everyone should have access to.

2b

1 mark

3 Look at paragraph 2, beginning “Many people believe”.

What does “the greatest good for the greatest number” mean?

2a

1 mark

4 Look at paragraph 2, beginning “Many people believe”.

Find and copy one word from this paragraph that is closest in meaning to *increasing*.

2a

1 mark

5 Look at paragraph 3, beginning “Some people don’t believe”.

Which is the best summary of their opinions?

Tick **one**.

- Huge inequalities are immoral and unjust.
- Caring for everyone should be paid for by taxation.
- Richer people should be taxed at higher rates.
- It is not the government’s job to look after the poor.

2c

1 mark

6 Draw lines to match each section to its main content.

Section	Content
Inequality and poverty	gives the meanings of important words and ideas
Is inequality bad for society?	introduces the text
Glossary	arguments for why inequality can be good for society, as well as bad

2f

1 mark

Name:	Class:	Date:
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7 The writers of this text believe that inequality is bad for society.

Give **one** reason from the text to support this statement.

2d

 1 mark

8 Do you think inequality is good or bad for society?

Tick **one**.

good

bad

Give **two** reasons, using evidence from the text to support your answer.

2d

 3 marks

9 Tick **one** box in each row to show whether each statement supports **Inequality is not good** or **Inequality is good** for society.

	Inequality is not good	Inequality is good
Everyone should have access to good schools.		
Helping poorer people makes them less likely to work.		
People who are rich should not pay more taxes.		
We should ensure " <i>the greatest good for the greatest number</i> ".		

2c

 2 marks

Cracking the questions

Practice text: How Does Fairness and Unfairness Affect People?

Question	Answer	CD/Mark	Useful strategies
<p>1. "Inequality is bad for society." Which of the following options is the best definition for the word "society" in this statement? Tick one.</p> <p><input type="checkbox"/> people who have the same things</p> <p><input type="checkbox"/> people who like the same things</p> <p><input type="checkbox"/> people who have the same opportunities</p> <p><input type="checkbox"/> people who live in the same country</p>	<p>people who live in the same country</p>	<p>2a 1 mark</p>	<p><i>Question focus: explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for the statement. Carefully read the surrounding text, considering what the word means in this context.
<p>2. Look at paragraph 2, beginning "Many people believe". Find and copy two things that everyone should have access to.</p>	<p>Accept two of the following.</p> <ul style="list-style-type: none"> "health care" "a good education" "housing" 	<p>2b 1 mark</p>	<p><i>Question focus: retrieve and record information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the paragraph indicated, considering the question. <p>Award 1 mark for two correct answers.</p>
<p>3. Look at paragraph 2, beginning "Many people believe". What does "the greatest good for the greatest number" mean?</p>	<p>We do the best we can for the majority of people.</p>	<p>2a 1 mark</p>	<p><i>Question focus: explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the paragraph indicated for the phrase. Carefully read the surrounding text, considering what the phrase means in this context, and write your answer.
<p>4. Look at paragraph 2, beginning "Many people believe". Find and copy one word from this paragraph that is closest in meaning to <i>increasing</i>.</p>	<p>"progressive"</p>	<p>2a 1 mark</p>	<p><i>Question focus: give the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the paragraph indicated, looking for a word that is similar in meaning to <i>increasing</i>. <p>Encourage the children to use dictionaries where necessary.</p>

<p>5. Look at paragraph 3, beginning “Some people <i>don’t believe</i>”. Which is the best summary of their opinions? Tick one.</p> <p><input type="checkbox"/> Huge inequalities are immoral and unjust.</p> <p><input type="checkbox"/> Caring for everyone should be paid for by taxation.</p> <p><input type="checkbox"/> Richer people should be taxed at higher rates.</p> <p><input type="checkbox"/> It is not the government’s job to look after the poor.</p>	<p>It is not the government’s job to look after the poor.</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the paragraph, thinking about its meaning. Consider each of the statements separately. Tick the statement that best matches your understanding of the paragraph. 																
<p>6. Draw lines to match each section to its main content.</p> <table border="0"> <tr> <td>Section</td> <td>Content</td> </tr> <tr> <td>Inequality and poverty</td> <td>gives the meanings of important words and ideas</td> </tr> <tr> <td>Is inequality bad for society?</td> <td>introduces the text</td> </tr> <tr> <td>Glossary</td> <td>arguments for why inequality can be good for society, as well as bad</td> </tr> </table>	Section	Content	Inequality and poverty	gives the meanings of important words and ideas	Is inequality bad for society?	introduces the text	Glossary	arguments for why inequality can be good for society, as well as bad	<table border="0"> <tr> <td>Section</td> <td>Content</td> </tr> <tr> <td>Inequality and poverty</td> <td>gives the meanings of important words and ideas</td> </tr> <tr> <td>Is inequality bad for society?</td> <td>introduces the text</td> </tr> <tr> <td>Glossary</td> <td>arguments for why inequality can be good for society, as well as bad</td> </tr> </table>	Section	Content	Inequality and poverty	gives the meanings of important words and ideas	Is inequality bad for society?	introduces the text	Glossary	arguments for why inequality can be good for society, as well as bad	<p>2f 1 mark</p>	<p><i>Question focus: identify how information is related and contributes to meaning as a whole.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read each section separately, considering which description in the Content column is the best match to the section. <p>Award 1 mark for all three correctly matched.</p>
Section	Content																		
Inequality and poverty	gives the meanings of important words and ideas																		
Is inequality bad for society?	introduces the text																		
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Glossary	arguments for why inequality can be good for society, as well as bad																		
<p>7. The writers of this text believe that inequality is bad for society. Give one reason from the text to support this statement.</p>	<p>Accept reasons such as the following.</p> <ul style="list-style-type: none"> The writers use “Many people” and “Some people” to introduce the paragraphs. They give two reasons to support inequality being bad and only one reason to support it being good. They write more about inequality being bad. They write that inequality is bad first. 	<p>2d 1 mark</p>	<p><i>Question focus: make inferences from the text;</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the whole text, seeking to understand the overall position of the writers. Think of a reason from the way the text is written to support your opinion. 																

<p>8. Do you think inequality is good or bad for society? Tick one.</p> <p><input type="checkbox"/> good <input type="checkbox"/> bad</p> <p>Give two reasons, using evidence from the text to support your answer.</p>	<p>Acceptable points:</p> <p>Good</p> <ul style="list-style-type: none"> Franklin founded America, and America is a successful society. Richer people should not have to pay more taxes. Poor people should get the best jobs they can. <p>Bad</p> <ul style="list-style-type: none"> It is immoral and unjust. Everyone should be cared for/have enough money/have good schools/have access to health care, etc. Rich people can afford to pay more in taxation. 	<p>2d 3 marks</p>	<p>Question focus: explain and justify inferences with evidence from the text.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Think about where in the text you will find the relevant information. Skim-read that part of the text to get the overall gist of it. Carefully read that part of the text, considering the question. <p>There is no mark for the first part of the answer.</p> <p>Award 3 marks for two acceptable points, one with evidence.</p> <p>Award 2 marks for either two acceptable points or one acceptable point with evidence.</p> <p>Award 1 mark for one acceptable point.</p>
<p>9. Tick one box in each row to show whether each statement supports Inequality is not good or Inequality is good for society.</p> <p>Everyone should have access to good schools. [not good]</p> <p>Helping poorer people makes them less likely to work. [good]</p> <p>People who are rich should not pay more taxes. [good]</p> <p>We should ensure “the greatest good for the greatest number”. [not good]</p>	<p>Everyone should have access to good schools. [not good]</p> <p>Helping poorer people makes them less likely to work. [good]</p> <p>People who are rich should not pay more taxes. [good]</p> <p>We should ensure “the greatest good for the greatest number”. [not good]</p>	<p>2c 2 marks</p>	<p>Question focus: summarise main ideas from more than one paragraph.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the text, considering each of the statements separately. Tick the statement that best matches your understanding of the text. <p>Award 2 marks for all four answers correct.</p> <p>Award 1 mark for three correct answers.</p>

Dream Team/The Giantess

Frances Nagle/Carol Ann Duffy

Key text features

Both texts are poems written in the first person, which creates opportunities for character study.

- The Teaching text is *Dream Team* by Frances Nagle, which explores the feeling of being chosen last.
- The Practice text is Carol Ann Duffy's *The Giantess*. The narrator here is a giantess looking for children to groom her.

Reading the Teaching text: *Dream Team*



- Ask the children to use the title to predict what the text might be about. What is a dream team?
- Access the Interactive Modelling Software for this unit. Read the extract aloud. Ask the children if their predictions were correct.
- Having read the poem together, talk about the narrator's perceptions and feelings. Can any of the children identify with those feelings?
- Read the extract again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 112–13).

Reading the Practice text: *The Giantess*

- Before they read the text, ask the children to write adjectives they would use to describe a giantess.
- Once they have read the poem, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

Moving into writing

- Reread *The Giantess* and discuss the poem's structure. Focus particularly on the development of ideas and content, and the use of evocative language.
- Ask the children what a giant might need seven small boys to do. What kinds of jobs might they do, and how will he pay them?
- Encourage the children to work in groups to develop and jot down ideas. Then ask the groups to leave their ideas on display while they visit other groups' work to see if they have ideas to borrow.
- In pairs, encourage the children to refine the ideas to be included in each verse, then mimic the structure of the Carol Ann Duffy poem as they write and improve their own poem.

Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

Q1: Which game do you think the poem is about? Explain how you know.

A1: Football, because the phrase “*dream team*” is usually associated with football teams; it refers to the cup final and it mentions goals.

Strategy: Listen to the whole poem again, focusing on clues as to the kind of game being played.

.....

Q2: Is the narrator good at the game?

A2: No. He’s always picked last.

Strategy: Consider where in the poem the answer is likely to appear. Listen carefully to the beginning of the poem.

.....

Q3: Do you think you would like the narrator of the poem? Explain why.

A3: Accept an answer that is justified by ideas from the poem. E.g. “Yes, because he recognises that some people never have a chance”; “No, because I want to win a football game, so I don’t want people like him on my team.”

Strategy: Listen to the whole poem while considering your answer. Make notes of ideas to use in your answer.

Extending reading

Isn’t My Name Magical? from *Only One of Me* – James Berry

Timothy Winters from *Collected Poems for Children* – Charles Causley

Billy’s Coming Back from *Behind the Staffroom Door* – Brian Moses

Mad Dancing Great Granny’s Showing off her Bloomers – Paul Cookson (on Paul Cookson’s web page)

The Rime of the Ancient Mariner – Samuel Taylor Coleridge

Cracking the questions



Teaching text: Dream Team

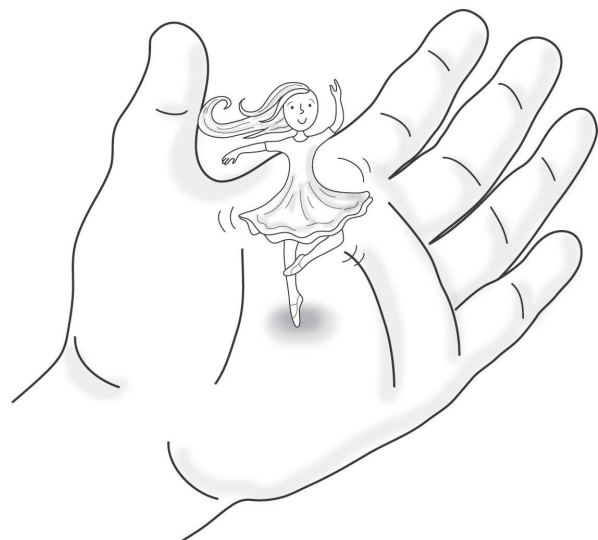
Question	Answer	CD/Mark	Useful strategies
1. Why will Nick Jones and Simon Hughes not be in the narrator's team?	<ul style="list-style-type: none"> • They're the people who are normally picked first. • They're good at football. 	2d 1 mark	<p>Question focus: explain and justify inferences with evidence from the text.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the poem for Nick Jones' and Simon Hughes' names. • Carefully read the verse and consider the question.
2. Suggest a different word to replace the word "supersonic" in the phrase: "Supersonic Simon Hughes".	<p>Accept suggestions such as:</p> <ul style="list-style-type: none"> • brilliant • amazing • super-fast. 	2a 1 mark	<p>Question focus: give the meaning of words in context</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider the technique used.
3. (a) Who do you think will be captain of the team? (b) Why will he be a successful captain? Use words and phrases from the text in your answer.	<p>(a) the narrator (b) because of his "masterly leadership" (verse 8)</p>	2d 2 marks	<p>Question focus: explain inferences and justify with evidence.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Where in the poem is this information likely to be? • Scan the poem for the word "captain" and carefully read the verse.
4. "And the rest of the guys that Mr Miller/Calls dead-legs". (a) In verse 6, what do you think "dead-legs" means? (b) What does the narrator understand about people that Mr Miller doesn't?	<p>(a)</p> <ul style="list-style-type: none"> • They don't play football very well. • They don't run fast. • They are not well co-ordinated. <p>(b) They only "need the chance to show what they're made of" (verse 6).</p>	2g 1 mark 2b 1 mark	<p>Question focus: explain how meaning is enhanced through choice of words and phrases.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider what "dead-legs" might mean in the context of the poem. <p>Question focus: retrieve and record information from the text.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the poem for Mr Miller's name.

