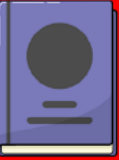


Year 6

Content Domain	Question types	Examples														
<div 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"> Find and Copy one word that means the same as. Find and Copy a group of words that means. Explain how a word gives meaning Mix and match tables Tick one word that means the same as/join the words to a choice. 	<ol style="list-style-type: none"> Find and copy a word that means the same as 'relatives from long ago'. <i>The example from this year's test was 'ancestors', which, although in the text, is still a word that requires the children to have read and talked widely on different subjects.</i> 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> Look at the paragraph that begins 'He was desperate...' What does the word <i>spat</i> show you about how he was feeling? <i>Ensure that the meaning is able to be worked out from the context of the sentence.</i> Draw a line to match each word with its meaning <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">old</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">cast-off</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">new</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">time-worn</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">used</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">fresh</td> </tr> </table> <p><i>There is normally one given, with 3/4 examples to choose from.</i></p> Tick one word that means 'poisonous' <table style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="padding-right: 10px;">deadly</td> <td style="border: 1px solid black; width: 20px; height: 15px;"></td> </tr> <tr> <td>venomous</td> <td style="border: 1px solid black; width: 20px; height: 15px;"></td> </tr> <tr> <td>lethal</td> <td style="border: 1px solid black; width: 20px; height: 15px;"></td> </tr> <tr> <td>vicious</td> <td style="border: 1px solid black; width: 20px; height: 15px;"></td> </tr> </table> <p><i>or</i></p> 	old	cast-off	new	time-worn	used	fresh	deadly		venomous		lethal		vicious	
old	cast-off															
new	time-worn															
used	fresh															
deadly																
venomous																
lethal																
vicious																

6. Explain a word.

7. Explain a phrase

5. Join the word to its correct meaning.

Marty jumped over
the railings on to
veranda

A covered balcony

A narrow ledge

A type of table

The harder the word you choose, the more they will have to rely on contextual clues, so ensure those clues are present.

6. What does the word in italics mean in this sentence:

The stranger *trudged* through the snowy night.

The words should be either possible to work out from the text or be a reasonably familiar word.

7. What does the phrase *the rehabilitation of the image of the dodo* mean?

- Restore a painting of a dodo
- Rebuild the reputation of the dodo
- Repair a model of the dodo
- Review accounts of the dodo

The level of the vocabulary was quite high in 2016, so try to expose children to as many different words, expressions and sayings as you can, trying to get them to pick them apart for meaning.

2b

Retrieve



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

1. Give a **different** reason for...
2. What **thing/two** things... ?
3. Tick the correct option/s.
4. Finish the sentence (by copying)
5. Complete the table
6. **How** questions (similar to what)

1. Space travel is almost impossible for ordinary people because of the cost. Give another reason why it is difficult.

Children need to work on not repeating the same reason via rewording.

2. The letter says that the new bypass road will be damaging to the environment. Find **two** reasons for this.

1. _____

2. _____

Obviously, there can be three or even four, but the answers should be retrieved not inferred.

3. The weather in the Bahamas is:

sunny

windy

stormy

cloudy

The answer needs to be retrieved. Answers that children can be led by should be included to ensure they check carefully.

4. Finish the sentences below:

1. The telephone was invented in _____ .

2. The original inventor, _____ , lived in England.

The children should have to work reasonably hard to find the information, but it should be retrievable.

5. Complete the table below using the text

Name	Characteristic	Related to
Scrooge	.	
Bob Cratchitt		
Tiny Tim		

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. More empty boxes obviously requires more reading time, thus increasing the difficulty.

6. How can you tell that she is feeling unhappy?

Although it looks similar in structure to an inference question, the answer should be retrieved. There were a lot of these questions featured in the sample.

7. Find and copy the word/phrase/line

8. Sequence a series of events

9. What was one effect of....?

7. Find and copy the word that shows it is difficult to catch wild horses.

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

8. Sequence these events in the order that they happen in the story.

- Martin discovers Jamie is missing
- Jamie goes for a walk alone in the woods
- Martin tells Jamie to stay in the house
- Martin finds a clue by the stream
- The stranger speaks to Jamie

The options are not normally in an order that can be worked out without referring to the text.

