The STM Reading Curriculum

ST THOMAS MORE VC ACADEMY

National Curriculum aims & purpose:	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
At STM we aim to make all of our pupils readers – and we also recognise that this encompasses a huge range of skills, knowledge and attitudes. We believe that, to achieve this goal, our children need to: • have the phonics knowledge necessary to rapidly decode words • combine accuracy, speed and expression to read with fluency • acquire a wide vocabulary and an understanding of the subtleties of language • draw upon a broad base of skills to interpret, analyse and connect with a text • develop the habit of reading widely and often, for both pleasure and information • be exposed to a wide and varied range of quality texts • have the skills needed to explain and justify their thinking, elaborate on their ideas and discuss texts with others. In Early Years and Year 1, the focus is on phonics, sight words and beginning to develop an understanding of what has been read. By the end of Key Stage 2, teaching focusses more often on the complex skills of inference, deduction and text analysis. Throughout the school, however, our desire is to develop a love of reading and to provide children with regular opportunities to share, discuss and explore their understanding.	At St Thomas More we use a systematic approach to teaching phonics from the Bug Club accredited scheme. This is taught in daily sessions across Foundation Stage and in Key Stage 1. Upon reaching Year 1 and Key Stage 2, the children are engaged in whole class guided reading sessions – which last for at least 30 minutes a day - designed to develop the key targets from the National Curriculum and content domains as assessed during the KS1 and KS2 SATs. This includes fiction, non-fiction and poetry. The texts chosen in the guided reading long term plan provide a challenge for all members of the class with respect to reading and comprehension. Some texts are chosen to represent diversity. During the afternoon the teacher reads a shared class text. This is a session that is devoted to developing a love of story. Texts are age-appropriate, engaging and promote discussion. Children take books home from school and this is monitored electronically on Go Read. Parent's and teacher's comments are shared. Children who are learning phonics have books with words containing the sounds they have learnt. Children who are unable to read at home have extra reading sessions with staff.

Links to learning in EYFS:	STM Connections Curriculum	STM Plus Curriculum
• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	• Science – research, non-fiction books about famous scientists, retrieval skills. Books available to support each science topic. • History and geography – research, map reading, historical novels, leaflets, websites • PSHCE – reading to and with peers, sharing books, using books to address issues of bullying, self-esteem, feelings, bereavement, use of inference • RE – religious scriptures and holy books associated with Catholic religion and other religions • PE – information regarding health, instructions, rules of games, use of prediction • Maths – understanding the vocabulary associated with problems	• School book fairs • World Book Day events • Good quality non-fiction books to support all areas of the school curriculum • Print rich environments • Attractive Key Stage and class libraries • Visits to the library • Incorporation of reading activities into school trips • Script reading, comprehension and acting in school performances, assemblies and masses • Book sales • Links to Hull Truck Theatre – pupils involved in performances of Macbeth and Romeo and Juliet

	Term 1			Term 2			Term 3		
	Fiction	**Poetry**	**Non-Fiction**	**Fiction**	**Poetry**	**Non-Fiction**	**Fiction**	**Poetry**	**Non-Fiction**
EYFS	Reactive text used to identify children's key interests, to build on a love of reading and allow the children to develop an understanding of story. These will include a variety of traditional tales and modern stories building around a theme of inclusion.								
Year 1	Owl Babies By Martin Waddell	Caterpillar by Christina Rosetti	Non-fiction texts are predominantly topic based and will be used in guided sessions to retrieve information and use the text's key features to develop the age related non-fiction objectives.	Rainbow Fish By Marcus Pfister	As Spring is a short month, we will not be teaching Poetry and Non-Fiction as part of the Guided Reading sessions. Poetry will be taught on Poetry Day and non-fiction through topic work.		The Gurffalo By Julia Donaldson	The Owl and the Pussycat By Edward Lear	Non-fiction texts are predominantly topic based and will be used in guided sessions to retrieve information and use the text's key features to develop the age related non-fiction objectives.
Year 2	How to hide a lion By Helen Stephens	Please, Mr Butler By Allan Ahlberg		The Snail and the Whale By Julia Donaldson			The Day the Crayons Quit By Drew Daywalt	The Pied Piper of Hamlin (Verse 2) By Robert Browning	
Year 3	George's Marvellous Medicine By Roald Dahl	From a Railway Carriage By Robert Louis Stevenson		Charlotte's Web by E. B. White			How to Steal a Dragon's Sword By Cressida Cowell	Life Doesn't Frighten Me By Maya Angelou	
Year 4	The Lion, The Witch and the Wardrobe By C.S. Lewis (Free e-book)	Macavity, the Mystery Cat By T.S. Eliot		The Firework Maker's Daughter By Phillip Pullman			Kensuke's Kingdom By Michael Morpurgo	The Fish By Elizabeth Bishop	
Year 5	War Horse By Michael Morpurgo	Chocolate Cake By Michael Rosen		Viking Boy By Tony Bradman			The Arrival By Shaun Tan	The Tyger By William Blake	
Year 6	Wonder By RJ Palacio	Little Red Riding Hood By Roald Dahl		Cirque du Freak Darren Shan			Holes By Louis Sachar	Jabberwocky By Lewis Carroll	

Reading Long Term Plan

Reading Progression					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can apply phonic knowledge and skills to decode words	Apply phonic knowledge and skills to decode words so that reading is fluent	Can apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet	Can apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet	Can use a dictionary independently to find the definitions of words	Can read age-appropriate books with confidence and fluency (including whole novels)
Can respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes	Can read accurately by blending the sounds in words that contain graphemes taught so far, especially recognising alternative sounds for graphemes in words with two or more syllables	Can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Can summarise main ideas, identifying key details and using quotations for illustration	Can read aloud with intonation that shows understanding
Can read accurately by blending sounds in unfamilar words containing GPCs that have been taught				Can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence	Distinguish between statements of fact and opinion
Can read common exception words	Can read words containing common suffixes	Can check that texts they read makes sense to them	Is using a dictionary independently to check the meaning of words	Can draw information from different parts of the text to infer meaning	Can discuss how structural choices support the writer's theme and purpose
Can read words containing taught GPCs and –s, -es, eing, -ed, -er and est endings	Can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	Can use alphabetically organised texts such as an index to find information	Can discuss words and phrases that capture the reader's interest and imagination	Can talk about themes and recognise thematic links with other texts	Can identify themes and conventions in and across a wide range of writing
Can read other words of more than one syllable	Can read books aloud and sound	Can retrieve and record information from non-fiction and fiction texts	Locate and record information effectively using skimming and scanning	Can discuss complex narrative plots	Can discuss how structural choices support the writer's theme and purpose
				Can summarise main ideas, identifying key details and using	Explain and discuss their understanding of what they have read, including