5. How is the last verse different from the first verse?	The first verse is sad, focusing on people who are usually picked last. The final verse is positive and upbeat as the narrator imagines his, and his team's, success.	2h 1 mark	<p><i>Question focus: make comparisons within the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the poem to get the gist of the idea. Carefully read the first and last verses, considering what makes them different.
6. What do you think will happen the next time Mr Miller picks his team? Use words and phrases from the poem in your answer.	He won't pick any of the "dead legs". The narrator will still be one of the people "who're normally picked last".	2e 2 marks	<p><i>Question focus: predict what might happen from details stated and implied.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the poem to get the gist of the idea. Carefully read the first and last verses, considering what makes them different. <p>Award 2 marks for an accurate prediction complete with quotations from the poem.</p> <p>Award 1 mark either for an accurate prediction, or for relevant quotations.</p>

The Giantess

Carol Ann Duffy

- 1 Where can I find seven small girls to be pets,
where can I find them?
One to comb the long grass of my hair
with this golden rake,
one to dig with this copper spade
the dirt from under my nails.
I will pay them in crab-apples.
- 8 Where can I find seven small girls to help me,
where can I find them?
A third to scrub at my tombstone teeth
with this mop in its bronze bucket,
A fourth to scoop out the wax from my ears
with this platinum trowel.
I will pay them in yellow pears.
- 15 Where can I find seven small girls to be good dears,
where can I find them?
A fifth one to clip the nails of my toes
with these sharp silver shears,
a sixth to blow my enormous nose
with this satin sheet.
I will pay them in plums.
- 22 But the seventh girl will stand on the palm of my hand,
singing and dancing,
and I will love the tiny music of her voice,
her sweet little jigs.
I will pay her in grapes and kumquats and figs.
Where can I find her?
Where can I find seven small girls to be pets?



Name: _____

Class: _____

Date: _____

1 Why do you think the giantess' teeth are referred to as "tombstone" (verse 2)?

2g

1 mark

2 a) Which of the grooming tools is platinum?

b) What is it to be used for?

2b

2 marks

3 "Where can I find seven small girls to be good dears"

Suggest an alternative to the underlined word.

2a

1 marks

4 Which technique is the writer using to describe these tools:

"bronze bucket" (verse 2) / "sharp silver shears" (verse 3) / "satin sheet" (verse 3)?

2g

1 mark

5 If we didn't already know the title of the poem, what evidence would there be to help us to know that she was a giantess? Refer to **two** different places in the text in your answer.

2d

2 marks

6 Do you think the giantess will be kind to the girls?

Explain your answer, referring to the text.

2e

2 marks

7 Draw lines to match the tools with the verbs.

rake
spade
mop
trowel
shears
sheet

dig
clip
comb
blow
scrub
scoop

8 How is the final verse different from the first three?

9 Which of the girls does the giantess think she will like the best? Explain your answer fully.

2b

2 marks

2h

1 mark

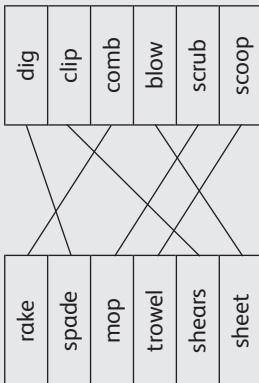
2d

2 marks

Practice text: The Giantess

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Why do you think the giantess' teeth are referred to as "tombstone" (verse 2)?	"Tombstone" refers to the size and colour of her teeth or to the fact that she may have used them to eat people.	2g 1 mark	<p>Question focus: explain how meaning is enhanced through choice of words and phrases.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text to find the words "tombstone teeth" (line 10). Carefully read the verse containing the words. Consider what the adjective may be referring to.
2. (a) Which of the grooming tools is platinum? (b) What is it to be used for?	(a) trowel (b) scooping out ear wax	2b 2 marks	<p>Question focus: retrieve and record information.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for the word "platinum". Carefully read the verse containing the word to answer both parts of the question. <p>Award 1 mark for a correct answer to (a) and 1 mark for a correct answer to (b).</p>
3. "Where can I find seven small girls to be good dears" Suggest an alternative to the underlined word.	Accept other endearments, e.g. <ul style="list-style-type: none"> sweethearts loves darlings. 	2a 1 mark	<p>Question focus: give the meaning of words in context.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words.
4. Which technique is the writer using to describe these tools: "bronze bucket" (verse 2)/"sharp silver shears" (verse 3)/"satin sheet" (verse 3)?	alliteration Accept: words beginning with the same sound	2g 1 mark	<p>Question focus: explain how meaning is enhanced through choice of words and phrases.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider the technique used.
5. If we didn't already know the title of the poem, what evidence would there be to help us to know that she was a giantess? Refer to two different places in the text in your answer.	<ul style="list-style-type: none"> The narrator must be a giantess because she is providing the "small girls" with household tools in order that they can groom her. One of them has a sheet to blow her enormous nose and another will be able to dance on the palm of her hand. <p>Also:</p> <ul style="list-style-type: none"> "tombstone teeth" rake to comb hair trowel for ear wax shears for toenails 	2d 2 marks	<p>Question focus: explain inferences with evidence from the text.</p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the text for meaning. Scan the text, looking for specific examples of the narrator being a giantess. <p>Award 1 mark for reference to each part of the poem that shows that the narrator must be a giantess, up to 2 marks.</p>

<p>6. Do you think the giantess will be kind to the girls? Explain your answer, referring to the text.</p>	<p>Yes.</p> <ul style="list-style-type: none"> • She wants them to be her “pets” (line 1) and be “good dears” (line 15). • She wants to pay them. • Some of the tools she will give them are made of precious metals. • She will love the “tiny music” (line 24) of the seventh girl. <p>No.</p> <ul style="list-style-type: none"> • She wants most of the girls to work for her and be her servants. • The jobs they have to do – such as cutting her nails, digging out her ear wax and blowing her nose – are horrible. • Her “tombstone teeth” (line 10) may be a warning that she eats people who don’t please her. 	<p>2e 2 marks</p>	<p><i>Question focus: predict what might happen from details stated and implied.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim-read the text for meaning. • Scan the text, looking at the details the poet gives about the giantess and what she wants the girls to do. <p>Award 1 mark for reference to each part of the poem that gives evidence to support the Yes/No answer, up to 2 marks.</p>
<p>7. Draw lines to match the tools with the verbs. (See boxes right.)</p>		<p>2b 2 marks</p>	<p><i>Question focus: identify key details.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text for the names of the tools. • Look in the same sentence for the verb associated with each tool. <p>Award 2 marks for all six lines correctly drawn. Award 1 mark for three or four correctly drawn lines.</p>
<p>8. How is the final verse different from the first three?</p>	<ul style="list-style-type: none"> • The first three verses all start with similar lines, but the beginning of the fourth verse is different. • The first three verses all begin with a question, but the fourth one doesn’t. • The first three verses all talk about two girls, but the last verse only talks about one. 	<p>2h 1 mark</p>	<p><i>Question focus: make comparisons within the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim-read the entire poem, considering the question. • Look carefully at the first three verses, looking for similarities. • Consider what is different about the final verse.
<p>9. Which of the girls does the giantess think she will like the best? Explain your answer fully.</p>	<p>The giantess thinks she will like the seventh girl the best. The seventh girl has no tool; the giantess plans to “love the tiny music of her voice/her sweet little jigs” (lines 24–25); she entertains rather than does a job.</p>	<p>2d 2 marks</p>	<p><i>Question focus: explain and justify inference with evidence from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim-read the whole text whilst considering the question. • Carefully read the verse that contains the answer. • Use words, phrases and ideas from the poem in your answer. <p>Award 1 mark for an understanding that the seventh girl will be the favourite and a second mark for appropriate reference to the text.</p>

We're Going to See the Rabbit/Problems with Hurricanes

Alan Brownjohn/Victor Hernández Cruz

Key text features

Both texts are poems about things that can go wrong with the natural world.

- The Teaching text was written in the 1950s by the poet Alan Brownjohn. Brownjohn has often been described as a 'social poet' who takes a wry look at the world.
- The Practice text was written by a Puerto Rican poet and describes a different kind of force of nature.

Reading the Teaching text: *We're Going to See the Rabbit*



- Talk about rabbits. Have the children ever seen a live one? Do they think of rabbits as being rare and endangered creatures? Discuss their ideas.
- Access the Interactive Modelling Software for this unit. Read the extract aloud.
- After reading the poem, tell the children how long ago the poem was written. Do they think it is equally relevant today?
- Read the extract again, this time using the modelling software to model 'cracking' the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 120–121).

Reading the Practice text: *Problems with Hurricanes*

- Ask the children what they know about hurricanes. Do they know where in the world they are found? Can they predict what kinds of problems they might cause?
- Once they have read the poem, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

Moving into writing

- Reread *We're Going to see the Rabbit*.
- Ask the children to use different colours to highlight the thoughts and feelings of the crowd, the organisers and the rabbit.
- Discuss the structure of the poem, looking particularly at the way that important thoughts are repeated and developed.
- In a drama session, ask the children to think of the rabbit's thoughts and reactions at each point in the poem. What drives it to burrow down under its grass? What might happen next?
- Encourage the children to work in pairs to write a companion poem that just expresses the rabbit's views.

Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

Q1: Why is it worth the narrator's while to make such an effort to see the rabbit?

A1: It is the last rabbit on Earth.

Strategy: Can the children answer this question before you replay the audio?

.....

Q2: Describe the habitat of this rabbit.

A2: It lives on a small patch of grass, behind a barbed-wire fence and lit up with a large amount of lights. It is guarded by mounted police.

Strategy: Ask the children to listen for as much information as possible while you replay the poem. Suggest that they make notes (in words or pictures) as they listen.

.....

Q3: Who is speaking (a) at the beginning and (b) at the end of the last verse?

A3: (a) Mounted policemen and (b) the rabbit.

Strategy: Replay the poem and warn the children to listen out for the words "*It is all a pity*" (line 48).

Extending reading

Space Staring – Pie Corbett (see Pie Corbett's website)

Six Ways to Look at the Moon – Pie Corbett (see Pie Corbett's website)

The Great Galactic Ghoul – Brian Moses

Teaching text: We're Going to See the Rabbit 

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
<p>1. Find and copy a phrase from the poem that explains why the narrator is so excited about going to see a rabbit.</p>	<p>Accept either of:</p> <ul style="list-style-type: none"> the only rabbit the only rabbit left in England 	<p>2b 1 mark</p>	<p><i>Question focus: identify key details.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the poem you will find this information. Carefully read the first verse, looking for words to use in your answer.
<p>2. Which word in the second verse is invented? Why does the poet use this word?</p>	<ul style="list-style-type: none"> "helicopterway" (line 21) The word "helicopterway" shows that this poem is written in the future/an imaginary world. 	<p>2g 2 marks</p>	<p><i>Question focus: explain how meaning is enhanced through choice of words and phrases.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Carefully read the second verse, looking for invented words. Carefully read the second verse, considering the poet's choice of vocabulary. <p>Award 1 mark for the correct identification of the word and 1 mark for an understanding that the word indicates the poem is written in the future.</p>
<p>3. Find and copy the line from the poem where the poet suddenly realises that he might not see the rabbit.</p>	<p>"In – but something has gone wrong!"</p> <p>Also accept: "The rabbit has gone./Yes, the rabbit has gone."</p>	<p>2h 1 mark</p>	<p><i>Question focus: make comparisons within the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim-read the whole poem again, being alert to the change in the narrator's belief. Carefully read the lines around the point you think the change comes. Find and copy the line.
<p>4. What does the poet want you to feel about the rabbit when you read these lines? "Sitting behind a barbed-wire fence/Under the floodlights, neon lights/Sodium lights/ Nibbling grass/On the only patch of grass/In England, in England" (verse 1) Explain your answer with reference to the text.</p>	<p>The poet wants you to feel sorry for the rabbit because it is like it is in a prison with a small "patch of grass" (line 12) behind a "barbed-wire fence" (line 8) with all the lights shining on it.</p>	<p>2g 2 marks</p>	<p><i>Question focus: explain how meaning is enhanced through choice of words and phrases.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text looking for the verse in the question. Carefully read the text around the quotation to establish the immediate context. Skim-read the entire text to establish the bigger context. Consider the poet's intention. Remember to use words and phrases from the text in your answer. <p>Award 1 mark for recognition that the poet intends the reader to be sympathetic. Award the second mark for the inclusion of appropriate words and phrases to support the response.</p>

<p>5. What message does the poet want to give through this poem?</p>	<p>His message is that we are spoiling the planet/destroying wildlife/we are too nosy/we don't respect nature/we don't care enough/we want to own (control) everything.</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one verse.</i> Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim-read the entire poem, thinking about its main message. • Once you have an idea, reread the poem to see if it makes sense.
<p>6. Do you think "they" will manage to find the rabbit again? Explain your answer using ideas from the poem.</p>	<p>Accept an answer that is supported by ideas in the poem. E.g. Yes, because:</p> <ul style="list-style-type: none"> • so many crowds of people want to see the rabbit • it is the only rabbit left • they have gone to so much trouble to imprison it, they won't let it escape. 	<p>2e 1 mark</p>	<p><i>Question focus: predict what might happen from details stated and implied.</i> Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text looking for the part about the crowd. • Carefully read the verse in question, marking powerful words.

Problems With Hurricanes

Victor Hernández Cruz

- 1 A campesino looked at the air
And told me:
With hurricanes it's not the wind
or the noise or the water.
I'll tell you he said:
it's the mangoes, avocados
Green plantains and bananas
flying into town like projectiles.
- 9 How would your family
feel if they had to tell
The generations that you
got killed by a flying
Banana?
- 14 Death by drowning has honour
if the wind picked you up
and slammed you
against a mountain boulder.
- This would not carry shame
But
to suffer a mango smashing
Your skull
or a plantain hitting your
Temple at 70 miles per hour
is the ultimate disgrace.
- 25 The campesino takes off his hat –
As a sign of respect
towards the fury of the wind
And says:
Don't worry about the noise
Don't worry about the water
Don't worry about the wind –
If you are going out,
beware of the mangoes
and all such beautiful
sweet things.



Name: _____

Class: _____

Date: _____

- 1 The word “*campesino*” in the first line means ‘peasant farmer’. Why do you think the poet didn’t just write ‘peasant farmer’?

- 2 What does the campesino think the poet would be frightened of in a hurricane?

- 3 Find and copy the names of **three** fruit mentioned as being dangerous.

- 4 “*flying into town like projectiles*”
Which word is closest in meaning to the word “*projectiles*” in this sentence? Tick **one**.
- bullets people being ill
long distances school projects
- 5 How do you think a family would feel if they were told that their relative had been killed by a flying banana?

- 6 If “*a plantain hitting your/Temple at 70 miles per hour/is the ultimate disgrace*”, what does the poet think is a better way to be killed?

- 7 Find and copy **two** phrases or sentences that explain how strong the wind is. Choose examples from **two** different verses.

- 8 How do the last two lines of the poem contrast with what has been said before about fruit?
Use quotations from the poem in your answer.

