



Year 4

Content Domain	Question types	Examples														
<div data-bbox="136 360 416 756" style="background-color: red; color: white; padding: 10px; text-align: center;"> <p>2a Vocabulary</p>  <p>Give/explain the meaning of words in context.</p> </div>	<ol style="list-style-type: none"> 1. Find and Copy one word that means the same as. 2. Find and Copy a group of words that means. 3. Find and Copy an example/examples from a given text. 4. Mix and match tables 5. Tick one word that means the same as/join the words to a choice. 	<ol style="list-style-type: none"> 1. Find and copy a word that means the same as 'walk angrily' <i>The words should be reasonably challenging, and build on the vocabulary developed in 4 (check back for examples).</i> 2. Find and copy a group of words that means 'the people were very angry' <i>You will probably find more opportunity to do this in non-fiction writing, but try to get it in across as text types.</i> 3. Find and copy the word below that means 'confused' The giants stood around, looking at the BFG. They were completely bemused as to why he was acting like this, and it made the curious. <i>Perhaps have near synonyms to confuse readers and ensure there is challenge in the question.</i> 4. Draw a line to match each word with its meaning <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <tr> <td style="padding: 5px;">old</td> <td style="padding: 5px;">cast-off</td> </tr> <tr> <td style="padding: 5px;">new</td> <td style="padding: 5px;">time-worn</td> </tr> <tr> <td style="padding: 5px;">used</td> <td style="padding: 5px;">fresh</td> </tr> </table> <i>There is normally one given, with 3/4 examples to choose from.</i> 5. Tick one word that means 'scary' <table style="margin: 10px auto;"> <tr> <td style="padding-right: 10px;">unusual</td> <td style="border: 1px solid black; width: 15px; height: 15px;"></td> </tr> <tr> <td style="padding-right: 10px;">alarming</td> <td style="border: 1px solid black; width: 15px; height: 15px;"></td> </tr> <tr> <td style="padding-right: 10px;">strange</td> <td style="border: 1px solid black; width: 15px; height: 15px;"></td> </tr> <tr> <td style="padding-right: 10px;">worried</td> <td style="border: 1px solid black; width: 15px; height: 15px;"></td> </tr> </table> <i>or</i> 	old	cast-off	new	time-worn	used	fresh	unusual		alarming		strange		worried	
old	cast-off															
new	time-worn															
used	fresh															
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	<p>6. Explain a word.</p>	<p>5. Join the word to its correct meaning.</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>James <i>leapt</i> over the fence, with the dogs in hot-pursuit.</p> </div> <div style="width: 60%;"> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px; width: 80%;">Climbed carefully</div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px; width: 80%;">Jumped high in the air</div> <div style="border: 1px solid black; padding: 2px; width: 80%;">Scrambled over quickly</div> </div> </div> <p><i>The synonyms are normally either quite close in meaning to each other, or are unfamiliar words that the children have to find and establish meaning for.</i></p> <p>6. What does the word in italics mean in this sentence: The marshal slowly but surely knelt down, <i>cradling</i> the woman in his arms. <i>The words should be either possible to work out from the text or be a reasonably familiar word.</i></p>
<div style="background-color: orange; padding: 10px; text-align: center;"> <p>2b</p> <p>Retrieve</p>  <p>Retrieve and record information/identify key details from fiction and non fiction</p> </div>	<p>1. Give a different reason for...</p> <p>2. What thing/two things... ?</p> <p>3. Tick the correct option/s.</p> <p>4. Finish the sentence (by copying)</p>	<p>1. Marta was in trouble because she was always late. Give a different reason for why she was always in trouble. <i>Children need to work on not repeating the same reason via rewording.</i></p> <p>2. The poem says the sea behaves like a dog. Find two words/phrases that show this.</p> <p>1. _____</p> <p>2. _____</p> <p><i>Obviously, there can be three or even four, but the answers should be retrieved not inferred.</i></p> <p>3. The pirates carried:</p> <p><input type="checkbox"/> cutlasses</p> <p><input type="checkbox"/> rifles</p> <p><input type="checkbox"/> muskets</p> <p><input type="checkbox"/> maps</p> <p><i>The answer needs to be retrieved. Answers that children can be led by should be included to ensure they check carefully.</i></p> <p>4. Finish the sentences below:</p> <p>1. Mr Thomas lived in _____ road, in Manchester.</p> <p>2. He only lived _____ away from the train station.</p> <p><i>The children should have to work reasonably hard to find the information, but it should be retrievable.</i></p>

5. Complete the table

6. **How** questions (similar to what)

7. **Find** and **copy** the word/phrase/line

5. Complete the table below using the text

Planet	Size order	Features
Mars	.	Has the largest volcano in the solar system.
		Is actually made from gas.
Mercury	The smallest planet	

The children should be able to fill in numerous sections on one line, or just fill in one when they are starting to learn this skill.

6. How can you grow potatoes at home?

Although it looks similar in structure to an inference question, the answer should be retrieved.

7. **Find** and **copy** the word that shows that Pluto is no longer a planet.

The answer should be able to be retrieved, with no inference.

2c
Summarise



Summarise main ideas from more than one paragraph.

1. Number the events...

2. True/False statements

3. Write a ... that matches the...

1. Number the events in the poem as they happen.

- Billy finds a snail in his hat
- The children go walking through the pond
- Billy puts the snail into the pond
- The sun is shining in the morning
- The children go for a walk by the mill pond.

