



Schofield&Sims












# Complete Comprehension

Year 6











## Question sheets

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# Inference

Name: \_\_\_\_\_

- 1** *It wasn't going well.*

What else in the text tells you that Elliot's conversation with Virgo wasn't going well?

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1 mark

- 2** *"So sophisticated it landed you in a pile of cow dung?"*

Does Elliot think constellation travel is sophisticated? Explain why using the text.

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1 mark

- 3** *"Stay awake, loony star girl," mumbled Elliot as he climbed the stairs and hauled his exhausted body off to his bed.*

What mood was Elliott in when he went to bed?

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1 mark

- 4** Virgo tells Elliot she has never visited Earth before. Give **two** other ways you can tell she is not human.

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2 marks

- 5** What impressions do you get of Virgo? Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
<hr/>	<hr/> <hr/> <hr/>
<hr/>	<hr/> <hr/> <hr/>

3 marks

# Mix it up!

Name: \_\_\_\_\_

- 1** Look at the first line of dialogue. How many times had Elliot sighed? Tick **one**.

one time	<input type="checkbox"/>
thirteen times	<input type="checkbox"/>
a couple of times	<input type="checkbox"/>
many times	<input type="checkbox"/>

 1 mark

- 2** “That was unfortunate,” snapped Virgo defensively.  
What does the group of words *snapped ... defensively* tell you about Virgo?

---



---

 1 mark

- 3** Look at the paragraph beginning “How many times ...”. Find and copy **one** word that means the same as ‘weak’.

---

 1 mark

- 4** What made Virgo change her mind and stay at Elliot’s house?

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 1 mark

- 5** Look at the whole text. What do you think will happen to Virgo and Elliot next? Explain your prediction using evidence from the text.

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 2 marks



# Retrieval

Name: \_\_\_\_\_

- 1** Who is the king of Asgard?

\_\_\_\_\_

1 mark

- 2** Give **two** things Odin is known for.

\_\_\_\_\_  
\_\_\_\_\_

1 mark

- 3** Why does Freya cry?

\_\_\_\_\_  
\_\_\_\_\_

1 mark

- 4** Tick to show whether each statement is fact or opinion.

	Fact	Opinion
Frigg is the queen.		
Thor is the strongest god.		
Thor uses goats to get to work.		
Loki is wily.		

2 marks

- 5** Tick to show whether each statement is true or false.

	True	False
Thor is in charge of Asgard.		
The gods never fight.		
Freya sometimes leaves Asgard.		
Frigg never tells people their future.		

2 marks

# Mix it up!

Name: \_\_\_\_\_

- 1** Compare the descriptions of Odin and Thor. Who sounds more powerful?  
Explain your answer using evidence from the text.

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2 marks

- 2** Look at the verse about Loki. How do you think Odin feels about Loki? Explain your answer using evidence from the text.

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2 marks

- 3** Look at the verse about Loki. What does the word *wily* mean in this verse?  
Tick **one**.

naughty ☐ evil ☐ clever ☐ playful ☐

1 mark

- 4** Look at the verse beginning *Their world is full ...*. Summarise the content of this verse.

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---

1 mark

- 5** Will Asgard survive forever? Tick **one**.

Yes ☐ No ☐

Explain your answer using evidence from the text.

---

---

1 mark



# Summarising

Name: \_\_\_\_\_

- 1** Which statement best summarises the main point of the first paragraph? Tick **one**.

No women worked at the NACA.

☐

Only mathematicians worked at the NACA.

☐

Women worked at the NACA.

☐

Some extraordinary women worked at the NACA.

☐

1 mark

- 2** When did segregation begin? Circle **one**.

during the  
1800s

after World  
War II

before the  
1800s

during World  
War II

1 mark

- 3** Look at the last paragraph. Summarise why World War II was positive for some African-American people.

---

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2 marks

- 4** Why were the four women important? Explain your answer using the text.

---

---

---

2 marks

- 5** Which of the following would be the most effective title for the extract? Tick **one**.