that contain taught GPCs Read books aloud, accurately, that are consistent with developing phonic knowledge. Re-read these books to build fluency and confidence. read words with contractions (e.g- I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s) Link what they have read or heard to their own experiences Listen to and discuss a wide range of poems, stories, traditional tales and non-fiction Participate in discussions about what is read to them Discuss the significance of	out unfamiliar words. Re-read these books to increase fluency and confidence Discuss and clarify the meaning of words Read further common exception words, noting usual correspondences between spelling and sound and where these occur in the word Discuss their favourite words and phrases Listen to, discuss and express views about stories, poetry and non-fiction Re-tell a range of stories and traditional tales Answer and ask questions about stories and what they have read	Can use organisational features to locate information Can draw inferences such as inferring characters' feelings, thoughts and motives from their actions Can participate in discussion about books they have read themselves, taking into account the views of others Can participate in discussions about books that are read to them, taking into account the views of others Can begin to identify and comment on different points of view in a text Can say how a character would feel if they were in the character's shoes	Identify features of different genres of writing Know how suspense is built up in a story Can comment on how authors express different moods, feelings and attitudes Is identifying themes and conventions in a wide range of books Can identify main ideas drawn from more than one paragraph and summarise these Can justify inferences with evidence from the text Can comment on how authors express different moods, feelings and attitudes Can discuss their understanding of texts they read independently	quotations for illustration Can talk about the author's techniques for describing characters, settings and actions Can draw information from different parts of the text to infer meaning Can participate in discussions about books, building on my own and others' ideas and challenge views courteously Can evaluate how authors use language, including figurative language, considering the impact on the reader Can talk about themes and recognise thematic links with other texts Can participate in discussions about books, building on my own and others' ideas and challenge views courteously	through formal presentations and debates Can show a confident awareness of the effect of the text, with explanation using their own experiences Can extract and evaluate relevant information from more complex texts Can use detailed knowledge of text types to make reasoned predictions and form opinions Can compare and contrast the styles of individual writers and poets, providing examples Can show a confident awareness of the effect of the text, with explanation using their own experiences

the events and titles of books	Discuss the sequence of events in stories	Can comment on why an author has chosen certain language	Can identify how language, structure, and presentation contribute to meaning as a whole	Can recognise language features of a range of non-fiction text types	Can explain the impact of the context of a text
Re-tell stories such as traditional tales	Be aware that non-fiction can be presented in different ways	Is listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Identify features of different genres of writing	Can compare, contrast and evaluate features of non-fiction texts	Can identify the writer's viewpoint and explain the effect on the reader
Make inferences based on what is being said and done	Listen to, discuss and express views about stories, poetry and non-fiction		Is identifying themes and conventions in a wide range of books	Can identify and describe the styles of individual writers and poets	Can comment critically on the overall impact of a text
Link what they have read or heard to their own experiences	Discuss the sequence of events in stories	Can predict what might happen from details stated and implied	Can discuss words and phrases that capture the reader's interest and imagination		Can comment on and explain the writer's use of language features
Predict what might happen next in a story	Recognise repeated language in stories and poems	Can participate in discussion about books they have read themselves, taking into account the views of others		Can make comparisons within and across books	
Can correct inaccurate reading			Can make connections between books by the same author	Can read age-appropriate books with confidence and fluency (including whole novels)	Can identify themes and conventions in and across a wide range of writing
Link new word meanings to words already known	Listen to, discuss and express views about stories, poetry and non-fiction	Can participate in discussions about books that are read to them, taking into account the views of others	Can comment on how authors express different moods, feelings and attitudes	Can read aloud with intonation that shows understanding	Can recommend books to others and give reasons for choices
Can recite some poems by heart	Make inferences based on what is being said and done	Can retrieve and record information from non-fiction and fiction texts		Understand that texts reflect the time and culture in which they were written	Can discuss how structural choices support the writer's theme and purpose
	Predict what might happen next in a story	Can draw inferences such as inferring characters'	Is listening to and discussing a wide range of fiction, poetry, plays, non-fiction and	Learn a wide range of poetry by heart	Can comment critically on the overall impact of a text

| | Learn poems by heart and recite these with appropriate intonation | feelings, thoughts and motives from their actions

Can begin to identify and comment on different points of view in a text

Is asking questions to improve their understanding of a text

Can say how a character would feel if they were in the character's shoes

Can comment on why an author has chosen certain language

Is increasing their familiarity with a wide range of books, including fairy stories, myths and legends

Can retell stories, myths and legends orally | reference books or textbooks

Can confidently retell stories, myths and legends

Is preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action | | Can comment on and explain the writer's use of language features

Can identify themes and conventions in and across a wide range of writing

Can recommend books to others and give reasons for choices

Can make comparisons within and across books

Can explain the impact of the context of a text

Can discuss how structural choices support the writer's theme and purpose

Can comment critically on the overall impact of a text

Can compare and contrast the styles of individual writers and poets, providing examples |

					Can confidently perform plays and poems using actions and expression

<u>Reading Questions by Content Domain</u>

This document should be used by teachers to frame their reading response questions. <u>It is a supporting document only</u>. Teachers should continue to plan from the National Curriculum 2014 when planning their reading sessions to ensure that pupils are receiving a <u>broad</u> and <u>balanced</u> reading diet.

Year 1

Examples of question types by Content Domain Y1

1a draw on knowledge of vocabulary to understand texts	
Cognitive Demand	**Example of written response required – Using an age-appropriate text**
Low	• Circle the word that best describes....... • 'Tick **one**'
Mid	• Find and copy a word that tells you....? • 'Quote' - What does the word.... mean in this sentence? (choice of 4 alternative words)
High	• Questions that require an open-ended, extended response. What does the word 'late' mean?

Further examples of questions related to 1a
• **Find and copy** one word that shows that Knights were good fighters (Skilled) • **Find and copy** one word from this paragraph that means 'well known' (famous) • **Find and copy** one word which means the same as 'sparkle' (glint) • 'Then she had an idea' The word idea means (multiple choice) A dream, a feeling, a thought, an adventure • 'As we stride along the street' Which word means the same as stride? (multiple choice) Crawl, dance, march, climb • 'Quote from text' Find and copy a word which tells you that fox moved quickly. • Tried to peep round her legs'. What does this tell you about ….? (open response) • **Circle the word** that tells you what the mud feels like. • Find and copy one word that make the apples sound tasty. • Find and copy one word which means the same as horrible. • What does the word '……' mean?

