


Year 5

Content Domain	Question types	Examples												
<div style="background-color: red; color: white; padding: 10px; text-align: center;"> <p>2a</p> <p>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. 2. Explain a word. 3. Find and Copy an example/examples from a given text. 4. Complete the table 	<ol style="list-style-type: none"> 1. Find and copy a word that means 'people who are in a play' <i>The words should be reasonably challenging, as the new curriculum puts a lot of emphasis on vocabulary knowledge.</i> 2. What does the word <i>lurking</i> tell us in the text below: <i>... they had a feeling that something unpleasant was lurking down there ...</i> <i>The word has to be suitably challenging and the explanation relevant to the context of the sentence.</i> 3. Find and copy one word that suggests Usain is about to face a test of his ability. 4. Complete the gaps. <table border="1" data-bbox="1249 1082 2148 1262" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Page Number</th> <th>Word from the text</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>Page 10</td> <td></td> <td>strangled or choked</td> </tr> <tr> <td>Page 11</td> <td>flummoxed</td> <td></td> </tr> <tr> <td>Page 11</td> <td></td> <td>delicious</td> </tr> </tbody> </table> <p><i>Again, words such be suitably challenging to match the expectations within the new curriculum. Meaning should be clear from the text.</i></p>	Page Number	Word from the text	Meaning	Page 10		strangled or choked	Page 11	flummoxed		Page 11		delicious
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2b

Retrieve



Retrieve and record
information/identify key details
from fiction and non fiction

1. **What / why** questions.
2. **How** questions.
3. Specific answer from a range within the text.
4. Tick the correct option/s.
5. Retrieving a number of facts.
6. **Find** from multiple answers within the text identified.
7. **Find** and **copy** the word / line.

1. **Why** is Ali slow to come out of the house? Give **one** reason.
What made it hard for Usain to make a really fast start in the race?
Straight forward retrieval of a fact.
2. **How** can you tell that Alpa is really excited about the elephant?
Although it looks similar in structure to an inference question, the answer should be retrieved.
3. What kind of meat did Gollum (especially) like to eat?
There may be a number of answers but the question is looking for a specific answer from the range given in the text.
4. Which part of the elephant do the blind men think is a rope? Tick **one**.
 body
 tusk
 trunk
 tail
The answer needs to be retrieved. It should not be too complicated to find.
5. Look at paragraph 2. Give **four** of the details that the text suggests about the dark water.
1. _____
2. _____
3. _____
4. _____
Children usually get multiple marks for these questions. Questions may ask for 2 - 4 different answers. Answers need to be retrieved and copied from the text.
6. At paragraph 3 beginning: *Actually, Gollum ...*
Whereabouts in the underground cave is Gollum's home?
Although this is retrieval, various options can occur within the text all resulting in the same answer. (E.g an island on the lake / a rock on the lake / where the lake is)
7. According to the text, what suggests that goblins have previously visited Gollum's part of the lake?
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. Identifying the message.
3. Write athat matches the.....

1. Number the events is 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 Look back over the whole text. What is the message of this play? Give **two** things.

1. _____

2. _____

Quotations from a text will also be accepted as an answer.

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.

2d

Infer



Make inferences from the text/explain and justify inferences with evidence from the text.

1. Why do you think...? questions
2. How ...? questions - give evidence
3. Who is...? questions

1. Why do you think that the fox was so angry?

The children need to get into the habit of using evidence to back up their opinion. This should be copied from the text.

2. How does Blind man 5 know that the elephant might be very near?

Again, the children should be using evidence and looking for clues within the text that suggest or imply something.

3. Who is the author of the poem?

Use these questions when the author is unclear, and the children need to use clues that suggest who/what the author is - this does not need to be in a poem.

4. Multiple choice questions

5. Explain with explanations

6. Explain using close reference to the text.

7. Tick box questions - choose by inference only .

4. Look back at Blind man 3's speech. Tick two words that describe how Blind man 3 feels:

- Cheerful
- Big - headed
- Miserable
- Hopeful
- Gloomy

To extend pupils learning, they could possibly be forced to justify their choice using evidence from the text.

5. *I shrugged. "Maybe," I said. (paragraph 2)*

Explain why Usain responds like this to Mr Nugent. Give **two** different explanations.

1. _____
2. _____

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

6. How does this extract show that Usain thinks the race is important? Give **two** ways. Refer closely to the text in your answer.

1. _____
2. _____

The children will have to use retrieval skills to 'refer closely to the text' by inference within their explanation.


7. Look at the whole text.


Put a tick in the correct box to show whether each of the following statements is **fact** or **opinion**.

Statement	Fact	Opinion
Usain went to school in Jamaica.		
Box lunches are delicious to eat.		
Running races is very exciting.		
Mr Nugent encouraged Usain.		


The children will need to use inference and retrieval to answer these questions.

	<p>8. What does / what might? questions</p> <p>9. Tick one box...</p>	<p>8. What might Gollum be wondering about in paragraph 4? Refer to the text to support your explanation.</p> <p><i>The children will have to explain their ideas, and justify them with evidence to receive the mark.</i></p> <p>9. Using information from the text, tick one box in each row to show whether each statement is a fact or an opinion.</p> <table border="1" data-bbox="1249 399 2145 518"> <thead> <tr> <th></th> <th>Fact</th> <th>Opinion</th> </tr> </thead> <tbody> <tr> <td>Giant pandas are fascinating animals.</td> <td></td> <td></td> </tr> <tr> <td>Giant pandas' main food in the wild is bamboo</td> <td></td> <td></td> </tr> <tr> <td>Giant panda cubs weigh about 150g when born.</td> <td></td> <td></td> </tr> </tbody> </table>		Fact	Opinion	Giant pandas are fascinating animals.			Giant pandas' main food in the wild is bamboo			Giant panda cubs weigh about 150g when born.		
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<div data-bbox="136 614 400 986" data-label="Complex-Block"> <p>2e Predict</p>  </div>	<p>1. What do you think will happen next?</p> <p>2. Who will get the prize?</p>	<p>1. Look at the whole text. What do you think Gollum will do next? <i>Children need to give plausible suggestions based on the text, not guess. This demands quite close reading, and is difficult.</i></p> <p>2. Who do you think will win the race? <input type="checkbox"/> Ben <input type="checkbox"/> Mark Give a reason why you think this will happen. <i>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.'</i></p>
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<div data-bbox="129 1037 389 1401" data-label="Complex-Block"> <p>2f Identify/explain content</p>  </div>	<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>
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2g
Word choice



Identify/explain how meaning is enhanced through choice of words and phrases.

1. Why has the word been used?

2. What does the word ... show you?

1. Look at the last words in the poem:

Stop... STOP!

What does this suggest is happening at the end of the poem?

The children will find this difficult at first, so you will want to choose some fairly obvious examples and build from there.

2. The author says the children were *charging around* the playground.

What does this show you about how the children were moving around?

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.

2h
Compare



Make comparisons within the text.

1. How has... changed/different?

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?

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.