Forgotten Pioneers

☐

The First into Space

☐

Mathematicians on the Moon

☐

Hidden Scientists

☐

1 mark



# Mix it up!

Name: \_\_\_\_\_

- 1** What was Dorothy Vaughan's first job at the NACA?

---

 1 mark

- 2** What did the careers of Mary Jackson and Christine Darden have in common?

---

---

 1 mark

- 3** *Her groundbreaking research on predicting sonic booms is still used today.*  
What does the word *groundbreaking* tell you about Christine Darden's work?

---

---

 1 mark

- 4** Look at the penultimate paragraph. Find and copy **two** words that tell you the Great Depression was difficult.

1 \_\_\_\_\_

2 \_\_\_\_\_

 1 mark

- 5** Look at the whole text. How do you think people like Katherine Johnson felt during segregation? Explain your answer using evidence from the text.

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 3 marks



# Relationship

Name: \_\_\_\_\_

- 1** Why do you think the poet has used the words (*serves 60 million*) in the title?

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---

  
1 mark

- 2** Why do you think the poet includes *unity* and *justice* among the ingredients?

---

---

  
1 mark

- 3** Look at the **Note** at the end of the poem. What do you think the poet means here?

---

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---

  
2 marks

- 4** What is the main message of the poem? Explain your answer using evidence from the text.

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2 marks

- 5** Who do you think the poem is for? Tick **one**.

people wanting to learn about Britain

☐

people wanting to learn about the different cultures in Britain

☐

people wanting to be British

☐

Explain your answer using evidence from the text.

---

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---

  
2 marks

# Mix it up!

Name: \_\_\_\_\_

- 1** Look at the first verse. What does the word *overrun* mean?

\_\_\_\_\_

1 mark

- 2** Write a sentence to summarise what the first verse tells us.

\_\_\_\_\_

\_\_\_\_\_

1 mark

- 3** This is a poem about the history of Britain. How is it different from a non-fiction text about the same subject?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 marks

- 4** *As they mix and blend, allow their languages to flourish.*  
What effect do the words *mix* and *blend* have?

\_\_\_\_\_

\_\_\_\_\_

1 mark

- 5** What impressions do you get of the British people? Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

3 marks



# Inference

Name: \_\_\_\_\_

- 1** Look at the first paragraph. Find and copy a group of words that tells you Zoey made Joey feel better.

\_\_\_\_\_

1 mark

- 2** How did Joey feel when Albert and his mother arrived? Explain your answer using evidence from the text.

\_\_\_\_\_

\_\_\_\_\_

2 marks

- 3** Look at the sentence beginning *But your father ...*. How does Albert's mother feel about her husband? Tick **one**.

She thinks he is wonderful.

☐

She is scared of him.

☐

She thinks he is smart.

☐

She is angry with him.

☐

1 mark

- 4** Look at the whole text. What impressions do you get of Albert? Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
_____	_____
	_____
	_____
_____	_____
	_____
	_____

3 marks

- 5** Look at the last paragraph. Why might Albert go *crying* to his mother if his father catches him?

\_\_\_\_\_

\_\_\_\_\_

1 mark

# Mix it up!

Name: \_\_\_\_\_

- 1** What does the group of words *soaked with exhaustion* mean?

---

---

  
1 mark

- 2** Look at the first paragraph. What **two** things did Zoey do when Joey went into the stable?

---

---

  
1 mark

- 3** Which subheading best summarises the content of the second paragraph?  
Tick **one**.

Making enemies

☐

Fighting in the farmhouse

☐

Footsteps in the yard

☐

The friendly boy arrives

☐  
1 mark

- 4** Compare the characters of Albert and his father. Give **one** difference and explain your answer using the text.

---

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---

  
2 marks

- 5** Predict what will happen next in the story. Explain your prediction using evidence from the text.

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---

  
2 marks



## Word meaning

Name: \_\_\_\_\_

- 1** With proud thanksgiving, a mother for her children.  
What does the word *proud* mean in this line?