1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	
Cognitive Demand	Example of written response required – Using an age appropriate text
Low	• Questions that require one word responses to questions that use similar vocabulary to aid locating the answer. Where are the children going? (**The children were going** to the park) • Multiple-choice one word responses – What time do the children have lunch? (4 choices)
Mid	• Questions that require the reader to give 2 examples Find and copy **two** examples of ...(what games the boys played at the park) • True or false tables

	• 'Question: What did the King get for his birthday?' - Give **two** things. • Match the characters to their descriptions.
High	• Questions where there is a low level of semantic match between task wording and relevant information in the text. • Questions that require a sentence as a response

Further examples of questions related to 1b

- **Why** was William cross with Bella? (Short response)
- **Why** did the boat hit the rocks? (short response)
- **Who** did most castles belong to? Lords, servants, jesters, Knights (Multiple choice with distractors)
- Tick to show what servants and jesters did in the castle. (Table of options-see image)
- Give **two** things that people made inside the castle walls (short response)
- **What** are **three** types of weather in this poem? (List)
- **What two** animals does the child wear on her hands?
- **Tick true or false** for each statement about the little Princess. (Table)
- **Where** were the two neighbours walking at the beginning of the story? (multiple choice)
- **Why** was the farmer surprised when he opened up the first pumpkin?
- **What** was Molly doing on Tuesday?
- **Why** was Molly always too busy to tidy up?
- **Where** did Molly look for the Octopus?
- **What** is the child holding on to?
- Give **two** places where you could find water in nature.
- **What** is the name of the biggest ocean?
- The text tells us about rivers in England. Name **two** of them.
- **Draw three lines** to describe oceans, rivers and lakes (Matching see image)
- **Find and copy two** things that children need to take with them to their swimming lessons.
- Put ticks in the table to show which are true and which are false. (See image)
- **What** did fox think was coming over the hill? (Multiple choice)
- Explain why Fox became interested in Heron Feather when he heard his song. (Extended response)
- **What** was Heron Feather on his way to do?
- **How** did Fox trick Heron Feather into picking him up? (Multiple choice with distractors)
- **How** did fox escape from the bag? (Open response)
- **Why** did Heron Feather not notice Fox's escape? (Open Response)
- **Which** two topics did Bryn sort his books into? (Open response)
- **Who** drives the tractor on the farm? (Multiple choice)
- **What** did Bryn decide to give Claire to play with? (one word response)
- Think about the whole story. Put ticks in this table to show if each statement is true or false.

- **What** do the seeds grow into? (one word response)
- The Miller grinds the grains to make them into… (multiple choice but all choices are vocab used within the text)
- **What** takes the flower to the bakery?(multiple choice but all choices are vocab used within the text)
- **Where** are the fresh loaves of bread sent to? (Supermarket)
- **When** are the apples ready to be picked? (Multiple choice of all seasons)
- Find and copy **two** things that could be hidden in Pilolo.
- Draw four lines to match what the text says you need to win each one.

1c identify and explain the sequence of events in texts	
Cognitive Demand	**Example of written response required –Using an age appropriate text**
Low	Order pictures to show the beginning, middle and end of the story.
Mid	Number the sentences below from 1 to 3 to show the order they happen in the story. What happened after...? (multiple-choice response)
High	What happened before lunch? What was the last game Tim played at the party? Response required in the form of a sentence (open-ended response) Match the events to when they happened.
Further examples of questions related to 1c	

- Number the sentences below from 1-3 to show the order that they happened in the story. The first one has been done for you.
- Draw three lines to show where Molly was playing each day. (See image)
- Look at the section about 'Apple Juice'. Number the sentences below from 1-4 to show the order that they happen.

1d make inferences from the text	
Cognitive Demand	**Example of written response required – Using an age appropriate text**
Low	• How did mum feel when she saw the messy bedroom? - **Multiple-choice responses**
Mid	• Questions that **require one word responses** to questions e.g How did the King feel when he saw his new coat? • Find and copy a word that tells you that... • How can you tell...?
High	• 'Quote' - How do you know from this sentence that ... (mum was cross)? **Explain why.**
Further examples of questions related to 1d	

- When Bella was learning to fly she… (Multiple choice) Did not give up, was lazy, did not try hard, gave up easily
- Find and copy a word that show that the coat is warm.
- The farmer let the bird go when its wing had healed because… (multiple choice)
- The greedy man searched for a wounded bird. Why did he do this? (Open response)
- What does the greedy man do that tells you he could not wait for the seed to grow? (Open response)
- Why did the greedy man start clapping his hands in delight? (Open response)
- Molly didn't understand. This means Molly was (multiple choice) scared, angry, sad, confused
- Why did Molly rush to finish her tea? (Multiple choice)
- Why did the child describe her father as a giant? (Open response)
- The story shows that Heron Feather was… (Multiple choice) Hard-working, Foolish, Truthful, Very brave.
- The story shows that Fox was… (Multiple choice) Loud, Clever, Slow, Shy
- How do you think Heron Feather felt at the end of the story? B) Why did he feel like that?
- Why did Bryn get out his toys? (Multiple choice)
- Why was Bryn surprised when he met his cousin? (Open response)
- Why did Bryn put his toys away? (Open response)
- Look at the statues section. Why is statues a good name for this game? (Open response)
- Why did the ducks leave their home? (Multiple choice with distractors)

1e predict what might happen on the basis of what has been read so far	
Cognitive Demand	Example of written response required - **Using an age appropriate text**
Low	Based on what you have read, draw a picture/ tell your teacher what you think will happen next.
Mid	Based on what you have read, what do you think might happen next? Multiple choice
High	What do think will happen next? Short sentence response.
Further examples of questions related to 1e	

Year 2

Examples of question types by Content Domain Y2

1a draw on knowledge of vocabulary to understand texts	
Cognitive Demand	**Example of Task – Using an age-appropriate text**
Low	• Find and copy a word from the text above that means… • 'Tick **one**' • 'Quote' - What does the word…. mean in this sentence? (choice of 4 alternative words)
Mid	• Find and copy a word that tells you….? • Draw lines to match the words to their meaning…
High	• Questions that require an open-ended, extended response. What does the word 'grin' mean?

Further examples of questions related to 1a 2016 2017 2018

- The boat hit the rocks with a great crunch. This means that…(Multiple choice) It was a little squeak, a long creak, a huge crash etc.
- Find and copy one word that shows that Knights were good fighters (Skilled)
- 'My neck hides in a scarf'- What does this mean? (Multiple choice) The child's neck is hurting, the child is playing hide and seak etc.
- Find and copy one word from the top of page 4 that means 'well known' (famous)
- Find and copy one word which means the same as 'sparkle' (glint)
- 'Then she had an idea' The word idea means (multiple choice) A dream, a feeling, a thought, an adventure
- 'As we stride along the street' Which word means the same as stride? (multiple choice) Crawl, dance, march, climb
- 'Golden rules' This means the rules are… (multiple choice) Very expensive to follow, very important, only good for swimmers, completely useless.
- 'Quote from text' Find and copy a word which tells you that fox moved quickly.
- Tried to peep round her legs'. What does this tell you about Bryn? (Multiple choice)
- Write **two** words that tell you what the dough feels like.
- Find and copy one word that make the apples sound tasty.
- Find and copy one word which means the same as rotten.
- One day, huge, rumbling, grumbling machines crawled towards the pond. What does this tell you about the machines? (Multiple choice) See Image.