9. What was one effect of the poet getting injured in the war?

1. What is the main idea behind....?

2. True/False statements

1. Read the paragraph that starts *He was only gone for one moment...* . What is the main idea of this paragraph?

- That the boy was afraid
- That he enjoyed being alone
- That he was unsure what to do without father
- That the boy was imagining things

There should be maybe two possible alternatives, so that careful reading is required to sort out the correct answer. This should rely on inference and retrieval.

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		

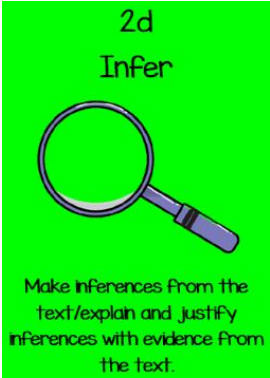
The children will need to use inference or retrieval to answer these questions, but it will probably lean more towards retrieval.

2c

Summarise



Summarise main ideas from more than one paragraph.

	<p>3. Write a ... that matches the...</p> <p>4. Which statement is the best summary for the whole of page...?</p>	<p>3. Write a sub-heading that matches the second paragraph</p> <table border="1" data-bbox="1077 172 2130 292"> <tr> <th>Paragraph</th> <th>Sub-heading</th> </tr> <tr> <td>one</td> <td>What is an ant-eater?</td> </tr> <tr> <td>two</td> <td></td> </tr> <tr> <td>three</td> <td>Where do ant-eaters live?</td> </tr> </table> <p><i>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..</i></p> <p>4. Which statement is the best summary for the whole of page 5?</p> <ul style="list-style-type: none"> <input type="checkbox"/> How the giant panda first got its name. <input type="checkbox"/> How charities raise money for giant pandas. <input type="checkbox"/> How people are working to save giant pandas. <input type="checkbox"/> How giant pandas' territory is changing. 	Paragraph	Sub-heading	one	What is an ant-eater?	two		three	Where do ant-eaters live?
Paragraph	Sub-heading									
one	What is an ant-eater?									
two										
three	Where do ant-eaters live?									
	<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>1. <i>...then he whistled quietly, like a whisper.</i> Why do you think it was that he whistled so quietly? <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 tell that he was terrified of the darkness? <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 responsible for the <i>whispers in the darkness</i>? <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 option that shows how the sailors felt during the battle</p> <ul style="list-style-type: none"> <input type="checkbox"/> Scared <input type="checkbox"/> Angry <input type="checkbox"/> Confused <input type="checkbox"/> Determined <p>What makes you think this? <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>								

5. Yes/No - giving evidence

6. Tick box questions - choose by inference only

7. Open ended inference, similar to summarising.

8. Which statements...? Questions

9. Look at... and explain...

5. Do you think the knight should have left the Baron?

Yes No

Give a reason that makes you think this.

The reason should not be retrievable, but should have to be inferred from clues within the text.

6. Which word best describes each character?

Character/ description	Charles	Mansfield
desperate		
humourless		
enraged		
awkward		
confused		

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 boy learn from the lies he tells?

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

8. Which statements show that he had learned his lesson. Read the paragraph that starts "From then on..."

- Many a stranger would smile at him
- He always kept himself to himself
- Not a day went by without him checking his wares.
- The boy was a changed person
- He was sure that it had been a vision or dream

It may be one or several options that work, and some will be red herrings. Limit children to small sections to encourage deep thinking.

9. Look at Anoush's blog. Explain why she wanted her friends to read it. Use evidence from the text.

He children should have to look closely, and the text may use quite subtle clues or phrases that suggest the point you want them to find.

10. Complete the table...

11. What impressions do you get...?

12. Using information from the text, tick one box in each row....a fact or opinion....

10. Complete the table below

Statement	True	False
The jester was the finest in the land		
The King's court was packed with strangers		
The queen's jewels were extremely valuable		
The jester was going to end up on the block		

The children will should have to look across the whole text, skimming and scanning to find sections, then inferring to find the answers.