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1 mark

- 2** Age shall not weary them, nor the years condemn.  
Which word is closest in meaning to *weary* in this line? Tick **one**.

injure ☐

disgust ☐

sicken ☐

tire ☐



1 mark

- 3** Look at the fourth verse. Find and copy **one** word that means the same as 'punish'.

---



1 mark

- 4** The poet uses the words *laughing comrades* to describe the soldiers.  
Give **two** things that these words tell you about the soldiers.

---

---

---



1 mark

- 5** What does the poet mean when he says the soldiers *sleep beyond England's foam*?

---

---

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2 marks

# Mix it up!

Name: \_\_\_\_\_

- 1** According to the first verse, what relationship does England have to her soldiers?

\_\_\_\_\_

1 mark

- 2** Look at the third verse. What impressions do you get of the fallen soldiers at this point? Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
_____	_____
	_____
	_____
_____	_____
	_____
	_____

3 marks

- 3** *To the end, to the end, they remain.*  
What is the effect of using repetition in this line?

\_\_\_\_\_  
\_\_\_\_\_

1 mark

- 4** Draw lines to match each verse to its main idea. One has been done for you.

Verse 1	Even though we are sad we can still be proud.
Verse 2	We will not forget them.
Verse 3	The men were happy to go and brave until the end.
Verse 4	The country is in mourning for its fallen soldiers.

2 marks

- 5** What is the main message of the poem?

\_\_\_\_\_  
\_\_\_\_\_

1 mark



# Prediction

Name: \_\_\_\_\_

- 1** Look at the first two paragraphs. What clues does the text give you that things will change in Erkenwald?

---



---

2 marks

- 2** How is the Ice Queen likely to behave in the rest of the story? Tick **two**.

She will be respectful.

☐

She will be kind.

☐

She will be sly.

☐

She will be controlling.

☐

She will be playful.

☐

1 mark

- 3** Do you think that Slither will stay a villain for the rest of the story? Explain your answer using evidence from the text.

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2 marks

- 4** Which of the following would be the most effective title for the next chapter in the story? Tick **one**.

Erkenwald Celebrates

☐

The Tusk Tribe Are Defeated

☐

The Ice Queen Advances

☐

The Palace Crumbles

☐

1 mark

- 5** Do you think that the Ice Queen will ever be defeated?

Yes

☐

No

☐

Explain your answer using evidence from the text.

---



---



---

2 marks



# Mix it up!

Name: \_\_\_\_\_

- 1** What did the people of Erkenwald use to check whether the Sky Gods were dancing?

\_\_\_\_\_



1 mark

- 2** Look at the third paragraph. Find and copy a group of words that means the same as 'attracted to'.

\_\_\_\_\_



1 mark

- 3** *The Ice Queen waved her staff and a bridge snaked out between the cliff and the iceberg, tethering it in place.*  
Why do you think the author used the words *snaked out* to describe the bridge?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



1 mark

- 4** What impressions do you get of Slither? Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
_____	_____
	_____
	_____
_____	_____
	_____
	_____



3 marks

- 5** Look at the whole text. What title could be used to summarise the story?

\_\_\_\_\_



1 mark

# Progress check 1

Name: \_\_\_\_\_

- 1** Where did Kay have splinters of glass?

\_\_\_\_\_

1 mark

- 2** “These must be got out first; otherwise he will never go back to mankind, and the Snow Queen will retain her power over him.”  
What does the word *retain* mean in this sentence?

\_\_\_\_\_

1 mark

- 3** Read from the beginning of the text to ... *dreadful icy Finland*. What impressions do you get of the reindeer? Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

3 marks

- 4** Look at the paragraph beginning *Little Gerda repeated the Lord's Prayer*. Which subheading best summarises the content of this paragraph? Tick **one**.

Surrounded by soldiers

☐

The Snow Queen arrives

☐

Travelling through the blizzard

☐

Gerda and the reindeer

☐

1 mark

- 5** How do you think Kay will feel about Gerda coming to save him? Explain your answer using evidence from the text.