1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

Cognitive Demand	Example of Task – Using an age appropriate text
Low	• Questions that require one word responses to questions that use similar vocabulary to aid locating the answer. How much does it cost to go to the theme park? • Multiple-choice one word responses – What time did the children arrive at the fair? (4 choices)
Mid	• Questions that require the reader to give 2 examples Find and copy **two** examples of ...(which pizza toppings Katie chose) • True or false • 'Question: What did the King get for his birthday?' - Give **two** things. • Match the characters to their descriptions.
High	• Questions where there is a low level of semantic match between task wording and relevant information in the text. • Questions that require a sentence as a response

Further examples of questions related to 1b 2016, 2017 2018

- Why was William cross with Bella? (Short response)
- Why did the boat hit the rocks? (short response)
- Where did Bella take William's message? (One word response)
- At the end of the story, Bella was happy. Why? (Open response)
- Who did most castles belong to? Lords, servants, jesters, Knights (Multiple choice with distractors)
- Who did the Knights protect the land from? (One word response)
- When did the servants start work? (early in the morning)
- Tick to show what servants and jesters did in the castle. (Table of options-see image)
- Why were some castles surrounded by a moat? (short response)
- Give **two** things that people made inside the castle walls (short response)
- What are **three** types of weather in this poem? (List)
- What **two** animals does the child wear on her hands?
- The little Princess reminds Tony Ross of someone. Who is it?
- Tick true or false for each statement about the little Princess. (Table)
- What did Tony Ross want to do before he became an author?
- Complete the table with the names of authors and the characters that they write about (Table)
- Why does Tony Ross like to illustrate his own books rather than those of other people?
- There are two men in the story. Which one is kind and which one is greedy?
- Where were the two neighbours walking at the beginning of the story? (multiple choice)
- Why was the farmer surprised when he opened up the first pumpkin?
- What made the greedy farmer feel sick? (multiple choice)
- The greedy man's first surprise was…on p11, what was his second surprise?

- What was Molly doing on Tuesday?
- Why was Molly always too busy to tidy up?
- Where did Molly look for the Octopus?
- What is the child holding on to?
- What happens when people see the shadow?
- Why is water so important?
- Give **two** places where you could find water in nature.
- What is the name of the biggest ocean?
- The text tells us about rivers in England. Name **two** of them.
- Draw three lines to describe oceans, rivers and lakes (Matching see image)
- Who might be interested in reading this poster?
- When are the swimming lessons?
- Give two things that the instructors at Sea Spray pool are trained to teach.
- Find and copy **two** things that children need to take with them to their swimming lessons.
- Put ticks in the table to show which are true and which are false. (See image)
- What did fox think was coming over the hill? (Multiple choice)
- Explain why Fox became interested in Heron Feather when he heard his song. (Extended response)
- What was Heron Feather on his way to do?
- **How** did Fox trick Heron Feather into picking him up? (Multiple choice with distractors)
- How did fox escape from the bag? (Open response)
- Why did Heron Feather not notice Fox's escape? (Open Response)
- What did Dad say looks much better now? (Open response) Room
- Which two topics did Bryn sort his books into? (Open response)
- Who drives the tractor on the farm? (Multiple choice)
- What did Bryn decide to give Claire to play with? (one word response)
- Think about the whole story. Put ticks in this table to show if each statement is true or false.
- What do the seeds grow into? (one word response)
- The Miller grinds the grains to make them into… (multiple choice but all choices are vocab used within the text)
- What takes the flower to the bakery?(multiple choice but all choices are vocab used within the text)
- Where are the fresh loaves of bread sent to? (Supermarket)
- When are the apples ready to be picked? (Multiple choice of all seasons)
- Where do the sorters work? (Juice Factory)
- What does the apple press do? (Multiple choice)
- Children around the world… (complete the sentence from multiple choice examples with a distractor)
- Find and copy **two** things that could be hidden in Pilolo.
- What do the words Oonch Neech mean?
- One player does something different in all of the games. What are they doing differently in Pilolo? (One word response) B) Kangaroo Skippyroo?

- Draw four lines to match what the text says you need to win each one. (Matching- see image. Wording does not all match that in the text)
- Put ticks in the table to show which statements are true and which are false. (With a distractor)
- The Children saw the cobwebs in… (multiple choice)
- What did the children usually learn on a Monday morning? (Open response)
- What other creatures lived by the pond? Write **two** answers.
- The ducks did not like the sea. Why not? Give **two** reasons.
- Why did someone put the ducks in a box? (Multiple choice)

1c identify and explain the sequence of events in texts	
Cognitive Demand	**Example of Task –Using an age appropriate text**
Low	• Number the sentences below from 1 to 3 to show the order they happen in the story. • What happened after...? (multiple-choice response)
Mid	• Number the sentences below from 1 to 4 to show the order they happen in the story. • Match the events to when they happened
High	• What happened before lunch? • Response required in the form of a sentence (open-ended response) • Read the whole story. Order events 1-5 to show the order they happen in the story.

2016, 2017 2018

- Number the sentences below from 1-4 to show the order that they happened in the story. The first one has been done for you.
- Look at the whole story. Number the events from 1-5 to show the order that they happened. The first one has been done for you.
- Draw three lines to show where Molly was playing each day. (See image)
- Number the events from 1-5 to show the order that they happened. The first one has been done for you.
- Look at the section about 'Apple Juice'. Number the sentences below from 1-4 to show the order that they happen.
- Number the following from 1-5 to show the order they happened.

1d make inferences from the text	
Cognitive Demand	**Example of Task – Using an age appropriate text**
Low	• Questions that require one word responses • How did Mrs Smith feel when she came into the classroom? • How did mum feel when she saw the messy bedroom? - Multiple-choice responses

Mid	• Tick two good points about...(keeping cats as pets)? (NF) • Find and copy a word that shows that… • Why was … so upset? (Open response) • Multiple choice with one distractor
High	• 'Quote' - How do you know from this sentence that ... (mum was cross)? • Write two things that show you that the man was sly… • Multiple choice with multiple distractors

2016, 2017 2018

- When Bella was learning to fly she… (Multiple choice) Did not give up, was lazy, did not try hard, gave up easily
- What made castles smelly places?
- Find and copy **two** words that show that the coat is warm.
- How is the child in the poem like a parcel?
- The farmer let the bird go when its wing had healed because… (multiple choice)
- The greedy man searched for a wounded bird. Why did he do this? (Open response)
- Why did the greed man take a sling shot with him the next day? (Multiple choice)
- Give **two** things that the greedy man does that tells you he could not wait for the seed to grow. (Open response)
- Why did the greedy man start clapping his hands in delight? (Open response)
- Molly didn't understand. This means Molly was (multiple choice) scared, angry, sad, confused
- What did Molly think was magic? (Open response)
- Molly thought that something with many arms had been in the garden. Why? Her race track had been.. (multiple choice with distractor)
- Why did Molly rush to finish her tea? (Multiple choice)
- Why did the child describe her father as a giant? (Open response)
- What is the main difference between sea water and fresh water? (Multiple choice)
- The story shows that Heron Feather was… (Multiple choice) Hard-working, Foolish, Truthful, Very brave.
- The story shows that Fox was… (Multiple choice) Loud, Clever, Slow, Shy
- How do you think Heron Feather felt at the end of the story? B) Why did he feel like that?
- Why did Bryn get out his toys? (Multiple choice)
- Why was Bryn surprised when he met his cousin? (Open response)
- Why did Bryn put his toys away? (Open response)
- Look at the statues section. Why is statues a good name for this game? (Open response)
- What did the children learn about **this** Monday morning when they went outside? (Open response)
- The poem explains how cold weather…(Finish statement with multiple choice options)
- Why did the ducks leave their home? (Multiple choice with distractors)