- 9 Which of the following statements is the best summary of the main idea of the poem? Tick **one**.
- Hurricanes are dangerous.
People can be killed in funny ways.
There are many ways to be killed.
You can get hurt by unexpected things.

2g

1 mark

2d

1 mark

2b

1 mark

2a

1 mark

2d

1 mark

2b

1 mark

2a

2 marks

2f

1 mark

2c

1 mark

Practice text: Problems With Hurricanes

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. The word “campesino” in the first line means ‘peasant farmer’. Why do you think the poet didn’t just write ‘peasant farmer’?	Accept answers that relate to the word “campesino” establishing the context for the rest of the poem. E.g. <ul style="list-style-type: none"> • He is writing about the country he lives in and the poet knows the meaning of the word. • So that we know the poem is not set in England. 	2g 1 mark	<p><i>Question focus: explain how meaning is enhanced through choice of words and phrases.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text for the word and carefully read the sentence it is used in. • Think about what the impact is on you and what you think the writer intended.
2. What does the campesino think the poet would be frightened of in a hurricane?	wind, noise and water	2d 1 mark	<p><i>Question focus: make inferences from the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Skim-read the whole text, considering the question. • Scan for ideas and carefully read the surrounding text each time.
3. Find and copy the names of three fruit mentioned as being dangerous.	mango, banana, plantain	2b 1 mark	<p><i>Question focus: retrieve and record information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text to look for the answer. • Carefully read the paragraphs to find the information you need.
4. “flying into town like projectiles” Which word is closest in meaning to the word “projectiles” in this sentence? Tick one. <ul style="list-style-type: none"> <input type="checkbox"/> bullets <input type="checkbox"/> long distances <input type="checkbox"/> people being ill <input type="checkbox"/> school projects 	bullets	2a 1 mark	<p><i>Question focus: explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the poem to find the word in the question. • Carefully read that part of the text, thinking about what the word might mean. • Look at the options given in the question. Which word has the closest meaning?
5. How do you think a family would feel if they were told that their relative had been killed by a flying banana?	Accept answers that recognise the humour and uniqueness of the situation. E.g. <ul style="list-style-type: none"> • They would feel sad at first, but then they would think it was funny. • They would be proud because their relation had been killed by something unusual. • They would feel bad because everyone else would laugh. 	2d 1 mark	<p><i>Question focus: explain inferences.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Reread the relevant section of the poem looking for ideas you could include in your answer. • This is a ‘How do you think’ question so the answer won’t be in the text – you have to think about how you would feel and how other people you know would feel.

<p>6. If “a plantain hitting your/Temple at 70 miles per hour/is the ultimate disgrace”, what does the poet think is a better way to be killed?</p>	<p>Accept one of:</p> <ul style="list-style-type: none"> drowning being slammed against a mountain boulder. 	<p>2b 1 mark</p>	<p><i>Question focus: retrieve and record information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for the words in the question. Read around those words to find other, better ways of being killed.
<p>7. Find and copy two phrases or sentences that explain how strong the wind is. Choose examples from two different verses.</p>	<p>Accept any two from two different verses.</p> <p>Verse 2</p> <ul style="list-style-type: none"> “flying into town like projectiles” “got killed by a flying banana.” <p>Verse 3</p> <ul style="list-style-type: none"> being slammed against a mountain boulder “a mango smashing your skull” “a plantain hitting your temple at 70 miles per hour” <p>Verse 4</p> <ul style="list-style-type: none"> “the fury of the wind” 	<p>2a 2 marks</p>	<p><i>Question focus: explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Reread the text considering the question. Scan the text for words that are linked to strength of the wind. Remember to look in two separate verses. <p>Award 1 mark for each phrase/sentence quoted up to a total of 2 marks. Do not award a second mark for a second phrase/sentence from the same verse.</p>
<p>8. How do the last two lines of the poem contrast with what has been said before about fruit? Use quotations from the poem in your answer.</p>	<p>Accept an answer that contrasts “beautiful sweet things” with how dangerous they can be in a hurricane. E.g.</p> <ul style="list-style-type: none"> For most of the poem, fruit are shown as missiles that can kill you, such as “mangoes, avocados/Green plantains and bananas/ flying into town like projectiles” and it’s only in the last line that they are called “beautiful sweet things”. In the last lines “mangoes/And all such beautiful/sweet things” are shown as being delicious and gentle. Up until then the fruit are shown to lead to “the ultimate disgrace” if they kill you. 	<p>2f 1 mark</p>	<p><i>Question focus: identify how information is related and contributes to meaning as a whole.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the text you are most likely to find the answer. Carefully read those parts of the text, underlining words and phrases which create the contrast.
<p>9. Which of the following statements is the best summary of the main idea of the poem? Tick one.</p> <p><input type="checkbox"/> Hurricanes are dangerous.</p> <p><input type="checkbox"/> People can be killed in funny ways.</p> <p><input type="checkbox"/> There are many ways to be killed.</p> <p><input type="checkbox"/> You can get hurt by unexpected things.</p>	<p>You can get hurt by unexpected things.</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas.</i></p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Reread the text considering the answer. Evaluate each of the options in the question – they are all true, but which one best summarises the message of the whole text?

Coral Reef/Island

Clare Bevan/Stanley Cook

Key text features

The texts are both modern poems, written in a free style and describing marine geography.

- The Teaching text is *Coral Reef* by Clare Bevan.
- The Practice text is *Island* by Stanley Cook.

Reading the Teaching text: *Coral Reef*



- What do the children know about coral reefs? Have they seen reef-based films like *Finding Nemo* or *Finding Dory*? If possible, show images or videos of a tropical coral reef. Talk about the following.
 - Coral reefs are made by tiny marine creatures called corals.
 - 25 % of all marine species live on coral reefs (which occupy less than 1 % of the sea floor).
 - A diverse range of species are found in the reefs.
 - Reefs are threatened by human actions.
- Access the Interactive Modelling Software for this unit. Listen to the poem and ask the children to think about the main point the poem is trying to make: how different, lively but fragile a coral reef is, and how it is up to us to look after it.
- Read the extract again, this time using the modelling software to model ‘cracking’ the questions together. Remember to look at the model answers and discuss strategies for different question types (see pages 128–129).

Reading the Practice text: *Island*

- What do the children know about islands? Where do they come from? How are they formed?
- Once they have read the text, remind the children that they are now going to work independently to practise the strategies introduced during the teaching session.

Moving into writing

- Read both of the poems aloud again, and discuss the similarities and differences between them.
 - Both poems describe natural phenomena.
 - Both poems are written without rhyme or a regular rhythm.
 - Both poems make use of metaphor.
 - *Island* is written in verse form; *Coral Reef* is written in a free-verse form.
 - *Island* is written in the third person; *Coral Reef* is written in the first person.

Discuss the impact on the reader of the choices the poets made.

- If possible, show the children a video of an erupting volcano, ideally at sea. Together, create a vocabulary of words, images and metaphors to describe it.
- Show photographs of volcanic islands and, again, create a shared vocabulary bank.
- Ask the children to write about the eruption using the first person, talking to the reader in the same way as the poet does in *Coral Reef*.
- Ask the children to reflect on the impact of first-person writing.

Listening Comprehension: Questions and Answers



The listening comprehension questions can be accessed on the modelling software for this unit.

Q1: Who is speaking in the poem?

A1: The coral reef

Strategy: Read the first few lines of the poem. Consider who “I” could be.

Q2: Why does the poet tell you that the reef is “*A brittle mystery; A vanishing trick*”?

A2: She wants to remind the reader that the reef is very fragile and can easily break and disappear.

Strategy: Decide which part of the poem the answer will be in. Listen carefully to that part of the poem, thinking about what these words tell us about coral reefs.

Q3: Listen to the last four lines. How do they summarise the poet’s message to the reader?

A3: The reef is our responsibility; if we don’t make the choice to look after it properly, it will die.

Strategy: Listen carefully to the last four lines. Then listen to the whole poem again, considering how those lines act as a summary.

Extending reading

Where on Earth?: Coastlines – Susie Brooks

Poems about the Seaside – chosen by Brian Moses

St. Lucia: The Land and the People – Daniel Gilpin

Nature Unleashed: Volcanic Eruptions – Louise and Richard Spilsbury

Cracking the questions



Teaching text: Coral Reef

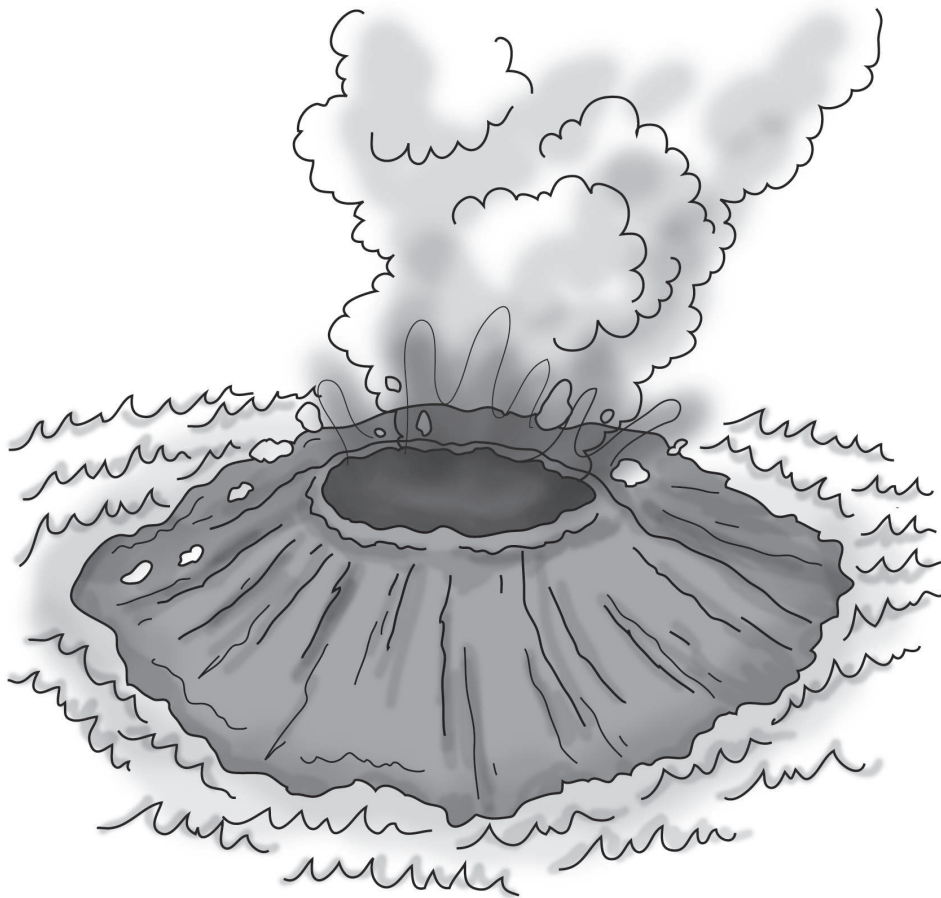
Question	Answer	CD/Mark	Useful strategies
<p>1. Look at the first eight lines. Find and copy a word that means the same as crowded.</p>	<p>“teeming”</p>	<p>2a 1 mark</p>	<p><i>Question focus: explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the section of the poem indicated, looking for a word that has the same meaning as the word in the question. Carefully read the line to confirm what the word means in this context. <p>Encourage the children to use dictionaries where necessary.</p>
<p>2. Find and copy the names of two kinds of creatures that live in the reef.</p>	<p>Accept any two of the following.</p> <ul style="list-style-type: none"> fishes anemones predators 	<p>2b 1 mark</p>	<p><i>Question focus: retrieve and record information.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the poem, searching for the names of kinds of creatures. Carefully reread the lines to confirm that these are kinds of creatures that live in the reef. <p>Do not accept aliens, monsters or mermaids.</p>
<p>3. “A skulking place for prowling predators” In this phrase, which word is “skulking” closest in meaning to? Choose one.</p> <p><input type="checkbox"/> dark <input type="checkbox"/> lurking <input type="checkbox"/> meeting <input type="checkbox"/> safe</p>	<p>lurking</p>	<p>2a 1 mark</p>	<p><i>Question focus: explain the meaning of words in context.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the poem for the phrase. Carefully read the line containing the word, and the lines that follow, considering the meaning of the word. Read the options given in the question and reread the line, thinking about the meaning of the word. <p>Encourage the children to use dictionaries where necessary.</p>

<p>4. How is a reef different from our earthbound cities? Give two impressions, using evidence from the text to support your answer.</p>	<p>Acceptable points: It is an alien/fantasy/magical world. • “monsters/Watch with luminous eyes” • “A mermaid’s maze” • “More magical than all/Your earthbound dreams” The structures of the corals are not like the shapes of ordinary buildings. • “An ancient palace topped by/Improbable towers” It is constantly changing. • “An endlessly growing sculpture” It is a world we don’t fully understand. • “A brittle mystery” • “A vanishing trick” • “A dazzling wonder” It is very valuable and important. • “a priceless treasure” • “A precious heirloom”</p>	<p>2d 3 marks</p>	<p><i>Question focus: explain and justify inferences with evidence from the text.</i> Strategies: • Carefully read the question, marking key words. • Skim-read the text to get an impression of how the reef is different from ordinary cities, then scan the text, looking for where you might find evidence. • Carefully read the lines you identified, looking for evidence to support your ideas. Award 3 marks for two acceptable points, one with evidence. Award 2 marks for either two acceptable points or one acceptable point with evidence. Award 1 mark for one acceptable point.</p>
<p>5. Which of these does the poet say the reef is? Choose two. <input type="checkbox"/> an engine <input type="checkbox"/> a predator <input type="checkbox"/> a garden <input type="checkbox"/> a sculpture <input type="checkbox"/> a tree</p>	<p>a garden a sculpture</p>	<p>2b 1 mark</p>	<p><i>Question focus: retrieve and record information.</i> Strategies: • Carefully read the question, marking key words. • Scan the poem, searching for the statements about the reef being other things. • Carefully reread the lines to confirm that the words are used to describe the reef. Award 1 mark for both correct.</p>
<p>6. What do the words “precious heirloom” (line 24) tell you about the poet’s attitude to the coral reef?</p>	<p>Example of a 2-mark answer. • Something valuable that we’ve inherited and must look after until we pass it on to our children. Examples of 1-mark answers. • Each generation has to look after it. • It’s important to look after it.</p>	<p>2g 2 marks</p>	<p><i>Question focus: explain how meaning is enhanced through choice of words and phrases.</i> Strategies: • Carefully read the question, marking key words. • Carefully read the line indicated, considering how the words are used. • Reread the whole poem, considering the implications of these words in the context of the whole poem. Award 2 marks for responses referring to both the reef’s value/importance and the importance of looking after it over the generations. Award 1 mark for responses that refer either to its value or to the fact that it has been around for a long time.</p>

Island

Stanley Cook

- 1 Firing molten rock at the sky
And shrugging water off, the island-to-be
Rises steaming from the sea
Whose waters quench its volcanic sides.
- 5 Rising mountainous from the depths,
It takes its place with continents,
Though only a speck by comparison,
Above the tides and on the maps.
- 9 A part of the world has been rebuilt,
A staging post for birds to visit
And simple plants to inhabit
Once the years weather and cool it.
- 13 The forging from the earth's hot core
Settles into its final shape:
People will find it a name;
Someone one day will put ashore.