\_\_\_\_\_

\_\_\_\_\_

2 marks



# Inference

Name: \_\_\_\_\_

- 1** Read from the beginning of the text to ... *loose rivets,*" said Jack. Find and copy **one** word that tells you that Absalom was annoyed with Christopher.

\_\_\_\_\_

1 mark

- 2** *He signalled them to stop halfway along a row of red-brick houses, clasped his hands together and grinned at the two boys.*

Why was Absalom grinning?

\_\_\_\_\_

\_\_\_\_\_

1 mark

- 3** *"Stand up straight, look smart. Remember, you're assistant to the greatest engineer in all of Britain."*

What impression do you get of Absalom here? Tick **one**.

frustrated

☐

arrogant

☐

selfish

☐

happy

☐

1 mark

- 4** *Christopher felt suddenly nervous.*

Why did Christopher feel this way? Explain your answer using evidence from the text.

\_\_\_\_\_

\_\_\_\_\_

1 mark

- 5** Think about the whole text. What impression do you get of Absalom? Give **one** impression and **one** piece of evidence.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 marks

# Mix it up!

Name: \_\_\_\_\_

- 1** Christopher *willed* the sound to stop.

Which of these words is closest in meaning to *willed*? Tick **one**.

wished ☐      wanted ☐      expected ☐      worried ☐

1 mark

- 2** Absalom *wheeled around*, raising his tall spidery frame up to its full height.

What does the group of words *wheeled around* tell you about how Absalom moved?

---



---

1 mark

- 3** Read from the beginning of the text to ... *loose rivets*," said Jack. What was Christopher supposed to do before they left?

---



---

1 mark

- 4** Look at the paragraph beginning "*Fix your hair, ...*". Compare how Jack and Christopher feel about Jack being sold. Give **two** feelings, using evidence from the text to support your answer.

Feeling	Evidence
Jack feels _____.	_____ _____
Christopher feels _____.	_____ _____

3 marks

- 5** What do you think Mr Chapman will do next? Explain your answer using evidence from the text.

---



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2 marks



# Retrieval

Name: \_\_\_\_\_

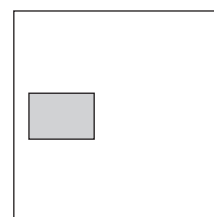
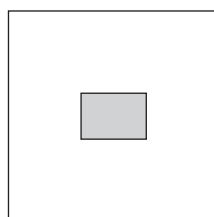
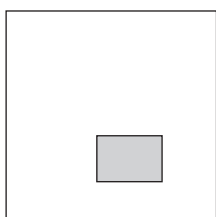
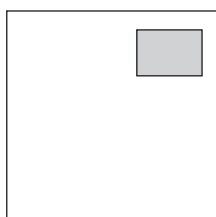
- 1** Look at the first paragraph. Find and copy a group of words that tells you what was between the paving stones.

\_\_\_\_\_



1 mark

- 2** Which diagram best shows the location of the Palace in the City? Tick **one**.



1 mark

- 3** When did Oz say he would see Dorothy and her friends? Tick **one**.

the next day



after several days



one each day



after they had gone to their rooms



1 mark

- 4** Look at the last paragraph. Where exactly did Dorothy go with the girl before they got to Dorothy's room?

\_\_\_\_\_

\_\_\_\_\_



2 marks

- 5** Where in the room was the basin?

\_\_\_\_\_



1 mark

# Mix it up!

Name: \_\_\_\_\_

- 1** Dorothy and her friends were at first dazzled by the brilliancy of the wonderful City. Give **two** things this sentence suggests about the Emerald City.

---



---

2 marks

- 2** Look at the second paragraph. Find and copy a group of words that tells you Dorothy's friends were a peculiar-looking group.

---

1 mark

- 3** Look at the second and third paragraphs. How are Dorothy and her friends different from the people in the Emerald City? Give **two** differences.