11.a

The poet describes his grannie as standing *mountainous between me and my fear*. This makes her sound big and powerful.

What other impressions do you get of his grannie in the same verse?

Give **two** impressions.

1. _____

2. _____

11.b

Look at page 10.




What impressions do you get of Em Sharp at this point in the extract?

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

Impression	Evidence
_____	_____
_____	_____
_____	_____
_____	_____

12. 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.		

<p>2e Predict</p>  <p>Predict what might happen from the details given and implied.</p>	<p>1. Based on what you have read, what do you think will happen next in the story?</p> <p>2. Who will... ?</p>	<p>1. Based on the start of the story that you have read, what do you think will happen to the brothers? Use evidence to explain your predictions</p> <p><i>Children need to give plausible suggestions based on the text; not guess. This demands quite close reading, and is difficult. Within the mark scheme, the answers are normally quite narrow and demand suggestions close to what actually happens.</i></p> <p>2. Who do you think will win the race? <input type="checkbox"/> Mark <input type="checkbox"/> Steven Give a reason why you think this will happen.</p> <p><i>At this point, predictions will be made based on simple inference, for instance 'Jimmy has the map, but Captain Barnacle has no idea.'</i></p>
<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. Find and copy a word/group of words that show?</p>	<p>1. In the story, Marty's attitude towards his brother changes. Find and copy the group of words that show this.</p> <p><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 - just find the connection between the sections.</i></p>
<p>2g Word choice</p>  <p>Identify/explain how meaning is enhanced through choice of words and phrases.</p>	<p>1. What does ... tell you?</p> <p>2. Why is ... a good/bad choice?</p>	<p>1. ...in a flash What does this tell you about how the rocks travelled?</p> <p><i>Children need to be reminded that repeating the word is not explaining the choice, i.e. 'because it was a snake' or 'to show it was like a snake'</i></p> <p>2. The title of the paragraph is Terrible Tudors!</p> <p>Why is this title well chosen? Give two reasons.</p> <p>1. _____ 2. _____</p> <p><i>There may be one reason, or several. Depending on your children, you may need to choose less or more obvious phrasings. It does not always need to be a title. These reasons can also be writing techniques, such as alliteration or metaphor as well as direct meaning.</i></p>

3. How does... make the reader feel?

4. Give another way that...

5. How is the author writing?

6. What do/does the word/s ... suggest?
(similar to question 1/3)

3. The text says '*The children scampered about, dashing from hiding place to hiding place*'

How does this group of words try to make the reader feel?

These questions are difficult to get in sometimes, so try to use them when the opportunity presents itself.

4. Read the paragraph beginning '*The man watched on in fear*'

Give **two** other ways that the author suggests that the man is afraid.

Refer closely to the text in your answer.

1. _____

2. _____

The children will need to find and copy sections, or very closely paraphrase, to collect the marks here. They will be relying not just on retrieval, but on inference too.

5. Read the sentence below:

Cruel Christmas calamity strikes Carollers

In this sentence, the way the author is writing is:

Descriptive

Sensational

Calming

Informative

Here, the children need to look carefully otherwise they should be able to jump to conclusions. Some of the language needs to be stretching.

6. '*Burning*', '*roasting*', '*bubbling*' and '*blistering*'

What do the words in this poem suggest about the boy's skin?

That he was lucky it was not too bad a burn

That the skin is very badly damaged

That the heat of the fire must have been intense

That he had been messing with fire

That the boy was going to be alright

Or

Look at the last line of the poem.

What do the words *easily slipped* suggest about how busy the room was?

These questions should be quite demanding, with children having to read very deeply and consider several different meanings to get to a valid point. Where writing is required

2h

Compare



Make comparisons within
the text.

1. How has... changed/different?

2. Give one way that...

1. By the end of the story, Bill has changed how he feels about parties.

Explain how

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.

2. Look at page 4. According to the text, give one way that giant pandas are...

(a) Similar to other bears.

(b) Different from other bears