Name: _____

Class: _____

Date: _____

- 1 Look at the first verse.

What do the words “*Firing molten rock at the sky*” tell you about the island?

2d

1 mark

- 2 Why is the new island “*steaming*”?

2a

1 mark

- 3 The poet describes the island as “*Rising mountainous from the depths*”. This makes it sound big and impressive.

What else do you learn about the size of the island in the same verse?

2d

1 mark

- 4 In verse 3, the term “*staging post*” is closest in meaning to which of the following? Tick **one**.

a place to build a nest a pole for perching on

a special nesting box a stopover place

2a

1 mark

- 5 Look at the verse beginning “*A part of the world*”.

Find and copy the word that means *make it smoother*.

2a

1 mark

- 6 In the final verse, the poet uses the word “*forging*” to describe the island.

List **two** impressions this word gives you about the island, using evidence from the text to support your answer.

2g

3 marks

- 7 In the first verse, the island is said to rise from the sea.

Find and copy two other places the poet describes the island as coming from.

2b

2 marks

- 8 Number the following sentences from **1** to **5** to show the order in which they happen to the island.

The first one has been done for you.

It rises from the sea. 1 People will land on it. People will name it.

Plants will grow on it. Time will cool it.

2c

1 mark

- 9 **Find and copy** evidence from the first verse that there is not yet an island.

2a

1 mark

Practice text: Island

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Look at the first verse. What do the words “Firing molten rock at the sky” tell you about the island?	It is a volcano.	2d 1 mark	Question focus: <i>make inferences from the text.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the first verse for the words. Carefully read the surrounding text. Consider what those words alone tell you about the island. Do not accept answers that just say it is erupting.
2. Why is the new island “steaming”?	The heat of the volcano is quenched by the sea./When the cool sea meets the hot rocks, it produces steam.	2a 1 mark	Question focus: <i>explain the meaning of words in context.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the poem for the word “steaming”. Think about what you know about steam. Carefully read the surrounding text. Consider why steam might be rising.
3. The poet describes the island as “Rising mountainous from the depths”. This makes it sound big and impressive. What else do you learn about the size of the island in the same verse?	It is tiny./It is “only a speck” in comparison with the size of the continents.	2d 1 mark	Question focus: <i>make inferences from the text.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the poem for the words in the question. Carefully read the same verse, looking for another reference to the island’s size.
4. In verse 3, the term “staging post” is closest in meaning to which of the following? Tick one. <input type="checkbox"/> a place to build a nest <input type="checkbox"/> a pole for perching on <input type="checkbox"/> a special nesting box <input type="checkbox"/> a stopover place	a stopover place	2a 1 mark	Question focus: <i>explain the meaning of words in context.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the verse for the given term. Carefully read the line containing the term, and the lines that follow, considering the meaning of the words. Read the options given in the question and reread the line, thinking about the meaning of the words.
5. Look at the verse beginning “A part of the world”. Find and copy the word that means <i>make it smoother</i> .	“weather”	2a 1 mark	Question focus: <i>explain the meaning of words in context.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the verse for a word with this meaning in this context.

<p>6. In the final verse, the poet uses the word “<i>forging</i>” to describe the island. List two impressions this word gives you about the island, using evidence from the text to support your answer.</p>	<p>Acceptable points: It comes from a very hot place.</p> <ul style="list-style-type: none"> • “<i>Firing molten rock at the sky</i>” • “<i>rises steaming from the sea</i>” • “<i>waters quench its volcanic sides</i>” • “<i>from the earth’s hot core</i>” <p>The island is shaped by the way it came into being.</p> <ul style="list-style-type: none"> • “<i>from the earth’s hot core</i>” • “<i>Rising mountainous from the depths</i>” • “<i>waters quench its volcanic sides</i>” • “<i>Settles into its final shape</i>” 	<p>2g 3 marks</p>	<p><i>Question focus: explain how meaning is enhanced through choice of words and phrases.</i> Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Carefully read the verse in the question, confirming how the word is used. • Reread the whole poem, considering the implications of the word in the context of the whole poem. <p>Award 3 marks for two acceptable points, one with evidence. Award 2 marks for either two acceptable points or one acceptable point with evidence. Award 1 mark for one acceptable point.</p>
<p>7. In the first verse, the island is said to rise from the sea. Find and copy two other places the poet describes the island as coming from.</p>	<ul style="list-style-type: none"> • “<i>the depths</i>” • “<i>the earth’s hot core</i>” 	<p>2b 2 marks</p>	<p><i>Question focus: retrieve and record information.</i> Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the poem, searching for places the island is said to come from. • Carefully reread the lines to confirm that the poem does suggest that the island came from these places. <p>Award 2 marks for both correct. Award 1 mark for one correct.</p>
<p>8. Number the following sentences from 1 to 5 to show the order in which they happen to the island. The first one has been done for you.</p> <p><input checked="" type="checkbox"/> 1 It rises from the sea. <input type="checkbox"/> People will land on it. <input type="checkbox"/> People will name it. <input type="checkbox"/> Plants will grow on it. <input type="checkbox"/> Time will cool it.</p>	<p>It rises from the sea. 1 People will land on it. 5 People will name it. 4 Plants will grow on it. 3 Time will cool it. 2</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i> Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Carefully read the poem, thinking about the events described. • Look for information in the poem that suggests the order in which the events will occur to the island.
<p>9. Find and copy evidence from the first verse that there is not yet an island.</p>	<p>“<i>island-to-be</i>”</p>	<p>2a 1 mark</p>	<p><i>Question focus: explain the meaning of words in context.</i> Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the verse indicated for a word with the same meaning as given in the question.

Cat and Mouse

Maggie Pearson

Teacher notes: *Cat and Mouse*

Curriculum references: Years 5–6

Programme of study: Reading comprehension

Children should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - recommending books that they have read to their peers, giving reasons for their choices
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
 - drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- 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
- provide reasoned justifications for their views.

Running the task

- Tell the children that you are going to read a short story from a compilation of short stories called *Short and Shocking*. Ask the class what type of story they think it might be. Explain that this is a modern story and is not a fable or traditional tale but it does have some messages that we can learn from, which they can think about while they read the story.
- Explain that the “*dripping*” referred to in the text is the fat that has “dripped” off roasted meat. Explain that both cats and mice would find this a real treat.
- Ask the children to read the story in pairs, then ask the children to complete the questions using the text to help them.
- Once the children have finished, ask for their thoughts about the story. Encourage them to discuss the story with a partner and ask each other questions about what happened in the story.
- Hold a class discussion on the messages from the story – truth, honesty and fairness.
- Now ask the class to discuss whether they would recommend this story to someone else and to give reasons for their decision. Ask whether they might like to read any other stories from this compilation of stories, and explain why.

Assessment guidance

Use the list below to identify the content domains that the children are working on in this task.

Typically, children working at the expected standard will:

- | | |
|--|----|
| ● show an understanding of the meaning of vocabulary in context | 2a |
| ● accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts | 2c |
| ● make developed inferences drawing on evidence from the text | 2d |
| ● explain and justify inferences, providing evidence from the text to support reasoning | 2d |
| ● identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole. | 2f |

What to expect

- 1 Tick two things that you find out at the beginning of the text that tell us the cat was finding it difficult to resist eating the dripping.** (2d)

Children working at the expected standard should be able to answer this question correctly. Those working towards the expected standard are likely to choose the first and third options.

- 2 What did Cat say her sister's baby was called? Why did she choose this name?** (2d)

Most children will be able to identify the name of the "baby". Children working towards the expected standard may need prompting to explain why, and may offer a simple answer. Children working at greater depth within the expected standard will be able to explain in detail the reason for this name.

- 3 Find and copy one word or phrase that tells us that Mouse believed Cat's stories.** (2a)

Most children should be able to find this word. Further explanation may be needed to show that the question allows a phrase and that "*trusting soul*" makes more sense than "*trusting*" alone.

- 4 "*Time went by and winter came and Cat kept saying times weren't that hard*".** (2d)

Explain why Cat kept saying that "*times weren't that hard*".

This is a more challenging question for the children to answer clearly. Children working at greater depth within the expected standard are likely to give a clear explanation. Children working at the expected standard may give a simple answer, repeating the question, such as "*times were not very hard*" or "*they didn't need the dripping yet*".

- 5 Find and copy one word that tells us that Cat was annoyed by Mouse accusing her of eating the dripping.** (2a)

Children may find this a challenging word to find. Children working at greater depth within the expected standard should be able to locate and copy this word.

- 6 Write the numbers 1 to 6 to sequence the following events in the order that they happen in the story.** (2c)

This is quite a straightforward question that most children should be able to complete. Children will need reminders to use the text to help them answer the question.

- 7 Explain how the last sentence might leave the reader amused.** (2f)

This is a challenging question that children working at the expected standard may struggle to explain clearly. Children may benefit from discussing this with a partner and explaining it verbally before attempting to formulate a written answer. Children working at greater depth within the expected standard should be able to explain the play on words in this sentence.

- 8 Suggest a different title that the author could have used for the story.** (2c)

Most children should be able to suggest a suitable alternative title for the story.

From *Cat and Mouse* by Maggie Pearson

A cat and a mouse set up house together. Yes they did!

They managed things very well to begin with. They saved up their pennies and bought a pot of dripping to keep them through the lean winter months. And, so they wouldn't be tempted to touch it before the hard times came, they took it down to the church and hid it in the vestry.

Oh, the smell of that dripping! The cat wished it was winter already. She began to dream of dripping, even when she was awake. At last she said to the mouse: "I'm off to church today. My sister's baby's being christened."

There was no christening. Cat went straight to the pot of dripping and creamed off the top. Oh, the taste of that dripping!

"How did the christening go?" asked the mouse, when the cat got home. "What's the baby's name?"

Cat thought fast: "Top-off!" she said.

"Top-off!" said Mouse. "That's an odd name."

It wasn't long before Cat was off to the church again – this time, for her other sister's wedding.

There was no wedding; only a pot of delicious dripping that was half-gone by the time cat came home, still cleaning her whiskers.

"Half-gone?" said the mouse. "Is that your sister's married name? That's a very odd name, to be sure."

But she was a trusting soul. She even trusted Cat when she said she must

be off to the church again. This time, she said it was for her grandmother's funeral. And when Mouse asked her what was her grandmother's name? Why, Granny Cleangone, Cat told her, without so much as a blush.

Time went by and winter came and Cat kept saying times weren't that hard; no need to dip into their store of dripping yet. Till the mouse went on her own to fetch it back. And found the jar licked clean.

Then she began putting two and two together: Top-off? Half-gone? Cleangone? "You!" she cried. "It was you!"

Cat drew herself up indignantly: "What do you mean? Some thief has stolen our dripping and –"

"It was you!" Mouse bounced up and down with rage. "Top-off! I thought that was an odd name."

"I'm warning you!" said Cat.

"Half-gone!" squeaked Mouse. "That was even odder."

"Not another word!"

"As for all that stuff and nonsense about your grandmother's funeral – what was her name?"

Cat pounced, bit, chewed, and swallowed. "Cleangone," she said.



Name:	Class:	Date:
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Read the text, then answer the questions.

1 Tick **two** things that you find out at the beginning of the text that tells us the cat was finding it difficult to resist eating the dripping.

- Cat and Mouse set up home together. Cat's sister's baby was being christened.
- Cat wished it was winter already. Cat began to dream about the dripping.

2 What did Cat say her sister's baby was called? Why did she choose this name?

3 Find and copy one word or phrase that tells us that Mouse believed Cat's stories.

4 "Time went by and winter came and Cat kept saying times weren't that hard".

Explain why Cat kept saying that "times weren't that hard".

5 Find and copy one word that tells us that Cat was annoyed by Mouse accusing her of eating the dripping.

6 Write the numbers 1 to 6 to sequence the following events in the order that they happen in the story.

- Mouse went to get the dripping. Cat went to a christening.
- They hid the dripping in the vestry. Cat went to Granny Cleangone's funeral.
- Cat and Mouse set up house together. Cat ate Mouse.

7 Explain how the last sentence might leave the reader amused.

8 Suggest a different title that the author could have used for the story.

Jane Eyre

Charlotte Brontë

Teacher notes: *Jane Eyre*

Curriculum references: Years 5–6

Programme of study: Reading comprehension

Children should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
 - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Running the task

- The children will need experience of texts written in previous centuries in order to tackle this text successfully. Explain this extract is from a novel called *Jane Eyre*, written by Charlotte Brontë in the 1840s. Discuss what they might expect from a text written around 170 years ago.
- In this extract, Jane – the narrator – is walking along a country road on her own. Ask the children how this might be different from today, e.g. no mobile phone or traffic.
- Explain that there may be words that are new to them, e.g. “*pretercanine*”. The prefix “*preter*” means “*more than*” so “*pretercanine*” means “*more than one would expect from a dog*”. You may wish to discuss this word further as the children may have come across the word “*canine*” in the context of teeth.
- In pairs of similar ability, the children should read and discuss the extract before answering the questions. Support children who are working towards the expected standard to ensure they can access the text.
- Children working towards the expected standard may complete an alternative activity, such as looking up words they do not recognise. Children who finish early could select sentences to rewrite for a modern retelling, sharing these at the end and choosing the most effective.