1e predict what might happen on the basis of what has been read so far

Cognitive Demand	Example of Task - **Using an age appropriate text**
Low	Based on what you have read, what do you think might happen next? (Multiple-choice responses)
Mid	Based on what you have read, what do you think might happen next? Short sentence response.
High	What do think will happen next? Why do you think this?
2017	
	• Which of these do you think the child is likely to say at the end of the outing? (Multiple choice)

Examples of question types by Content Domain Y3 & Y4

2a I can give / explain the meaning of words in context	
Cognitive Demand	**Example of Task – Using age-related texts**
Low	• Match these words to their meaning/definition • Underline the word in the sentence above which means…
Mid	• 'Quote' - In this sentence the word_____ is closest in meaning to… (choice of 4 alternative words) • In the paragraph beginning… Find and copy a word that shows • Find and copy a group of words/phrase that shows…
High	• 'The scientists were dotted about in Antarctica' What does 'dotted about tell you about the scientists? (Open response) • Find and copy a word from p8 that tells you that… • Vocabulary example' What does this tell you/ suggest about…

Further examples of questions relating to 2a content.

- **Find and copy** the words which mean the same as useful hint (Helpful tip)
- 'Crumple the paper to make it look old and worn. Crumple in this sentence is **closest in meaning to:** (Tick one)
- ' You don't want to confuse the treasure hunters before they have even started!' Which of the following is the **closest in meaning to** confuse? Annoy, puzzle, anger, upset (Tick one)
- 'He arrived in the fabled city of Fratsia. A dazzling place. Tick the word which is **closest in meaning to** dazzling (odd, tidy, crowded, amazing)
- **Find and copy** a word on p7 that means the same as smell (aroma)
- 'Oh you have, have you? Growled the baker.' **Which word is closest in meaning to** growled? (yelled, gasped, snarled, muttered)
- •'It's applauding your victory'. **Tick the word which is closest in meaning to** applauding (clapping, singing, helping, indicating)
- •'People were milling around' **Which word closely matches the meaning of** the word milling? (moving, sitting, joking, shouting)
- •'The Pilots can happily fly their planes to far-flung places'. **Which word most closely matches the words** 'far-flung'? (distant, special, important, different)
- •**Find and copy one word** on p8 that tells you that the scientists were spread out in Antarctica (dotted)
- •'Lagoon island was pretty cool' **What does cool mean in this sentence?** (Open response)

2b I can retrieve and record information / identify key details from fiction and non-fiction	
Cognitive Demand	**Example of Task - Using age-related texts**

Low	• One word responses to questions that use similar vocabulary to aid locating the answer. • Multiple-choice one word responses • Find and copy two things you will need
Mid	• Questions that require the reader to give 2/3 examples • True or false • Open responses where there is a direct semantic match between the task wording and information in the text
High	• Questions where there is a low level of semantic match between task wording and relevant information in the text. • Questions which do not key students into a particular section of text

Further examples of questions relating to 2b content.

What do you need to make a treasure map? Name two things.

Why is squared paper useful for making a treasure map? (Open response)

Look at page 3. **Give 2 ways** of making your paper look old.

Why is it a good idea to make your paper look old **before** you begin to draw your map?

Why should you put details such as trees and houses on your map?

How can you make sure that the treasure hunt gets off to a good start?

What do you need to do when you write directions? (Tick one)

Look at the example directions. **Where** do you have to go after you have got to the shed?

Look at p6. **Why** should you try out your directions? (Open response)

Circle the correct option to complete each of the sentences below. (multiple choice)

What **three things** did the merchants of Fratsia sell? (List)

Find and copy a group of words that show you that the judge did not make a quick decision.

How many coins did the judge tell Sanji to bring?

Who did Sanji get the coins from?

What was the baker's payment in the end?

- Complete each statement by circling the correct option
- Look at p2. **Which** animal did uncle Udih compare legs to?
- **Why** couldn't Legs' brother go to fetch the ambulance?
- Look at p4. **What** time did Legs think that she would get to the hospital?
- Look at p5. **Why** was the race postponed?
- Using information from the text, put a tick to show which statements about Uncle Udi are **true or false.**
- **What** was Lizzie's job when she went to Antarctica? (Multiple choice with distractors)
- **Where** did Lizzie stay when she was in Antarctica? (Multiple choice)
- Look at p7. **Give one thing** Lizzie says people miss in Antarctica.
- Look at p8. **Why** is beautiful weather good news for everyone? Give two reasons.

2c I can summarise main ideas from more than one paragraph	
Cognitive Demand	**Example of Task - Using age-related texts**
Low	• Which of the following sub-headings would best sum up this section of the text? (Multiple choice) • Number the following events in order (1-3) or from within a small passage of text)
Mid	• Number the following events in the correct order (1-5) • Suggest another sub-heading for this part of the text.
High	• What is the main message of the story/ poem/ letter? (Multiple choice) • Suggest another suitable heading for this piece of writing • Which of the statements below best summarises this section of the text?
Further examples of example questions relating to 2c content	

Look at pages 3-6. Below are the steps for making a treasure map. Number them 1-4 to show the correct order.
Look at pages 7-10 What is the main message of this story? (multiple choice)

2d I can make inferences from the text and justify inferences with evidence	
Cognitive Demand	**Example of Task - Using age-related texts**
Low	How do you think ^ felt about *? (multiple-choice response)
Mid	Explain how ^ felt about* (short response)
High	Explain how ^ felt about* Use evidence from the text to support your answer/Give 2 points (May be paraphrasing) Beginning to use direct evidence from the text to support their answer/ Give 2 points. Fact or opinion
Further examples of example questions relating to 2d content	

- Sanji tells the baker 'I've been on my balcony enjoying the wonderful smells from your oven.' How did the baker feel when he heard this? (1 mark) How do you know he was feeling like this? (1 mark)
- Sanji was astonished when the baker banged on his door and called him a thief. Why was he surprised? (Open response)

- Why do you think the baker was 'grinning and rubbing his greedy hands together'?
- What did Sanji think the judge was going to do with the coins?
- How do you think Sanji felt at the end of the story? Give a reason for your answer. (2 marks, longer open response)
- Why did uncle Udi compare Legs to a cheetah? (Part b of question)
- Explain why you think Legs did not want uncle Udi as a running partner. (2 marks longer open response)
- 'I'm not hungry said Legs'. Why do you think legs isn't hungry? (Open, short response)
- Why did Legs feel sad as she was running to the hospital? Give two reasons.
- ' There was a giant clock beating the time in her head.' What does this tell you about what Legs was thinking? (Open, short response)
- Legs heaved a sigh of relief' Explain what Legs was thinking. (Open, short response)
- Why was Legs happy to see her uncle at the race?
- What do you learn about Legs' character in this story? Explain fully using evidence from the text (Open, lengthy response) 3 marks
- 'Bang, Thump, Giggle.' What does this tell you about Lizzy's feelings about the boat ride? (2 marks)
- Lizzy says that people go to Lagoon Island when they want to escape. What does this tell you about life at the Rothera Research Centre? (Open response)
- Why do you think Lizzie says 'The Penguins must have been holding their wings over their ears!' (Open response)
- Using information from the text, tick one box in each row to show whether each statement is fact or opinion.
- Based on this text, do you think Antarctica would be a good place to visit? Yes/ No/ Yes and No. Give two reasons using details from the diary.