---



---



---

2 marks

- 4** What impressions do you think Dorothy and her friends have of the inhabitants of the Emerald City? Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
<hr/>	<hr/> <hr/>
<hr/>	<hr/> <hr/>

3 marks

- 5** Which of the following would be the most effective title for this extract? Tick **one**.

Waiting for Oz

☐

The Wonders of the Emerald City

☐

Meeting Oz

☐

The Guardian of the Gates

☐

1 mark



# Inference

Name: \_\_\_\_\_

- 1** *Rasoul looked grim.*  
Why did Rasoul ask Omar not to tell anyone what he said?

---

---

  
1 mark

- 2** *Rasoul scowled. "Your baba ..." He stopped.*  
Why did Rasoul stop talking about Omar's dad?

---

---

  
1 mark

- 3** Look at the paragraph beginning *I stared at him, ...* . Who was Omar angry with?  
Explain your answer using the text.

---

---

---

  
2 marks

- 4** How did Omar feel when Rasoul laughed at him? Tick **one**.

frustrated ☐    amused ☐    hurt ☐    angry ☐

  
1 mark

- 5** What impressions do you get of Rasoul in this extract? Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
<hr/>	<hr/> <hr/> <hr/>
<hr/>	<hr/> <hr/> <hr/>

  
3 marks

# Mix it up!

Name: \_\_\_\_\_

- 1** Look at the first paragraph. Where was Rasoul's souvenir shop?

---

---

1 mark

- 2** *I stared at him, a red tide of anger threatening to swamp me.*  
What does the word *swamp* mean in this sentence?

---

---

1 mark

- 3** Which event changes Omar's mood from angry to sad?

---

---

1 mark

- 4** Look at the last paragraph. What does the sentence *He dropped his voice* tell you about Rasoul and what he is saying?

---

---

1 mark

- 5** Look at the whole text. What would be the most effective title for this extract?  
Tick **one**.

The Quiet Shop

☐

Don't Tell Anyone

☐

Everyone Knew before Me

☐

Trouble Is Brewing

☐1 mark





## Retrieval

Name: \_\_\_\_\_

- 1** According to the text, what is special about Malala winning the Nobel peace prize?

---



---

1 mark

- 2** Name **one** other person mentioned in the text who has also won the Nobel peace prize.

---

1 mark

- 3** What kind of vehicle was used as the school bus at Malala's school in Pakistan?

---

1 mark

- 4** When Malala decorated her hands with henna for holidays and weddings, what designs did she choose? Tick **two**.

formulae

☐

letters

☐

flowers

☐

calculus

☐

butterflies

☐

1 mark

- 5** Tick to show whether each statement is true or false.

	True	False
Nelson Mandela has not won the Nobel peace prize.		
Malala went to school at Khushal public school.		
Malala has written a book.		
Malala no longer campaigns about education.		

2 marks

# Mix it up!

Name: \_\_\_\_\_

- 1** Since the age of 11 she had been championing girls' education ...  
What synonym could be used to replace *championing* in this sentence?

\_\_\_\_\_

1 mark

- 2** Look at the paragraph beginning *Initially treated by ...* . Which subheading best summarises the content of this paragraph? Tick **one**.

Moving to Britain ☐ Finding medical help ☐  
Flying away ☐ Flying home ☐

1 mark

- 3** What impression do you get of Malala's personality from the article? Give **one** impression and **one** piece of evidence from the text.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 marks

- 4** Compare Malala's life in Pakistan with her life in England. Give **one** similarity and **one** difference.

<b>Similarity</b>	_____ _____ _____
<b>Difference</b>	_____ _____ _____

2 marks

- 5** What do you think Malala will do next? Explain your answer using evidence from the text.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 marks



# Inference

Name: \_\_\_\_\_

- 1** Look at the beginning of the extract. What do you think has just happened to Ivy? Explain your answer using evidence from the text.