Assessment guidance

Use the list below to identify the content domains that the children are working on in this task.

Typically, children working at the expected standard will:

- | | |
|---|----|
| ● make developed inferences drawing on evidence from the text | 2d |
| ● explain and justify inferences, providing evidence from the text to support reasoning | 2d |
| ● identify/explain how the choice of language enhances the meaning of texts. | 2g |

What to expect

- 1 “In those days I was young, and all sorts of fancies bright and dark tenanted my mind: the memories of nursery stories were there amongst other rubbish”. What image of Jane’s mind does the author give you in this description? What words does she use to help in this?** (2g)

Children working at the expected standard may explain that she has a lot of imaginings, good and bad, in her head, which the author describes as “*fancies bright and dark*”. They may also point out that she describes some as rubbish. Children working at greater depth within the expected standard might grasp the wider image of her mind as a room filled with clutter and cite the author’s use of the word “*tenanted*” as helping to convey this impression. They may also note that “*tenanted*” implies a lack of permanence.

- 2 What do the words “*vigour and vividness*” tell you about the effect Jane’s childhood imaginings have on her now?** (2g)

Most children will explain that the imaginings seem more colourful and stronger. Children working at greater depth within the expected standard will explain that they seem more detailed and realistic, and spring to her mind more readily.

- 3 Why does the approach of the horse remind Jane of Bessie’s Gytrash tales? Tick all that apply.** (2d)

Most children should be able to state that the Gytrash appeared to people travelling alone and that the spirit often appeared as a horse. Children working towards the expected standard may also select incorrect responses.

- 4 Explain the meaning of “*exactly one mask of Bessie’s Gytrash*”. Why do you think the author chose this phrase?** (2g)

All children should be able to state that Bessie described the Gytrash in a number of ways (ranging from a horse to a dog) and that this looked just like one of the ways Bessie had described it. Children working at greater depth within the expected standard should be able to give a reasonable explanation of Brontë’s use of the phrase – that the Gytrash had different ways of appearing, so she uses the word “*mask*”.

- 5 How did Jane feel when she saw the horse rider, and why?** (2d)

All children should be able to explain she realised it couldn’t be the Gytrash because it was ridden by an ordinary man. Children working at greater depth within the expected standard may add that the Gytrash was said to inhabit creatures other than people. They may also refer to “*broke the spell at once*” as showing that it brought her back to reality and stopped her supernatural imaginings.

- 6 What sort of supernatural creature do you think a Gytrash is? Find words and phrases in the text to support your answer.** (2d)

Most children should be able to explain that the Gytrash was a spirit that could take the shape of a horse, dog or mule. Children working at greater depth within the expected standard may add a reference to goblins.

- 7 What does this text tell you about Jane?** (2d)

Most children should be able to comment on the narrator’s vivid imagination. Children working at greater depth within the expected standard may infer that she was quite brave because she was walking alone in an isolated place and did not run away when she thought it might be the Gytrash approaching, but instead observed it all closely. They might add that she is a bit superstitious because she obviously believed in the Gytrash.

From *Jane Eyre* by Charlotte Brontë

The din was on the causeway: a horse was coming; the windings of the lane yet hid it, but it approached. I was just leaving the stile; yet, as the path was narrow, I sat still to let it go by. In those days I was young, and all sorts of fancies bright and dark tenanted my mind: the memories of nursery stories were there amongst other rubbish; and when they recurred, maturing youth added to them a vigour and vividness beyond what childhood could give. As this horse approached, and as I watched for it to appear through the dusk, I remembered certain of Bessie's tales, whereas figured a North-of-England spirit called a "Gytrash"; which, in the form of a horse, mule, or large dog, haunted solitary ways, and sometimes came upon belated travellers, as this horse was now coming upon me.

It was very near, but not yet in sight; when, in addition to the tramp, tramp, I heard a rush under the hedge, and close down by the hazel stems glided a great dog, whose black and white colour made him a distinct object against the trees. It was exactly one mask of Bessie's Gytrash – a lion-like creature with long hair and a huge head: it passed me, however, quietly enough; not staying to look up, with strange pretercanine eyes, in my face, as I half expected it would. The horse followed – a tall steed, and on its back a rider. The man, the human being, broke the spell at once. Nothing ever rode the Gytrash: it was always alone; and goblins, to my notions, though they might tenant the dumb carcasses of beasts, could scarce cover shelter in the common-place human form. No Gytrash was this – only a traveller taking a short cut to Millcote.

Name:	Class:	Date:
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Read the text, then answer the questions.

1 *“In those days I was young, and all sorts of fancies bright and dark tenanted my mind: the memories of nursery stories were there amongst other rubbish”*. What image of Jane’s mind does the author give you in this description? What words does she use to help in this?

2 What do the words *“vigour and vividness”* tell you about the effect Jane’s childhood imaginings have on her now?

3 Why does the approach of the horse remind Jane of Bessie’s Gytrash tales? Tick all that apply.

- Because she owned a horse called Gytrash.
- Because the Gytrash appeared to people travelling alone.
- Because the spirit often appeared as a horse.
- Because she remembered the tale, which was often about a mule or dog.

4 Explain the meaning of *“exactly one mask of Bessie’s Gytrash”*. Why do you think the author chose this phrase?

5 How did Jane feel when she saw the horse rider, and why?

6 What sort of supernatural creature do you think a Gytrash is? Find words and phrases in the text to support your answer.

7 What does this text tell you about Jane?

There's a Boy in the Girls' Bathroom

Louis Sachar

Teacher notes: *There's a Boy in the Girls' Bathroom*

Curriculum references: Years 5–6

Programme of study: Reading comprehension

Children should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- predicting what might happen from details stated and implied
- identifying how language, structure and presentation contribute to meaning
- 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
- provide reasoned justifications for their views.

Running the task

- Explain that this extract is from a book called *There's a Boy in the Girls' Bathroom* by an American author called Louis Sachar.
- Explain that “*closet*” is the American word for cupboard and “*recess*” means break or playtime.
- Ask the children to read the text independently and answer questions 1–7. Explain that they should wait before answering question 8.
- When all the class have answered questions 1–7, read the next line of the text: “*Bradley thought for a moment, then said, ‘Give me a dollar or I’ll spit on you.’*”
- Now ask the children to think about how this might change their perception of what they thought Bradley was like. Ask them to now answer question 8.
- Finish the session with a discussion about the issues raised in the text.

Assessment guidance

Use the list below to identify the content domains that the children are working on in this task.

Typically, children working at the expected standard will:

- show an understanding of the meaning of vocabulary in context **2a**
- retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information **2b**
- provide developed explanations for key information and events and for characters' actions and motivations **2b**
- make developed predictions that are securely rooted in the text **2e**
- identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole **2f**
- identify/explain how the choice of language enhances the meaning of texts. **2g**

What to expect

- 1 At the beginning of the extract, why was Bradley described as “an island”?** (2b)

This should be quite straightforward for children to select the correct answer.

- 2 Find and copy *one* word that tells us Mrs. Ebbel persuaded Jeff to say something.** (2a)

Most children should be able to find this word correctly.

- 3 Why do you think Jeff “*awkwardly sat down*”? Explain using evidence from the text.** (2g)

Children working at the expected standard should be able to explain this phrase and select evidence from the text to support their reasoning. Children working towards the expected standard may answer that his awkwardness was because he was new and he was shy. Children working at greater depth within the expected standard are likely to be able to give both reasons for his awkwardness and provide evidence for each one.

- 4 Tick all the items that we know from the text are in Bradley’s desk.** (2b)

This is a straightforward retrieval question that most children should be able to answer.

- 5 Give *two* pieces of evidence from the text that show what Bradley thinks about learning.** (2f)

Children working at the expected standard should be able to answer this question selecting appropriate evidence. Children working towards the expected standard should be able to answer that he cuts up his test. Children working at greater depth within the expected standard should be able to explain in detail and might give more than two pieces of evidence.

- 6 Using information from the text, tick *one* box in each row to show whether each statement is *true* or *false*.** (2b)

Most children should be able to answer this question correctly. Some children working towards the expected standard may need reminding to reread the text and especially to read the whole text before answering the final statement.

- 7 What do you think Bradley might reply to Jeff at the end of the text?** (2e)

This question gives the children the opportunity to think how they would feel if someone was trying to be their friend. All children should be able to give a suitable answer. Children working at a greater depth may be able to use the clues from the text to suggest that maybe Bradley is not a nice person.

- 8 Wait for your teacher to read the next line of the text to you.** (2f)

Now explain what you think of Bradley and why nobody wanted to sit next to him.

This line in the text is likely to challenge the children’s perception of Bradley. They should now be able to make links with the previous section of text and be able to understand the reason that nobody wanted to sit near him. Children working towards the expected standard may find this challenging.

From *There's a Boy in the Girls' Bathroom* by Louis Sachar

Bradley Chalkers sat at his desk in the back of the room – last seat, last row. No one sat at the desk next to him or at the one in front of him. He was an island.

If he could have, he would have sat in the closet. Then he could shut the door so he wouldn't have to listen to Mrs. Ebbel. He didn't think she'd mind. She'd probably like it better that way too. So would the rest of the class. All in all, he thought everyone would be much happier if he sat in the closet, but, unfortunately, his desk didn't fit. "Class," said Mrs. Ebbel. "I would like you all to meet Jeff Fishkin. Jeff has moved here from Washington, D.C., which, as you know, is our nation's capital."

Bradley looked up at the new kid who was standing at the front of the room next to Mrs. Ebbel.

"Why don't you tell the class a little bit about yourself, Jeff," urged Mrs. Ebbel.

The new kid shrugged.

"There's no reason to be shy," said Mrs. Ebbel.

The new kid mumbled something, but Bradley couldn't hear what it was.

"Have you ever been to the White House, Jeff?" Mrs. Ebbel asked. "I'm sure the class would be very interested to hear about that."

"No. I've never been there," the new kid said very quickly as he shook his head.

Mrs. Ebbel smiled at him. "Well, I guess we'd better find you a place to sit." She looked around the room. "Hmm, I don't see anyplace except, I suppose you can sit there, at the back."

"No, not next to Bradley!" a girl in the front row exclaimed.

"At least it's better than in front of Bradley," said the boy next to her. Mrs. Ebbel frowned. She turned to Jeff. "I'm sorry, but there are no other empty desks."

"I don't mind where I sit," Jeff mumbled.

"Well, nobody likes sitting ... there," said Mrs. Ebbel.

"That's right," Bradley spoke up. "Nobody likes sitting next to me!" He smiled a strange smile. He stretched his mouth so wide, it was hard to tell whether it was a smile or a frown.

He stared at Jeff with bulging eyes as Jeff awkwardly sat down next to him. Jeff smiled back at him, so he looked away.

As Mrs. Ebbel began the lesson, Bradley took out a pencil and a piece of paper, and scribbled. He scribbled most of the morning, sometimes on the paper and sometimes on his desk. Sometimes he scribbled so hard his pencil broke. Every time that happened he laughed. Then he'd tape the broken point to one of the gobs of junk in his desk, sharpen his pencil, and scribble again.

His desk was full of little wads of torn paper, pencil points, chewed erasers, and other unrecognizable stuff, all taped together.

Mrs. Ebbel handed back a language test. "Most of you did very well," she said. "I was very pleased. There were fourteen A's and the rest B's. Of course, there was one F, but ..." she shrugged her shoulders.

Bradley held up his test and smiled that same distorted smile.

As Mrs. Ebbel went over the correct answers with the class, Bradley took out his pair of scissors and very carefully cut his test paper into tiny squares.

When the bell rang for recess, he put on his red jacket and walked outside, alone.

"Hey, Bradley, wait up!" somebody called after him.

Startled, he turned around.

Jeff, the new kid, hurried alongside him. "Hi," said Jeff.

Bradley stared at him in amazement.

Jeff smiled. "I don't mind sitting next to you," he said. "Really."

Bradley didn't know what to say.

"I have been to the White House," Jeff admitted. "If you want, I'll tell you about it."

Name:	Class:	Date:
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Read the text, then answer the questions.

1 At the beginning of the extract, why was Bradley described as “*an island*”? Tick **one**.

- He had water all around his desk. His desk was the shape of an island.
- No children sat at the desks surrounding him. It was like he was in an ocean.

2 Find and copy **one** word that tells us Mrs. Ebbel persuaded Jeff to say something.

3 Why do you think Jeff “*awkwardly sat down*”? Explain using evidence from the text.

4 Tick all the items that we know from the text are in Bradley’s desk.

- pencil points water bottle chewed erasers
- reading book torn paper junk

5 Give **two** pieces of evidence from the text that show what Bradley thinks about learning.

6 Using information from the text, tick **one** box in each row to show whether each statement is **true** or **false**.

	True	False
Bradley says he would have liked to have sat in the cupboard.		
Jeff was just visiting the class.		
Bradley had lots of friends.		
Jeff had been to the White House.		

7 What do you think Bradley might reply to Jeff at the end of the text?

8 Wait for your teacher to read the next line of the text to you.

Now explain what you think of Bradley and why nobody wanted to sit next to him.

Westside Journal

Teacher notes: *Westside Journal*

Children should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - making comparisons within and across books
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
- identifying how language, structure and presentation contribute to meaning
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Running the task

- Display the text and read it together.
- Invite the children to summarise the main point of the text in a single sentence.
- Discuss the type of text, the purpose and the intended audience. Make note of individual responses.
- Ask the children to find one statement of fact and one statement of opinion. Discuss these and the purpose of each within a newspaper article.
- Circulate as the children work and discuss the text with them. Support children working towards the expected standard, as suggested in the introduction to this book, and challenge children working at greater depth within the expected standard.
- Following the questions, a debate/class discussion could be held on the issues raised, e.g. whether the children should have an extra week's holiday or not; whether the governors should have listened to Annie Drew's complaint.

Assessment guidance

Use the list below to identify the content domains that the children are working on in this task.