2e I can predict what might happen from details stated and implied	
Cognitive Demand	Example of Task – Using age related texts
Low	Based on what you have read, what does the last paragraph suggest might happen next? (Multiple-choice responses)
Mid	Based on what you have read, what does the last paragraph suggest might happen next? - Short sentence response.
High	Based on what you have read, what does the last paragraph suggest might happen next? Use evidence from the text to support your answer
Further examples of example questions relating to 2e content	
· Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish? Do you think this story will go the same way?	

· Why did the author choose this setting? Will that influence how the story develops?
· How is character X like someone you know? Do you think they will react in the same way?

Cognitive Demand	Example of Task
	2f Identify / explain how information/narrative content is related and contributes to meaning as a whole
Low	What is the main theme of this text? (Multiple choice)
Mid	Why are the instructions numbered? (Multiple choice) Why has the author included a diagram? (Multiple choice) What is the main theme of this text? (Open response)
High	Why are the instructions numbered? (Open response) Why has the author included a diagram? (Open response)
	Further examples of example questions relating to 2f content

Cognitive Demand	Example of Task
	2g I can identify / explain how meaning is enhanced through the choice of words and phrases
Low	'The boy jumped for joy' This suggests that he was… (Multiple choice)
Mid	In the paragraph beginning, find and copy the word/ phrase that suggests…
High	'Vocabulary example' What does this tell you about…(Open response)
	Further examples of example questions relating to 2g content

- Look at p10. Find two words which describe the sound that the coins made when they were dropped in the bowl.
- 'Thunder cracked the earth like a whip' What does this tell you about the thunder? (1 mark)
- 'Legs scrambled into her running shoes.' What does the word scrambled tell you about the way Legs got dressed? (1 mark)
- 'She scrawled out the details.' What does the word 'scrawled' suggest about the way that Legs wrote the details? (1 mark)

2h I can make comparisons within the text	
Cognitive Demand	Example of Task
Low	• **Through discussion** draw upon some similarities and differences about books that they are reading and the characters that they meet.
Mid	• Compare two non-fiction extracts and draw out similarities and differences. • Compare two characters in a text/texts and draw out similarities and differences.
High	• Begin to Justify and evaluate their comparisons with some direct evidence taken from the text.
Further examples of example questions relating to 2h content	

Describe different characters' reactions to the same event in a story.
• How is it similar to …?
• How is it different to …?
• Is it as good as …?
• Which is better and why?
• Compare and contrast different character/settings/themes in the text
• What do you think about the way information is organised in different parts of the text? Is there a reason for why this has been done?

2a I can give / explain the meaning of words in context	
Cognitive Demand	**Example of Task**
Low	Find and copy a word/phrase that shows… (Cue children into the correct paragraph/section of text) 'What does 'vocabulary example' mean…? (Multiple choice) 'Quote' In this sentence, the word_____ is closest in meaning to… (choice of 4 alternative words)
Mid	'*Vocabulary example*' What does this tell you about… '*Vocabulary example*' How do these words make the reader feel about… Explain 2 things that the words '*Vocabulary example*' suggest about… Find and copy two different words that show that…
High	The ^ are described as *. Explain how the description of ^ supports the idea that they are *. Use evidence from the text to support your answer. Choose the best words which match the description in the quote above.

Further examples of questions relating to 2a content. Sample, 2016, 2017, 2018

- In this sentence, the word *arrange* **is closest in meaning to**… (Set up, meet, pack up, plan)
- In this line, the word *brittle* **is closest in meaning to**... (Shiny, soft, delicate, rough)
- Find and copy one word from this paragraph that is closest in meaning to 'motivated'. (Inspired)
- Which word is closest in meaning to crouched? (Choose from balanced, squatted, trembled, pounced)
- **Explain two things** that the words *emerald scrap* suggest about the frog. (Green, high value, sparkling/shiny – insignificance/smallness, fragility, worthless/disposable/rubbish.)
- **Find and copy two more words from the poem that show** that the frog was frightened. (trembling (throat), shivering, dread)
- Look at the paragraph beginning: Glancing nervously... **Find and copy one word meaning** relatives from long ago.
- The struggle had been between two rival families… **Which word most closely matches the meaning** of the word rival? (Tick the correct option)
- Look at the paragraph beginning: Oliver rowed...**Find and copy one word that suggests** that the summer afternoon was quiet. (hush)
- Look at the paragraph beginning: For thousands of years... **What does the word spat suggest** about how the island of Mauritius was formed?
- **Find and copy one word from page 10 that tells you** that some of the animals on Mauritius were only found there. (Unique)
- **What does the word *invaders* suggest** about the humans arriving on Mauritius?
- **Give the meaning of the word** *parched* in this sentence.
- **Find and copy one word or group of words** that shows that…
- **What does *considering her options mean*** in this sentence? Tick one.
- . **Find and copy two different words from the sentence above** that show how tired Matthew Webb was.

- **Find and copy a group of words** that tells you that the drinks of ale, brandy and beef tea given to Matthew Webb would be considered unusual today. (are) not standard (for today's cross-Channel swimmers)
- **Find and copy one word which shows** that swimming the Channel is illegal in France. (Outlawed)
- …the 'putt-putt' of her engine was lost in the big, quiet stillness of the afternoon.
- **Choose the best words to match the description above**. Circle **both** of your choices.
- **Find and copy two different words that show** Michael enjoyed the feeling of the cool water. (Savouring, delicious (coolness)
- Look at the section headed…Find and copy one word which shows that there are lots of things we do not yet know about giant pandas. (Puzzling)
- … cutting off a vital food supply. What does the word vital mean in this sentence? (multiple choice) (essential)
- Look at the section headed…Find and copy one word that shows that helping the giant panda is not easy. (challenge)
- Find and copy one word from the first verse that shows that the poet's grannie made him feel safe when he was a boy.
- Look at the verse beginning...Find and copy a group of words that means the same as 'took the opportunity'.
- She came. And I still vividly recall…What do the words vividly recall mean? (2 marks)
- Look at the second paragraph on page 2. Left to my own devices… This means that Edward… (Tick one)
- When Edward was exploring the bookcase, he noticed something in the dark recesses of the shelf.
- Which of the following words is closest in meaning to recesses? (Multiple choice)
- …it dawned on me that the dice ought to belong to a game… Which of the following is closest in meaning to dawned on me as it is used here? (multiple choice)

2b I can retrieve and record information / identify key details from fiction and non-fiction	
Cognitive Demand	**Example of Task**
Low	- One word responses to questions that use similar vocabulary to aid locating the answer. - Multiple-choice one word responses - Matching dates to events, events to people etc.
Mid	- Questions that require the reader to give 2 or 3 examples - Fact or opinion - True or false - Complete the table
High	- Questions where there is a low level of semantic match between task wording and relevant information in the text. - Questions which ask pupils to retrieve key points and support these with a piece of evidence e.g. two hardships of swimming the channel, two mistakes that Gaby makes etc.
Further examples of questions relating to 2b content. Sample, 2016, 2017, 2018	
- How would you get from the spacecraft to the space hotel? **According to the text**, what could you do on your space holiday? **Give two examples.** - How much did the first space tourist pay to go into space?	