---

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---

  
2 marks

- 2** *His gaze was fixed on the stranger in front of him.*  
How might Seb be feeling about the boy at this point in the story? Explain your answer using evidence from the text.

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---

---

  
2 marks

- 3** *The boy stiffened and threw a gloved hand towards the case.*  
How does the boy feel about Ivy handling the suitcase?

---

  
1 mark

- 4** Look at the paragraph beginning “*The underguards ...*”. What did the boy want them to do?

---

  
1 mark

- 5** Think about the whole text. What impressions do you get of Ivy? Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
<hr/>	<hr/> <hr/> <hr/>
<hr/>	<hr/> <hr/> <hr/>

  
3 marks

# Mix it up!

Name: \_\_\_\_\_

- 1** Look at the beginning of the extract. Give **two** things the boy was wearing.

1 \_\_\_\_\_

2 \_\_\_\_\_

1 mark

- 2** *Slowly, systematically, she wiggled her fingers ...*  
What does the word *systematically* tell you about how Ivy checked herself?

---



---

1 mark

- 3** Think about the whole text. Which of the following would be the most effective title for this extract? Tick **one**.

The Boy

☐

The Suitcase

☐

A Chance to Escape

☐

The Underguards Are Coming

☐

1 mark

- 4** Read from *Just then ...* to the end of the text. What is the effect of this part of the story? Give **one** point and **one** piece of evidence from the text.

---



---



---

2 marks

- 5** Think about the whole text. What might happen next in the story?

---



---



---

1 mark



## Word meaning

Name: \_\_\_\_\_

- 1** Look at the paragraph beginning “C’est terrible ...”. Which of these words is closest in meaning to ‘investigated’? Tick **one**.

checked ☐

ignored ☐

explored ☐

invested ☐

1 mark

- 2** When she fainted, Lily smelt something. Find and copy **two** words that tell you what the scent was like.

1 \_\_\_\_\_

2 \_\_\_\_\_

1 mark

- 3** Look at the sentences below. Underline **one** word that means the same as ‘clasping’.

She was lying on the carpet, with Madame Verdigris kneeling over her, clutching a vial of smelling salts. She coughed and sat up, rubbing the sting from her eyes.

1 mark

- 4** Madame Verdigris suggested that Lily change her dress. What did she want Lily to change into? Tick **two**.

something in a different colour ☐

something dishevelled ☐

something tidy ☐

something in the same colour ☐

1 mark

- 5** Look at the last sentence. Which word tells you that Lily was imagining what her new life would be like?

\_\_\_\_\_

1 mark

# Mix it up!

Name: \_\_\_\_\_

- 1** Give **two** items of clothing that Madame Verdigris was wearing.

1 \_\_\_\_\_

2 \_\_\_\_\_

1 mark

- 2** “Why, home to Brackenbridge, bien sûr,” Madame said sniffily. She stood and brushed down the front of her dress.

What does the word *sniffily* tell you about Madame Verdigris?

---



---

1 mark

- 3** Who is the Kraken? Tick **one**.

the headmistress ☐

the housekeeper ☐

the matron ☐

another teacher ☐

1 mark

- 4** How do Lily’s feelings change throughout the story? Give **two** changes.

---



---



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2 marks

- 5** Which of the following would be the most effective title for this extract? Tick **one**.

Airship Disaster ☐

Madame Visits ☐

Going Home ☐

Terrible News ☐

1 mark



# Comparison

Name: \_\_\_\_\_

- 1** Look at the first paragraph. What is the main difference between the hall and the garden?

---



---



1 mark

- 2** Compare how Alice feels when she sees the garden and how she feels when she realises she cannot get through the door. Give **one** difference.

---



---



1 mark

- 3** Read from the third paragraph onwards. Compare how Alice feels before having the drink and how she feels straight afterwards. Tick **one** thought bubble.

I felt suspicious but now I'm happy because I'll fit through the door.

☐

I felt curious but now I'm worried because I'm tiny.

☐

I felt excited but now I'm happy because I'll fit through the door.