Typically, children working at the expected standard will:

- show an understanding of the meaning of vocabulary in context 2a
- retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information 2b
- identify/explain how information in non-fiction is related and contributes to meaning as a whole 2f
- make accurate and appropriate comparisons within texts. 2h

What to expect

-
- 1 Find and copy two words from the first three paragraphs that suggest the storm was destructive or damaging.** (2a)
- Most children should be able to locate both of these words. Children working towards the expected standard may only find one word or may offer phrases instead.
-
- 2 What was the result of the storm? Tick two.** (2b)
- Children working towards the expected standard may select incorrect responses. Most children working at the expected standard will be able to choose the two correct responses.
-
- 3 Why does the article say that people have been visiting the school since the crash?** (2f)
- Children working towards the expected standard may struggle to answer this question clearly. Children working at the expected standard should be able to answer this correctly.
-
- 4 The pupils have different views about the school being closed. Explain what these views are, using evidence from the text.** (2h)
- Children working at greater depth within the expected standard will be able to answer this clearly using carefully selected evidence. Those working at the expected standard may only explain one part of the pupils' views or struggle to provide suitable evidence.
-
- 5 What has Mr Morris done so that the children can get back to school quickly?** (2b)
- This is a straightforward question that most children should be able to answer.
-
- 6 Draw one line from each person in the article to one statement that explains what they thought about the fallen tree.** (2h)
- Most children should be able to identify Mr Morris's view. Some children may struggle to interpret Annie Drew's views from the quotation in the text.
-
- 7 What is the purpose of the competition? Explain using evidence from the text.** (2f)
- Children working at the expected standard should be able to answer this correctly. Those working towards the expected standard may struggle to explain this clearly.
-

WESTSIDE JOURNAL

Ancient Oak FLATTENS Classrooms

Broad Oak Primary School will have to think of a new name following the storm that blew into town at the weekend.

The ancient oak tree has been a familiar sight for generations of children and parents who attended Broad Oak Primary School in Westside. But when the staff arrived on Monday morning, they found a devastating scene. The tree had blown down in the storm and crashed onto the school roof, destroying two classrooms and the staff room.

“It is a tragedy for the school,” stated head teacher Anthony Morris (53). “We informed as many parents as possible, but some children still came on Monday morning.”

In fact, the school has been visited by a steady stream of sightseers since the crash was discovered.

It could have been a worse tragedy had the school been occupied at the time.

“That old tree has been an accident waiting to happen,” quoted Annie Drew, a concerned parent. “I’ve complained to the governors several times that it was unsafe, but they just ignored me.”

Many of the pupils are delighted they have been given an extra week’s holiday while the building is being made safe. But I spoke to one youngster from Year 6 who wasn’t pleased at all.

“It’s my last year here,” he told me, “and I have lots of stuff to do before I go to the High School. I don’t want to miss anything and fall behind.”

In fact, he won’t have to worry about that for long. The head teacher has arranged for temporary classrooms to be erected next week so it will be business as usual for the staff and pupils.

Mr Morris expressed sadness that the tree has fallen. “It has been a feature of the area for so long, we will all miss seeing it.”

He also announced a competition for the pupils to design something out of the wood which will be erected in the school grounds so that the oak tree would be remembered. Pupils should send their entries to the school by the end of December.

Name:	Class:	Date:
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Read the text, then answer the questions.

1 Find and copy two words from the first three paragraphs that suggest the storm was destructive or damaging.

2 What was the result of the storm? Tick **two**.

It had damaged the staff room. The damage had hurt some children.

It had damaged the playground. It had damaged the school roof.

3 Why does the article say that people have been visiting the school since the crash?

4 The pupils have different views about the school being closed. Explain what these views are, using evidence from the text.

5 What has Mr Morris done so that the children can get back to school quickly? Tick **one**.

He has sent them homework. He has repaired the roof.

He has arranged temporary classrooms. He has set a competition.

6 Draw **one** line from each person in the article to one statement that explains what they thought about the fallen tree.

Annie Drew	pleased to have extra holiday
	sad because it was a feature of the area
Mr Morris	it was dangerous and was likely to fall
	sad that they will have to rename the school

7 What is the purpose of the competition? Explain using evidence from the text.

Should Bullies Always Be Excluded from School?

Teacher notes: *Should Bullies Always Be Excluded from School?*

Curriculum references: Years 5–6

Programme of study: Reading comprehension

Children should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
- understand what they read by:
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- 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
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

Running the task

- Ask pairs of children to read the text together and then discuss its purpose and what type of text they think it is.
- Some of the language in the text is likely to be challenging and unfamiliar. Ask the pairs to underline any words and phrases they are unsure about, so that they can be discussed and explained before they start the task.
- Invite the children to describe what type of text it is orally, and give reasons for their opinions. Make notes of their oral responses.
- They should complete the task sheet individually. Support children who are working towards the expected standard, as suggested in the introduction to this book.
- You may wish to continue this topic and hold a class debate, with the children making notes and presenting their views.

Assessment guidance

Use the list below to identify the content domains that the children are working on in this task.

Typically, children working at the expected standard will:

- accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts **2c**
- make developed inferences drawing on evidence from the text **2d**
- explain and justify inferences, providing evidence from the text to support reasoning **2d**
- identify/explain how information in non-fiction is related and contributes to meaning as a whole **2f**
- identify/explain how the choice of language enhances the meaning of texts. **2g**

What to expect

-
- 1 What is the author’s purpose in this text?** (2c)
- Most children should identify the author’s purpose as a discussion of whether bullies should be excluded from school. Children working at greater depth within the expected standard should recognise the author’s underlying viewpoint that bullies should not always be excluded.
-
- 2 What is the purpose of the opening paragraph?** (2f)
- Most children should be able to describe the purpose as setting the scene or giving background to the issue.
-
- 3 Underline two emotive words or phrases the author uses in the opening paragraph.** (2g)
- Most children will identify “*wreck other children’s lives*”, whereas children working at greater depth within the expected standard may also identify “*affects a large number of children*” and “*dramatically*”.
-
- 4 What are the main points the author makes to support the argument for a law to exclude bullies?** (2c)
- Most children should identify the main points, e.g. children won’t be bullied at school anymore; bullies may learn that schools will not tolerate bullying at all and it may deter them from bullying. Children working at greater depth within the expected standard should answer in a more detailed way, e.g. children will learn better when they are not afraid of bullying.
-
- 5 What arguments does the author make against exclusion?** (2c)
- Most children should identify some of the opposing viewpoints. Children working at greater depth within the expected standard should also refer to the more complex argument that the solution to bullying depends on its cause.
-
- 6 What evidence does the author give to support the argument against exclusion?** (2c)
- Most children will answer with words from the text, e.g. “*evidence shows ...*”. Children working at greater depth within the expected standard should realise the statement doesn’t include any actual evidence.
-
- 7 Why does the author ask questions of the reader? Underline any examples in the text.** (2f)
- Most children will suggest that it is because the author wants you to answer them yourself. Children working at greater depth within the expected standard will be aware that this is to put an idea into the reader’s mind.
-
- 8 What do you think is the author’s opinion about the exclusion of bullies? Support your answer with evidence from the text.** (2d)
- Most children should identify the author’s viewpoint. Some children will identify the final statement as indicative of that viewpoint. Children working at greater depth within the expected standard will also identify that the author puts more points against than he/she does in support.
-
- 9 Circle two words or phrases from the last-but-one paragraph that indicate the author’s viewpoint. Explain your choice.** (2d)
- Most children will say “*surely*” indicates that the author thinks the reader can’t possibly disagree with what he/she goes on to say. Children working at greater depth within the expected standard may also pick out “*sweep the problem under the carpet*” as the author’s way of suggesting that people who want all bullies excluded are ignoring the real problems.
-
- 10 Underline two connectives that are used to signal opposite points of view.** (2g)
- Most children will find “*however*” and “*moreover*” as being connectives, but not signalling opposite points. However, children working at greater depth within the expected standard may identify “*On one hand*” and “*But, on the other hand*”.
-

Should Bullies Always Be Excluded from School?

Bullying is seen as a growing problem among young people, despite a campaign to raise awareness about the issue. It is something that affects a large number of children every day at school, and now crosses over into the home. With social networking sites and texting, the opportunities for bullies to attempt to wreck other children's lives has increased dramatically. The issues of how to deal with bullies is a long-standing one and has been debated many times.

There has recently been speculation in the media that a law is needed to ensure all child bullies are excluded from the school automatically. This may seem to some people to be an extreme reaction that has not been properly thought through. One thing is true, however: if bullies are removed from school, the remaining children will be able to learn in a non-threatening environment, without fear of being picked on in the playground.

However, what happens outside the school gates? Exclusion will not stop bullying after school hours. Moreover, exclusion will not stop bullying text messages being sent and received at play time and during lunch.

On one hand, pupils who are excluded for bullying may be helped to understand that schools have a zero-tolerance approach to the issue. But, on the other hand, evidence shows that exclusion has, historically, had little effect on school wrongdoers of any sort.

A further point to consider is one of motive. Why do children become bullies? Is it because they enjoy having power over others, or is there a different underlying cause?

A policy of automatic exclusion might just sweep the problem under the carpet. Surely schools, teachers and governors should be allowed to deal with the causes and effects of bullying on an individual basis?

Everyone knows that bullying is wrong and needs to be stamped out. But every child is different and has different needs. Exclusion is not an automatic cure.

Name:	Class:	Date:
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Read the text, then answer the questions.

Don't forget to support your answers with reference to the text.

1 What is the author's purpose in this text?

2 What is the purpose of the opening paragraph?

3 Underline **two** emotive words or phrases the author uses in the opening paragraph.

4 What are the main points the author makes to support the argument for a law to exclude bullies?

5 What arguments does the author make against exclusion?

6 What evidence does the author give to support the argument against exclusion?

7 Why does the author ask questions of the reader? Underline any examples in the text.

8 What do you think is the author's opinion about the exclusion of bullies? Support your answer with evidence from the text.

9 Circle **two** words or phrases from the last-but-one paragraph that indicate the author's viewpoint. Explain your choice.

10 Underline **two** connectives that are used to signal opposite points of view.

The Milky Way

Teacher notes: *The Milky Way*

Curriculum references: Years 5–6

Programme of study: Reading comprehension

Children should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- understand what they read by:
 - identifying how language, structure and presentation contribute to meaning
- retrieve, record and present information from nonfiction.

Running the task

- Explain this is a text about the Milky Way. Ask the children what the Milky Way is – expect some references to chocolate bars!
- Spend some time talking about what they know about astronomy, including its history and how elements of the night sky came to have their names.
- Give the children time to read the text by themselves. Discuss any observations or facts they find interesting.
- The children should be able to complete the task sheet independently. However, ensure that children who need help with their reading skills have access to support, and challenge those who are working at greater depth within the expected standard to extend their answers, particularly with reference to the text.
- Children who finish early may wish to learn more about astronomy. Allow some time for further research on the topic, with discussion and sharing of information at the end of the session.

Assessment guidance

Use the list below to identify the content domains that the children are working on in this task.

Typically, children working at the expected standard will:

- retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information **2b**
- provide developed explanations for key information and events and for characters' actions and motivations **2b**
- identify/explain how information in non-fiction is related and contributes to meaning as a whole. **2f**

What to expect

1 What did the Ancient Greek astronomers call the Milky Way? Why is one name in brackets? (2b)

Most children should be able to extract the information that the Ancient Greek astronomers called it the Milky Circle (Kiklos Galaxias). They should also show understanding that the words in brackets are in Greek.

2 What is the Milky Way? Who first observed it, and how? (2b)

Most children should be able to state that the Milky Way is a galaxy of stars. Some children may also say that it is made up of “*innumerable*” stars, and that this was discovered by Galileo with his telescope.

3 What did Emmanuel Kant suggest about the Milky Way? (2b)

Children working towards the expected standard may understand that Kant was guessing that there may be other galaxies outside the Milky Way, though they may struggle with the sentence and think that he was the first to say that the Milky Way was a galaxy of stars. Children working at the expected standard will see that he was suggesting that, if the Milky Way is a galaxy, other more distant things we can see in the night sky may also be galaxies.

4 Use a line to link the person/people with what we know about them from the text. (2b)

Most children should be able to link the information with the person from the text. Children working towards the expected standard may struggle to find Harlow Shapely in the text but may be able to answer this using a process of elimination.

5 How did Harlow Shapely work out where the Sun is in relation to the Milky Way? (2b)

Children working towards the expected standard may simply copy out the sentence about “*globular clusters*”, but children working at the expected standard may show some greater understanding by paraphrasing this sentence.

6 What order has the author followed in the text, and why? (2f)

Most children should be able to see that the text is ordered roughly by time, starting with early people and ending near to the present day – this is a logical and helpful sequence to follow. However, children working towards the expected standard may struggle to recognise this rationale, especially as the opening bullet point is a general statement about the Milky Way before the text moves back to Roman times.

7 Describe another way of organising the points in this text. (2f)

Children working towards the expected standard may give a general reply and suggest splitting up the text with headings. Children working at the expected standard may make some specific suggestions, e.g. about grouping the different points together by theme. (Note: They are only required to propose how to reorder the points as they stand, not suggest any rewriting.)

From *The Milky Way*

- ★ **On clear, dark nights**, the Milky Way can be seen as a pale glowing band that stretches right across the sky.
- ★ **The Romans were the first** to use the phrase Milky Way (Via Lactea). The Ancient Greek astronomers called it the Milky Circle (galaxias kyklos).



A small telescope will reveal some of the countless millions of stars that make up the Milky Way.

- ★ **According to Greek myth**, the goddess Hera produced milk in the Milky Circle to feed the infant hero Hercules.
- ★ **Some Native American peoples** regarded the Milky Way as the route taken by ghosts on their way to the land of the hereafter.
- ★ **The Inuit peoples of Alaska** and northern Canada saw the Milky Way as a pathway of glowing ashes that led weary travellers home.
- ★ **For Aborigines**, the patches of darkness in the Milky Way made a picture of a giant emu stretching across the heavens.
- ★ **Seventh-century Korean astronomers** marked the position of stars with black dots on white paper and they showed the Milky Way as a thick black band.
- ★ **Galileo (1564–1642) was the first astronomer** to observe the Milky Way through a telescope and discover its true nature, a “congeries of innumerable stars”.
- ★ **The German philosopher Emmanuel Kant** (1724–1804) was the first to speculate that if the Milky Way was a galaxy of stars, then there might be other, more distant, ‘Milky Ways’ visible in the night sky.
- ★ **The astronomer William Herschel** (1738–1822) was the first to draw a map of what the Milky Way might look like if viewed from the outside. His disc-shaped image became known as the ‘grindstone’ model.
- ★ **By studying** the distribution of globular clusters in the Milky Way, the American astronomer Harlow Shapely (1885–1972) was able to deduce that the Sun was located near the edge of the Milky Way.