- How can you tell that the International Space Station is very large?
- Look at the text box Who has already had a holiday in space? **Complete the table about Anousheh's trip into space.**
- **Match the events below** to the year in which they happened.
- **Tick true or false in the following table** to show what you should do when spotting shooting stars.
- Gentle, and small, and frail. Which part of the snail do these words describe? **Circle the part of the snail in the picture below.**
- How does the snail behave when it is afraid?
- **Circle the correct option to complete each sentence below**.
- The story is told from the perspective of... Explain your reasoning.
- **Write down three things** that you are told about the oak tree on the island.
- **Which of these drawings best represents** the monument? (Tick one)
- What was revealed at the end of the story? (Tick one)
- Using information from the text, **tick one box in each row** to show whether each statement is **true or false.**
- What were Martine's grandmother's rules about riding the giraffe? **(Tick two)**
- What helped Martine to get safely on Jemmy's back after the warthog's attack?
- **Give two reasons** why Mauritius was a paradise for animals before humans arrived.
- Look at the paragraph beginning...**Give two reasons** why the dodo became extinct after humans arrived.
- Why were artists' drawings from the time of the dodo not always accurate?
- Gaby thinks she makes **two mistakes** while trying to rescue the cat. **What is the first** mistake that Gaby makes while trying to rescue the cat?
- Look at the paragraph beginning: Well, she'd just have to not fall...**The cat was too shiny. Too chubby. What conclusion does Gaby draw from this?**
- Gaby uses the Spanish word gato for cat. Who else in the story speaks Spanish?
- What event made Matthew Webb want to swim the English Channel?
- **Name two of the hardships** that Matthew Webb faced in swimming the English Channel **and explain how he dealt with them.**
- In what year did the French authorities make it illegal for people to swim from France to England? (Low semantic match *outlawed* in the text)
- According to the text, approximately how many giant pandas currently live in the wild?
- According to some scientists, how does giant pandas' fur help them to survive in the wild?
- Look at page 1. According to the text, what do pandas spend the majority of their time doing?
- Number these facts about the life of the giant panda cub from 1-5 in the order in which they happen.The first one has been done for you.
- Look at the section headed: Other interesting facts. Complete the sentence below. Recent studies show that… (Multiple choice)
- According to the text, why are giant pandas under threat of extinction? Give two reasons.
- According to the text, how are people trying to help giant pandas survive?
- Look at page 2. What is one name that pandas have been called in the past because of their fur?
- How did the poet's grannie react when he behaved badly? (Open response)
- What was one effect of the poet getting injured in the war?
- What does the poet ask his grannie to do?

- How do you know that the bookcase had not been moved for a long time? Give two ways.

2c I can summarise main ideas from more than one paragraph	
Cognitive Demand	**Example of Task**
Low	• What is the main message of this section of the text? (Multiple choice)
Mid	•Number the following events 1–5 to show the order in which they happened. The first one has been done for you. • Which statement is the best summary of the full text? (Multiple choice)
High	• What is the main message of the poem / letter? Use evidence from the text to support your answer. • What does the first/last paragraph tell us about? Use evidence from the text to support your answer.

Further examples of example questions relating to 2c content Sample, 2016, 2017, 2018 Y5 Op Sat
• What is the main message of the poem? (Options given) • Using information from the text, tick one box in each row to show whether each statement is true or false. (In Non-Fiction texts- The Section headed '…' is all about…) • Below are some summaries of different paragraphs from this text. Number them 1 – 6 to show the order in which they appear in the text. The first one has been done for you. • Number the following events 1–5 to show the order in which they happened. The first one has been done for you. • Which of the following would be the most suitable summary of the whole text? • Which statement is the best summary for the whole of page 2? • Number the following sentences from 1-5 to show the order in which they happen in the poem. The first one has been done for you. • Look at the first two paragraphs. Which sentence below best describes the farmhouse? (Tick one) • What impression of the monster do you get from these two paragraphs? • What is the poem about? (Multiple choice with distractors)

2d I can make inferences from the text and justify inferences with evidence	
Cognitive Demand	**Example of Task**
Low	How do you think ^ felt about *? (multiple-choice response) Why did… (Multiple choice responses) Find and copy a group of words that shows… How can you tell that…(Short response) How do you know that…(Short response) At the end of the story '^ ' felt (multiple choice responses)
Mid	Explain how ^ felt about* Use Evidence from the text to support your answer. 'Quote' What does this suggest about…?

		What evidence in the text suggests that…? (Find two examples)
		Why was ' ^ ' feeling…?
		' ^ ' is stubborn. What evidence in the text supports this? Find two examples.
		What impression/s do you get about…(Place, character, atmosphere) use evidence from the text to support your answer.
	High	How is ' ^ ' made to seem mysterious, scary, daring etc. Find evidence to support this
		In what ways might the character of ' ^ ' appeal to many readers? Explain as fully as you can using evidence from the text.
		What does this section of the text suggest about ' ^ 's ' character? Explain two features using evidence from the text.
		What impressions do you get of ' ^ 's' character? Give two impressions with evidence from the text to support each one.

Further examples of example questions relating to 2d content Sample, 2016, 2017, 2018

- Why is space tourism impossible for most people? (too expensive, most people can't afford it)
- How did Anousheh's trip into space make history? (She was the first female tourist in space/ first lady to have a space holiday)
- Look at Anousheh's blog entry for September 25th. **Find and copy a group of words that shows** that Anousheh wrote her blog for others to read. ((Well) my friends, everyone wants to know.)
- Look at Anousheh's blog entry for September 27th. **Explain how Anousheh felt** about being in space that day.
- How does the information on page 6 make it sound easy to be a star spotter?
- *Gentle, and small, and frail* . **How do these words make the reader feel about** the snail?
- What is the *tremendous monster*? (Poetry)
- **How does the first paragraph suggest that** the characters are in a 'lost world'? ('the unknown')
- The iguanodons are described as *inoffensive brutes*… Explain how the descriptions of the iguanodons support the idea that they were both *inoffensive* and *brutes*. Use evidence from the text to support your answer.
- **How can you tell that** Maria was very keen to get to the island? (Come on she shouted, she is impatient, she tells…to hurry up)
- **What impressions** of the island do you get from these two paragraphs? (Overgrown, small)
- Why did Oliver find it difficult to read the inscription on the monument? (Covered in moss)
- **How do you know** that Martine wanted to keep this ride a secret? (She looked for witnesses, she did it early in the morning)
- **What evidence is there of Martine being stubborn** in the way she behaved with her grandmother? (She argues, pays no attention)
- **What evidence is there of Martine being determined** when she met the warthogs? (holds onto giraffes neck)
- …*milled around in bewilderment* **Explain what this description suggests** about the baby warthogs.
- **What evidence in the text is there** that warthogs can be dangerous? **Give two examples**.
- The warthog mother made grunts of triumph **Why was she triumphant?**
- **In what ways might Martine's character appeal to many readers?** Explain fully, referring to the text in your answer.
- Curious and unafraid, the animals of Mauritius offered themselves up for slaughter... Why were the dodos curious and unafraid?
- Look at page 5. **What are three ways the cat shows** it does not enjoy Gaby trying to rescue it?
- David Walliams was determined to be successful in his attempt to swim the English Channel. **Give one piece of evidence** from the text which shows this.