Though sequencing, this is an early form of summarising in the tests.

2. Tick each statement, saying whether it is true or false.

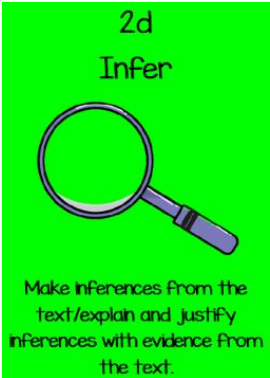
Statement	True	False
Sophie is afraid of all giants		
Sophie is always brave and fearless		
The BFG is cowardly		

The children will need to use inference or retrieval to answer these questions, but it will probably lean more towards retrieval

3. Write a sub-heading that matches the second paragraph.

Paragraph	Sub-heading
one	What is an ant-eater?
two	
three	Where do ant-eaters live?

Though it should be quite apparent, the children will still have to work at phrasing it correctly or matching it closely. Could also be a heading, a question someone would ask, a caption that matches a picture, etc..

	<p>4. Tick the option that sums up.</p>	<p>4. Tick the box that matches the main message of the poem.</p> <p>That all dogs love the sea <input type="checkbox"/></p> <p>That nature is a marvellous thing <input type="checkbox"/></p> <p>hat bones are a natural part of the shore <input type="checkbox"/></p> <p>That the sea is violent and rough <input type="checkbox"/></p> <p><i>The responses can be misleading, and varied. Children should have time to think in this area, as they do find it difficult.</i></p>
	<p>1. Why do you think...? questions</p> <p>2. How can...? Questions - give evidence</p> <p>3. Who is...? Questions</p> <p>4. Multiple choice questions</p> <p>5. Yes/No - giving evidence</p>	<p>1. ... <i>the moon rocks in the stormy cloud..</i> Why do you think the moon looked like it was moving?</p> <p><i>The children need to get into the habit of using evidence to back up their opinion. This should be copied from the text.</i></p> <p>2. How can you be sure that you are safe from the monster? <i>Again, the children should be using evidence and looking for clues within the text that suggest or imply something.</i></p> <p>3. Who is the thief in the night? <i>Use these questions when there is opportunity for children to discuss and debate on uncertain ideas within a narrative/poem. Ultimately, there should be a definitive answer.</i></p> <p>4. Choose the word that shows how the soldier felt at the end of the battle</p> <p><input type="checkbox"/> Relieved <input type="checkbox"/> Angry <input type="checkbox"/> Confused <input type="checkbox"/> Afraid</p> <p><i>To extend pupils learning, they could possibly be forced to justify their choice using evidence from the text. These questions should also be less straight-forward, so that children have to think deeply.</i></p> <p>5. Do you think the boy should have shouted at his sister? <input type="checkbox"/> Yes <input type="checkbox"/> No Give a reason that makes you think this. <i>The reason should not be retrievable, but should have to be inferred from clues within the text.</i></p>

6. Tick box questions - choose by inference only .

7. What does...? Questions

8. Tick one box in each row...

6. Which word best describes each character?

Character/ description	Rat	Beetle
Angry		
Modest		
Bossy		
Shy		
boastful		

There could be some cross over with domain 2a (word meaning) here, so try to build opportunities for vocabulary building.

7. What lesson does the lion learn from the crow?

The children will have to explain their ideas, and justify them with evidence to receive the mark.

8. Using information from the text, tick one box in each row to show whether each statement is a fact or an opinion.

	Fact	Opinion
Giant pandas are fascinating animals.		
Giant pandas' main food in the wild is bamboo		
Giant panda cubs weigh about 150g when born.		

2e

Predict



Predict what might happen from the details given and implied.

1. What do you think will happen next?

2. Who will get the prize?

1. What will happen to the tiger?




Children need to give plausible suggestions based on the text, not guess. This demands quite close reading, and is difficult.

2. Who do you think will win the race?

Ben Mark

Give a reason why you think this will happen.

At this point, predictions will be made based on simple inference, for instance 'Mark has hurt his leg, so Ben will be able to win the race.'

<p>2f Identify/explain content</p>  <p>Identify/explain how information/narrative content is related and contributes to meaning as a whole.</p>	<p>1. The word..... is used - what does this show?</p>	<p>1. In the poem, the word <i>but</i> shows something is going to happen.</p> <p>What is the main change? <i>In this type of question, children need to draw comparisons, comparing different parts of the text BUT won't necessarily have to talk about before/after - perhaps only before or only after.</i></p>
<p>2g Word choice</p>  <p>Identify/explain how meaning is enhanced through choice of words and phrases.</p>	<p>1. Why has the word been used?</p> <p>2. What does the word ... show you?</p>	<p>1. Look at the last words in the poem: Stop... STOP! What does this suggest is happening at the end of the poem? <i>The children will find this difficult at first, so you will want to choose some fairly obvious examples and build from there.</i></p> <p>2. The author says the children were <i>charging around</i> the playground. What does this show you about how the children were moving around? <i>This is a good opportunity to look at techniques such as figurative language, and how the author chooses a word to create a clear image.</i></p>
<p>2h Compare</p>  <p>Make comparisons within the text.</p>	<p>1. How has..... changed/different?</p>	<p>1. At the end of the story, Martin is feeling quite relieved. How have his emotions changed from the beginning to the end of the story? <i>The children are expected to make clear reference to before and after, giving examples. The change here will be quite a marked one, with little need for inference from the reader.</i></p>