Name:	Class:	Date:
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Read the text, then answer the questions.

1 What did the Ancient Greek astronomers call the Milky Way? Why is one name in brackets?

2 What is the Milky Way? Who first observed this, and how?

3 What did Emmanuel Kant suggest about the Milky Way?

4 Use a line to link the person/people with what we know about them from the text.

Aborigines	thought the Milky Way helped travellers home
Inuit peoples	saw a picture of an emu in the Milky Way
William Herschel	thought ghosts took the Milky Way route
Harlow Shapely	found that the Sun was near the Milky Way
Native Americans	was the first to draw a map of the Milky Way

5 How did Harlow Shapely work out where the Sun is in relation to the Milky Way?

6 What order has the author followed in the text, and why?

7 Describe another way of organising the points in this text.

Small Incident in Library

David Sutton

Teacher notes: *Small Incident in Library*

Curriculum references: Years 5–6

Programme of study: Reading comprehension

Children should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - making comparisons within and across books
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- 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
- provide reasoned justifications for their views.

Running the task

- Display the text and ask the children to read it to themselves. Ask the children to discuss with a partner what type of poetry this is and what the poem is about.
- Discuss the children's views and point out the features of narrative poetry. Ask the class if they have ever been lost, and discuss how the little girl might have felt.
- Ask the class to look at the line "*Intent on reading, answers absently*". Discuss the meaning of the phrase and what this tells them about the mother. Model how they would need to explain the phrase if it was the subject of a question. Explain that questions 4 and 6 need similar treatment.
- When the children have finished answering the questions, ask them to come up with some statements of fact and some of opinion. Model this by giving a statement, e.g. "the man tries to help the little girl", and an opinion, e.g. "the mother loves the little girl".
- Ask them to share their statements with a partner and discuss whether they are demonstrating facts or opinions. Ask the children to explain and justify their views.

Assessment guidance

Use the list below to identify the content domains that the children are working on in this task.

Typically, children working at the expected standard will:

- show an understanding of the meaning of vocabulary in context 2a
- retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information 2b
- make developed inferences drawing on evidence from the text 2d
- explain and justify inferences, providing evidence from the text to support reasoning 2d
- identify/explain how the choice of language enhances the meaning of texts 2g
- make accurate and appropriate comparisons within texts. 2h

What to expect

-
- 1 Tick all the statements from the poem that are true about the little girl.** (2b)
- Most children should be able to answer this question, selecting the correct information from the text.
-
- 2 What does the man in the library try to do? Explain using evidence from the text.** (2d)
- Children working towards the expected standard will be able to offer a simple explanation using the text, e.g. *“he asks where her mummy is”*. Children working at the expected standard should be able to explain that he is trying to help and will give simple evidence from the text. Children working at greater depth within the expected standard will be able to explain their answer in more detail.
-
- 3 Find and copy one phrase that tells us he means her no harm and is only trying to help.** (2a)
- Children may need reminding to only offer words that answer the question – and no extra words. They may need explanation that *“intentions”* on its own does not answer the question because we cannot tell the man is trying to help from just this word. Most children should be able to find the correct part of the text to answer this question.
-
- 4 “Now the tall shelves threaten like a forest.”** (2g)
- What effect is the author trying to achieve with this sentence?**
- Children working at the expected standard will be able to offer a straightforward explanation of this line and explain the effect the author is trying to achieve. Those working at greater depth within the expected standard will be able to explain in greater detail.
-
- 5 Look at verse 2. Explain why the little girl can’t find her mother.** (2d)
- This is a straightforward question that children may find difficult to explain in a sentence. Children could be encouraged to discuss it in pairs first to help them formulate a clear answer.
-
- 6 Explain what the author means with the line “We smile, shake heads.”** (2g)
- The children may need support to empathise with the characters to help them understand their actions. Most children should then be able to answer this question.
-
- 7 Find and copy one word from verse 3 that tells us the child rushes to her mother.** (2a)
- This is a straightforward question that most children should be able to answer. Children working towards the expected standard may need support using a dictionary to clarify the meaning of *“hurtles”*.
-
- 8 Explain, using evidence from the text, how you think the atmosphere in the library changes between the first and third verses of the poem.** (2h)
- Children should be able to explain how the atmosphere changes in the library. Children working towards the expected standard will be able to explain this simply and may need support to justify their views. Children working at the expected standard should be able to select simple evidence from the text for their answer. Children working at greater depth within the expected standard will be able to explain in detail using carefully selected evidence.
-

Small Incident in Library by David Sutton

The little girl is lost among the books.
Two years old maybe, in bobble cap,
White lacy tights, red coat. She stands and looks.
“Can’t see you, Mummy.” Mummy, next row up,
Intent on reading, answers absently:
“I’m here, love.” Child calls out again: “Can’t see.”

A large man, his intentions of the best,
Stoops: “Where’s Mummy, then?” Child backs away.
Now the tall shelves threaten like a forest.
She toddles fast between them, starts to cry,
Takes the next aisle down and as her mother
Rounds one end disappears
behind the other.

I catch the woman’s
tired-eyed prettiness.
We smile, shake heads.
The child comes back
in sight,
Hurtles to her laughing,
hugs her knees:
“Found you!” in such
ringing pure delight
It fills the room, there’s
no one left who’s reading.
The mother looks down,
blinking. “Great soft
thing.”



Name:	Class:	Date:
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Read the text, then answer the questions.

1 Tick all the statements from the poem that are true about the little girl.

She is about two years old.

She is reading.

She is wearing a hat.

She is scared of the man.

2 What does the man in the library try to do? Explain using evidence from the text.

3 Find and copy one phrase that tells us he means her no harm and is only trying to help.

4 “Now the tall shelves threaten like a forest.”

What effect is the author trying to achieve with this sentence?

5 Look at verse 2. Explain why the little girl can’t find her mother.

6 Explain what the author means with the line “We smile, shake heads.”

7 Find and copy one word from verse 3 that tells us the child rushes to her mother.

8 Explain, using evidence from the text, how you think the atmosphere in the library changes between the first and third verses of the poem.

The Bully Asleep

John Walsh

Teacher notes: *The Bully Asleep*

Curriculum references: Years 5–6

Programme of study: Reading comprehension

Children should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - learning a wider range of poetry by heart
 - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- 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.

Running the task

- Ask children to close their eyes and listen as you read the poem. Do not tell them the title yet.
- Ask them to describe what they saw in their mind’s eye while they were listening. Discuss their responses to the poem and make notes of their oral responses.
- Tell children the title of the poem and ask them to give their viewpoint about Bill, and their reasons.
- Invite the children to work with a partner and take turns to read the poem aloud to each other. Ask them to evaluate each other’s reading of the poem by describing one thing they did well and one thing that could be improved.
- Circulate as the children work on the task sheet individually and discuss the poem with them. Help those who need support with their writing skills and reading, as suggested in the introduction to this book, and challenge those working at greater depth within the expected standard.

Assessment guidance

Use the list below to identify the content domains that the children are working on in this task.

Typically, children working at the expected standard will:

- accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts **2c**
- make developed inferences drawing on evidence from the text **2d**
- explain and justify inferences, providing evidence from the text to support reasoning **2d**
- identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole **2f**
- identify/explain how the choice of language enhances the meaning of texts. **2g**

What to expect

1 Why do you think Bill Craddock fell asleep? Support your answer with evidence from the poem. (2d)

Some children will answer that he stayed up all night, referring directly to the words of the poem. However, children working at greater depth within the expected standard will expand their answer and add that it is the afternoon – when you feel sleepier – and that it is probably a warm summer afternoon (“*grassy scent through the classroom crept*”) so this helped to send him to sleep as well.

2 Why do you think the children “*lifted his head timidly*”? (2d)

Most children will suggest that it was to see if he was really asleep and that they didn’t want to wake him up. Children working at greater depth within the expected standard might draw on evidence from elsewhere in the poem that he was a bully and suggest that the word “*timidly*” implies that the other children were afraid of him and what he might do if they touched him.

3 What sort of person is Bill Craddock? Support your answer with evidence from the text. (2d)

Many children will refer to the title of the poem and they may also refer to the line “*eyes closed – Their cruelty gone.*” Some children may also say that Bill is neglected at home and so is probably also unhappy.

4 What does the author want the reader to think and feel about Bill Craddock, and his life and behaviour? Support your answer with evidence from the text. (2f)

Most children will suggest that he is neglected (“*His mother doesn’t care*”). Some children may suggest that the author wants us to feel a bit sorry for him because of this and because Jane feels sad for him at the end. Children working at greater depth within the expected standard might expand their answer, saying that the author is suggesting that he bullies because he is unhappy. They may also note that the teacher does not wake him as a teacher would normally do, and that this suggests she knows his life is unhappy.

5 Why do you think Jimmy and Roger wanted to kick Bill, fill his pockets with rubbish, stick him with pins, and so on? What do you think the author is suggesting about them? (2f)

Many children will answer that they were bullied by Bill and want revenge on him. Children working at greater depth within the expected standard might suggest that they want revenge but that they are now being bullies themselves. They should refer to the text, e.g. what they do to Bill while he is asleep and unable to defend himself, or to the contrast between Jane’s behaviour and theirs.

6 What do the last two lines make you think, and why? (2g)

Most children will answer that Jane feels sorry for Bill. Children working at greater depth within the expected standard might suggest that Jane can see things from Bill’s point of view and feels sympathy for him, either because of his home background or because of the way he is being treated.

7 Number the following sentences 1–6 to show the order in which they happen in the poem. (2c)

This question is quite straightforward for the children to sequence and should be answered correctly by children working at the expected standard.

From *The Bully Asleep* by John Walsh

One afternoon, when grassy
Scent through the classroom crept
Bill Craddock laid his head
Down on his desk and slept.

The children came round him:
Jimmy, Roger and Jane;
They lifted his head timidly
And let it sink again.

“Look, he’s gone sound asleep, Miss”
Said Jimmy Adair;
“He stays up all night you see;
His mother doesn’t care.”

“Stand away from him children.”
Miss Andrews stooped to see.
“Yes he’s asleep; go on
With your writing and let him be.”

“Now’s a good chance!” whispered Jimmy;
And he snatched Bill’s pen and hid it.
“Kick him under the desk, hard;
He won’t know who did it.”

“Fill all his pockets with rubbish –
Paper, apple-cores, chalk.”
So they plotted, while Jane
sat wide-eyed at their talk.

Not caring, not hearing,
Bill Craddock he slept on;
Lips parted, eyes closed –
Their cruelty gone.

“Stick him with pins!” muttered Roger.
“Ink down his neck!” said Jim.
But Jane, tearful and foolish,
Wanted to comfort him.



Name:	Class:	Date:
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Read the text, then answer the questions.

1 Why do you think Bill Craddock fell asleep? Support your answer with evidence from the poem.

2 Why do you think the children “*lifted his head timidly*”?

3 What sort of person is Bill Craddock? Support your answer with evidence from the text.

4 What does the author want the reader to think and feel about Bill Craddock, and his life and behaviour? Support your answer with evidence from the text.

5 Why do you think Jimmy and Roger wanted to kick Bill, fill his pockets with rubbish, stick him with pins, and so on? What do you think the author is suggesting about them?

6 What do the last two lines make you think, and why?

7 Number the following sentences 1–6 to show the order in which they happen in the poem.

- Jane listened to the children plan what they would do to Bill.
- Bill went to sleep on his desk.
- Miss Andrews told the children to leave Bill alone.
- Jimmy hid Bill’s pencil.
- The children lifted Bill’s head.
- Jane became upset at the children’s plans.

Concrete Mixers

Patricia Hubbell

Teacher notes: *Concrete Mixers*

Curriculum references: Years 5–6

Programme of study: Reading comprehension

Children should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - making comparisons within and across books
 - learning a wider range of poetry by heart
 - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- understand what they read by:
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- 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.

Running the task

- Read the poem aloud to the children.
- Invite the children to work with a partner and take turns to read the poem aloud to each other. Ask them to evaluate each other's reading of the poem by describing one thing they did well and one thing that could be improved.
- Circulate as children work and discuss the poem with them. Help those who need support with their writing skills or reading and challenge those who are working at greater depth within the expected standard.

Assessment guidance

Use the list below to identify the content domains that the children are working on in this task.

Typically, children working at the expected standard will:

- show an understanding of the meaning of vocabulary in context 2a
- accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts 2c
- explain and justify inferences, providing evidence from the text to support reasoning 2d
- identify/explain how the choice of language enhances the meaning of texts 2g
- make accurate and appropriate comparisons within texts. 2h

What to expect

1 Describe exactly how the concrete mixers are like elephants. (2g)

Children working at the expected standard will describe some of the more obvious ways the poet compares the mixers to elephants, e.g. “*elephant-bellied*”, “*move like elephants*”, “*spray like elephants*”. Children working at greater depth within the expected standard should understand that the poet compares specific parts of the mixers and elephants, e.g. the concrete trough is like a trunk, the wheel-caps are like the legs, they have bulging sides, and so on.

2 How do the drivers look after the concrete mixers? (2d)

Children working towards the expected standard are likely to give a literal answer, e.g. “*the drivers are washing the mixers*”. Children working at the expected standard may say that they look after them, a bit like elephant tenders, and that sounds more as if they are caring for animals than machines.

3 What do you think a “mahout” is? Give a reason for your answer. (2a)

Some children may suggest “*the driver*”, without clarifying the answer. However, most children should infer that “*perch on their backs*” implies someone who controls elephants.

4 Why do you think the poet compares concrete mixers to elephants? (2h)

Some children may say that she does this because the mixers remind her of elephants and it’s a good way of describing them. However, most children should say that the effect is to make the concrete mixers sound as though they are powerful beasts, like elephants.

5 “Concrete mixers are urban elephants” (2a)

What word could the author have used instead of “urban” whilst still keeping the meaning the same?