- Look at page 9. How is the whale made to seem mysterious? **Explain two ways, giving evidence from the text to support your answer.**
- When Michael touched the whale it felt smooth. (a) According to the text on page 9, why might he have expected it to feel smooth? (b) According to the text on page 10, why might he not have expected it to feel smooth?
- Look at the paragraph beginning: Carefully, Michael leaned... Where was the whale? Tick one.
- Look at the paragraph beginning: Carefully, Michael leaned...**What does this paragraph tell you about Michael's character? Explain two features of his character, using evidence from the text to support your answer.**
- The whale did not seem to be alarmed by meeting Michael. How can you tell this from its actions? **Give two ways.**
- Like a sleeper waking from a dream, he looked around, dazed. This tells us that at the end of the story Michael felt that…Tick one.
- Look at page 1. Pandas can grow up to 1.5 metres and weigh up to 150 kilograms. What else in the text tells us that giant pandas could be dangerous animals?
- Using information from the text, tick one box in each row to show whether each statement is a fact or an opinion.
- 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.
- Explain what the poet finds weird about his grannie in the last verse. (2 marks)
- She hobbled through the ward to where I lay And drew quite close and, hesitating, peered. Why does she hesitate?
- What is one thing that did not change about the grannie as she got older?
- Look at the last verse, beginning: She came. Find and copy a group of words that shows that his grannie makes a difference to the poet during her visit.
- The experience in the last line could best be described as…Tick one (Multiple choice)
- The poet describes different stages of his life. Tick the two verses that are mainly about the poet's adult life.
- Look at the first paragraph. What suggests that the inside of the old farmhouse was not very well looked after?
- Give two things
- Look at page 2. Find and copy one word which shows that Em Sharp was in charge of the house. (Guardian)
- How can you tell that Edward was determined to find the game? Give one piece of evidence that shows his determination.
- Look at page 3.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.
- In the last paragraph, Edward does not want to give the game to Em Sharp. Give two reasons why he does not want to part with it.
- Edward found a game. How can you tell that there was something strange about the game? Explain two ways, using evidence from the text to support your answer.

| 2e I can predict what might happen from details stated and implied ||
| Cognitive Demand | Example of Task |

Low	Based on what you have read, what does the last paragraph suggest might happen next? (Multiple-choice responses)
Mid	Based on what you have read, what does the last paragraph suggest might happen next? Use evidence from the text to support your prediction.
High	Based on what you have read, do you think that ^ will change their behaviour in the future? Yes/ No/ Maybe. Explain your answer fully using evidence from the text.

Further examples of example questions relating to 2e content Sample, 2016, 2017, 2018

· Based on what you have read, what does the last paragraph suggest might happen to the explorers next? Use evidence from this paragraph to support your prediction.
- Do you think that Martine will change her behaviour on future giraffe rides? Tick one. (yes / no / maybe) Explain your choice fully, using evidence from the text
- Do you know of another story which deals with the same issues; e.g. social; moral; cultural? Could this happen in this story?
- Which other author handles time in this way; e.g. flashbacks; dreams?
- Which stories have openings like this? Do you think this story will develop in the same way?
- Why did the author choose this setting? Will that influence how the story develops?
- How is character X like someone you know? Do you think they will react in the same way?

2f Identify / explain how information/narrative content is related and contributes to meaning as a whole

Cognitive Demand	Example of Task
Low	• What is the main theme of this text? (Multiple choice) • Why are the instructions numbered? (Multiple choice) • Why has the author included a diagram? (Multiple choice)
Mid	• What is the main theme of this text? (Open response) • Why are the instructions numbered? (Open response) • Why has the author included a diagram? (Open response • Draw lines to match each section to its main content
High	• Comment on first, third person, flashbacks, flash forward, viewpoint changes .

Further examples of example questions relating to 2f content Sample, 2016, 2017, 2018

- The mood of the characters changes throughout the extract. Find and copy the group of words on page 9 where Lord John's mood changes.
- Draw lines to match each part of the story with the correct quotation from the text.
- Draw lines to match each section to its main content. One has been done for you.

2g I can identify / explain how meaning is enhanced through the choice of words and phrases	
Cognitive Demand	**Example of Task**

Low	The author is suggesting ^ is *. Identify 2 words that suggest this. Which words suggest this? (Multiple-choice responses)
Mid	'*Vocabulary example*' What does this tell you about… '*Vocabulary example*' How do these words make the reader feel about…
High	What message is the author trying to convey to the reader? Use evidence from the text to support your answer.

Further examples of example questions relating to 2g content Sample, 2016, 2017, 2018 Y5 op sat

- … in a flash (page 6) **what does this tell you about** the burning of rocks in space?
- …they crossed the glassy surface of the lake. **Give two impressions this gives you** of the water.
- …like a toy sitting on a glass table. **What does this description suggest** about the boat?

What do the words 'exotic snake' suggest about the carnival procession? (2 marks)

- When they offered him Jelly fish to eat, the author says that the turtle was 'like a vulture, snapping, crunching, swallowing.' What does this tell you about the way the turtle was eating the jellyfish?
- 'like a shot' What does this phrase tell you about the way the two pincers move?
- Dinner fork' What do these words suggest about the monster's jaw?
- Look at this phrase from the last verse. 'veils of silver a cloak for him.' What is the poet describing? Tick one (Multiple choice)

2h I can make comparisons within the text

Cognitive Demand	Example of Task
Low	How are ^ and ^ similar and different? Which of the following comparisons is the author referring to? (multiple-choice response)
Mid	The author compares ^ to *. How do these comparisons help the reader understand what ^ look / act like? Give 2 reasons. How does the character of …. Change throughout the story? How are ^ and ^ similar and different? How do characters reactions differ to the same event/ person/ setting?
High	Which is better and why? Use evidence from the text to support your answers

Further examples of example questions relating to 2h content

- How does Lord John's mood change?
- Look at page 1. According to the text, give one way that giant pandas are (a) similar to other bears. (b) different from other bears.
- Explain two ways that Granny May and Laura are similar (Y5 optional sats)