To answer this question correctly children could use their understanding of the rest of the poem to eliminate wrong answers. However, most children who get the answer correct will be demonstrating an understanding of the meaning of the word urban.

6 Explain the meaning of “Their trunks are raising a city”. (2a)

Most children should suggest that they are being used to build a city. Children working at greater depth within the expected standard may also comment that this shows how powerful the mixers are because they can create something as huge and complex as a city.

7 How do you think the poet sees elephants? (2c)

Many children may say that the poet sees elephants as big and messy (they “*spray*” water). Children working at greater depth within the expected standard may say that she sees them as powerful and hard-working.

Concrete Mixers by Patricia Hubbell

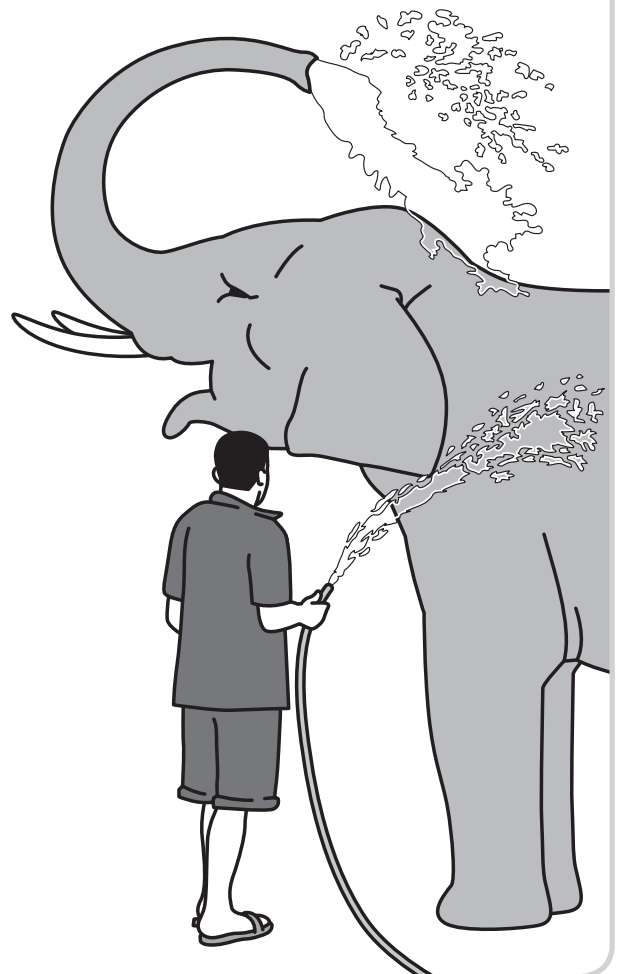
The drivers are washing the concrete mixers;
Like elephant tenders they hose them down.
Tough grey-skinned monsters standing ponderous,
Elephant-bellied and elephant-nosed,
Standing in muck up to their wheel-caps.
Like rows of elephants, tail to trunk.
Their drivers perch on their backs like mahouts,
Sending the sprays of water up.
They rid the trunk-like trough of concrete,
Direct the spray to the bulging sides,
Turn and start the monsters moving.

Concrete mixers

Move like elephants

Spray like elephants.

Concrete mixers are urban elephants,
Their trunks are raising a city.



Name:	Class:	Date:
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Read the text, then answer the questions.

1 Describe exactly how the concrete mixers are like elephants.

2 How do the drivers look after the concrete mixers?

3 What do you think a “mahout” is? Give a reason for your answer.

4 Why do you think the poet compares concrete mixers to elephants?

5 “Concrete mixers are urban elephants”

What word could the author have used instead of “urban” whilst still keeping the meaning the same? Tick **one**.

rural city

dirty grey

6 Explain the meaning of “Their trunks are raising a city”.

7 How do you think the poet sees elephants?

Fiction

Assessment Task 1

- 1 Cat wished it was winter already; Cat began to dream about the dripping.
- 2 Top-off. Cat was thinking fast and she had just taken the top off the dripping.
- 3 “trusting”/“trusting soul”
- 4 She didn’t want Mouse to find out that all the dripping had gone.
- 5 “indignantly”
- 6 Mouse went to get the dripping: 5
They hid the dripping in the vestry: 2
Cat and Mouse set up house together: 1
Cat went to a christening: 3
Cat went to Granny Cleangone’s funeral: 4
Cat ate mouse: 6
- 7 Because Cat eats Mouse so she is “cleangone”, and this was the answer to Mouse’s question.
- 8 “Cleangone”/“The Dripping Pot”/“Naughty Cat”/“Temptation” or suitable alternatives.

Assessment Task 2

- 1 The narrator’s mind sounds like a storage room/junk room/old attic with lots of different things stored there. The word “tenanted” makes you think of a room and “amongst other rubbish” makes you think of a heap of junk.
- 2 “Vivid” makes you think that she imagines these things more colourfully and in more detail, and that they seem more realistic/probable. “Vigour” indicates that they spring to her mind easily.
- 3 Because the Gytrash appeared to people travelling alone. Because the spirit often appeared as a horse.
- 4 The dog looked exactly like one of the ways Bessie described the Gytrash. The word “mask” makes the reader think of something unnatural and is a reminder that the Gytrash could take many forms.
- 5 She felt that the spell had been broken, that is she had felt as if something supernatural was happening but the appearance of the rider brought her back to normal life. This was because there was an ordinary (“common place”) human being riding the horse and nothing ever rode the Gytrash.
- 6 A Gytrash was a spirit that could take on the form of a horse, a dog or a mule. She later refers to goblins.
- 7 She has a vivid imagination – she says that herself in the first paragraph, and she clearly almost believes that the horse could be the Gytrash. This also

suggests that she believes in the supernatural to some extent. She is quite brave as she doesn’t run away when she thinks a Gytrash might be coming towards her and she sounds calm as she is looking down at the dog expecting it to look up at her. She is very observant and curious about things – she describes the scene in great detail.

Assessment Task 3

- 1 No children sat at the desks surrounding him.
- 2 “urged”
- 3 He was nervous/shy. Evidence includes: he didn’t say much; because of what the other children had implied; Mrs. Ebbel said “nobody likes sitting ... there”; Bradley stared at Jeff “with bulging eyes”; he was new.
- 4 pencil points; chewed erasers; torn paper; junk.
- 5 He got a F and seemed proud of it; he scribbles instead of listening; he cuts up his test paper; he laughs in class; his desk is a mess.
- 6

	True	False
Bradley says he would have liked to have sat in the cupboard.	✓	
Jeff was just visiting the class.		✓
Bradley had lots of friends.		✓
Jeff had been to the White House.	✓	

- 7 Any suitable positive reply, e.g. “Yes, please!”; “Have you really? Wow!”; “Can we be friends?”
- 8 He isn’t very nice. Nobody wanted to sit next to (or especially in front of) him because he spits.

Non-fiction

Assessment Task 4

- 1 “devastating”; “destroying”
- 2 It had damaged the staff room; It had damaged the school roof.
- 3 People have been coming to see what has happened/ sightseers.
- 4 Some are pleased (they have been given an extra week’s holiday) and some (one) are worried (they don’t want to fall behind).
- 5 He has arranged temporary classrooms.

- 6 Annie Drew → pleased to have extra holiday
Mr Morris → sad because it was a feature of the area
→ it was dangerous and was likely to fall
Sad that they will have to rename the school
- 7 The school can have something by which they can remember the tree.
- 4 Aborigines → thought the Milky Way helped travellers home
Inuit peoples → saw a picture of an emu in the Milky Way
William Herschel → thought ghosts took the Milky Way route
Harlow Shapely → found that the Sun was near the Milky Way
Native Americans → was the first to draw the Milky Way

Assessment Task 5

- The author's purpose is to put forward opposing viewpoints in the discussion.
- It introduces the argument and gives background to the issue.
- Any two of: "affects a large number of children", "wreck other children's lives", "dramatically".
- The remaining children can learn in a non-threatening environment. Bullies will learn that schools have a zero-tolerance approach. It might stop children from bullying.
- It won't stop bullying after school. Bullying texts can still be sent and received, and bullies may use social networking sites to bully other children.
- The author says "evidence shows" that it doesn't work for other sorts of wrongdoing. However, no concrete evidence is given in the text.
- The author wants to encourage the reader to answer the questions themselves. They are used to put an idea into the reader's mind.
- The author is against exclusion of bullies because he/she puts more points against than in favour.
- The author says it will "sweep the problem under the carpet" and is not an automatic cure. The word "surely" indicates the author's viewpoint.
- "On one hand"; "But, on the other hand".

Assessment Task 6

- The Milky Circle (*galaxias kyklos*). The name is in brackets to show that it is Milky Circle in the Greek language.
- A collection or galaxy of stars. Galileo observed this with his telescope.
- He thought that there might be other galaxies elsewhere like the Milky Way; in other words, some of the more distant things we see in the night sky might also be galaxies.

- By studying how clusters of stars are distributed.
- He/she has ordered it roughly along a timeline, starting with the earliest mentions of the Milky Way and moving forward in time to more recent discoveries – as this is a logical sequence.
- Accept any logical way of ordering the points in the text, e.g. group the points into four sections with headings: Ancient myths about the Milky Way (bullet points 2, 3, 4, 5, 6); Discovering galaxies (bullet points 8, 9); The Milky Way's shape (1, 7, 10); Where are we? (11).

Poetry

Assessment Task 7

- She is about two years old; She is wearing a hat; She is scared of the man.
- He tries to help her. Evidence: He asks where Mummy is.
- "his intentions of the best"
- A simile is used to show what it feels like for the little girl. It makes the library sound scary, large, and cramped.
- As the girl goes down one aisle her mother is going down a different one.
- The author and the mother are laughing/sharing a joke because the mother keeps missing the girl as she moves around the library.
- "hurtles"
- First verse: The library is quiet; mum is reading, not paying attention to the child. Third verse: nobody is reading; it is noisier as they are all watching the girl and her mother; the little girl is laughing and happy.

Assessment Task 8

- He didn't get enough sleep at night – "He stays up all night". It was a warm day and the smell of grass made him sleepy – "grassy scent through the classroom crept".

ANSWERS

- 2 To see if he was asleep; they do it “*timidly*” because they are afraid of him.
- 3 The poem’s title says he is a bully; this is shown in the poem when it says, “*eyes closed – their cruelty gone*”.
- 4 The author wants the reader to feel sorry for him because he is neglected and unhappy – “*His mother doesn’t care*”.
- 5 Jimmy and Roger had been victims of his bullying. They could be bullies too.
- 6 Jane felt sorry for him. She could see things from his point of view.
- 7 Jane listened to the children plan what they would do to Bill. 5
Bill went to sleep on his desk. 1
Miss Andrews told the children to leave Bill alone. 3
Jimmy hid Bill’s pencil. 4
The children lifted Bill’s head. 2
Jane became upset at the children’s plans. 6

Assessment Task 9

- 1 Examples include “*elephant-bellied*”, “*trunk-like trough*”, the “*bulging sides*”, and so on.
- 2 The drivers wash them, as if they were caring for animals.
- 3 Someone who looks after or rides elephants – “*their drivers perch on their backs like mahouts*”.
- 4 To make you see concrete mixers in a different way, as though they are powerful beasts.
- 5 city
- 6 The concrete mixers are being used to put up new buildings and create a city.
- 7 The poet sees them as big, messy and powerful.

Key Stage 1 content domains	
1a	draw on knowledge of vocabulary to understand texts
1b	identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far
Key Stage 2 content domains	
2a	give/explain the meaning of words in context
2b	retrieve and record information/identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text/explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify/explain how information/narrative content is related and contributes to meaning as a whole
2g	identify/explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

CONTENT DOMAIN COVERAGE

Teach and Practice																		
Content domain	Fiction																	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9									
	The Railway Children (Teaching text)	Treasure Island (Practice text)	Just William (Teaching text)	Why the Whales Came (Practice text)	Shine (Teaching text)	All Summer in a Day (Practice text)	The Tempest (Teaching text)	Julius Caesar (Practice text)	Wonder (Teaching text)	Peter Pan (Practice text)	Elephant Adventure (Teaching text)	Just So Stories (Practice text)	The Eagle of the Ninth (Teaching text)	World War I: A Young Boy's Story (Practice text)	At Last the Jousts Begin! (Teaching text)	Boudicca, Bringer of Victory (Practice text)	A Magnetic Compass (Teaching text)	First Aid (Practice text)
2a give/explain the meaning of words in context	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2b retrieve and record information/identify key details from fiction and non-fiction		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2c summarise main ideas from more than one paragraph	✓			✓	✓						✓	✓	✓	✓	✓		✓	✓
2d make inferences from the text/explain and justify inferences with evidence from the text	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
2e predict what might happen from details stated and implied		✓																
2f identify/explain how information/narrative content is related and contributes to meaning as a whole		✓	✓	✓	✓					✓		✓			✓	✓	✓	✓
2g identify/explain how meaning is enhanced through choice of words and phrases	✓	✓		✓		✓			✓	✓	✓	✓		✓	✓	✓	✓	✓
2h make comparisons within the text			✓						✓		✓	✓		✓	✓	✓	✓	✓

												Assessment Tasks										
Non-fiction						Poetry						Fiction			Non-fiction			Poetry				
Unit 10	Unit 11		Unit 12	Unit 13	Unit 14	Unit 15	1	2	3	4	5	6	7	8	9							
The Right Not to Work (Teaching text)	The Right to an Education (Practice text)		How to Design the World's Best Rollercoaster – Getting Started (Teaching text)	How to Design the World's Best Rollercoaster – Wood v. Steel (Practice text)	Who Are Refugees and Migrants (Teaching text)	What Is Right and Wrong (Practice text)	Dream Team (Teaching text)	The Giantess (Practice text)	We're Going to See the Rabbit (Teaching text)	Problems with Hurricanes (Practice text)	Coral Reef (Teaching text)	Island (Practice text)	Cat and Mouse	Jane Eyre	There's a Boy in the Girls' Bathroom	Westside Journal	Should Bullies Always Be Excluded from School?	The Milky Way	Small Incident in Library	The Bully Asleep	Concrete Mixers	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2a
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	2b
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