☐

I felt scared but now I'm worried because I'm tiny.

☐


1 mark

- 4** Alice is pleased to have shrunk, but how do her feelings change when she gets to the door? Explain your answer using evidence from the text.

---



---



---



---



2 marks

- 5** How is Alice's reaction to finding the cake different to when she found the drink? Tick **two**.

She's more anxious.

☐

She makes her decision more slowly.

☐

She's less anxious.

☐

She makes her decision more quickly.

☐


1 mark

# Mix it up!

Name: \_\_\_\_\_

- 1** Alice sees a garden through the doorway. Give **two** things that make it *the loveliest garden you ever saw*.

---



---

1 mark

- 2** Look at the second and third paragraphs. How does Alice feel about drinking the contents of the bottle? Tick **one**.

worried ☐

curious ☐

hesitant ☐

excited ☐

1 mark

- 3** The author often uses the word 'poor' to describe Alice. Why do you think the author does this?

---



---

1 mark

- 4** Look at the paragraph beginning "*Come, there's no use in crying like that!*". Which of these words is closest in meaning to *seldom*? Tick **one**.

frequently ☐

sometimes ☐

rarely ☐

all the time ☐

1 mark

- 5** How does the author encourage you to read on at the end of this extract? Explain your answer using evidence from the text.

---



---



---

2 marks



## Progress check 2

Name: \_\_\_\_\_

- 1** Look at the first verse. Find and copy **one** word that means the same as 'twisted'.

\_\_\_\_\_

1 mark

- 2** Why was the Banker one of the crew?

\_\_\_\_\_

\_\_\_\_\_

1 mark

- 3** Verses 6 to 11 are about another crew member, the Baker. What impressions do you get of this character? Tick **two**.

absent-minded ☐

cowardly ☐

brave ☐

mean ☐

rude ☐

1 mark

- 4** Which of the following would be the most effective title for this extract. Tick **one**.

The Crew Arrive ☐

The Crew Are Presented ☐

The Crew Depart ☐

The Crew Disappear ☐

1 mark

- 5** Which of the following could be a good subheading for the next section of the poem? Tick **one**.

The Beaver makes lace ☐

The Snark is sighted ☐

The Barrister falls overboard ☐

The Snark sneaks away ☐

1 mark



# Summarising

Name: \_\_\_\_\_

- 1** *These were dangerous times – even for a writer!*  
What does this sentence tell you about the content of the paragraph?

---



---

  
1 mark

- 2** Look at the paragraph beginning *Shakespeare lived at a time ...* . What is the main point in this paragraph?

---



---

  
1 mark

- 3** Look at the paragraph beginning *Every year ...* . Which subheading best summarises the content of this paragraph? Tick **one**.

Plots and plays

☐

Wars and rebellions

☐

Good rulers

☐

Lords and dukes and princes

☐

  
1 mark

- 4** Number the events to show the order in which they happened. One has been done for you.

Shakespeare died.

☐

Henry VIII was king.

☐ 1

Shakespeare started writing.

☐

Oliver Cromwell became the ruler.

☐

  
1 mark

- 5** Complete the statement to make an effective summary of the text.

Life in Shakespeare's time was \_\_\_\_\_.

  
1 mark

# Mix it up!

Name: \_\_\_\_\_

- 1** Look at the paragraph beginning *These were dangerous times ...* . Why do you think Ben Jonson's punishment for killing someone was to be branded?

---



---

 1 mark

- 2** Read from the beginning of the text to ... *Houses of Parliament*. What was similar about being a writer and being the ruler in Shakespeare's time?

---



---

 1 mark

- 3** Look at the paragraph beginning *Shakespeare lived at a time ...* . Find and copy **one** word that means the same as 'declared'.

---

 1 mark

- 4** During Shakespeare's lifetime there were two rulers. Who were they? Tick **two**.

James I	<input type="checkbox"/>
Oliver Cromwell	<input type="checkbox"/>
Elizabeth I	<input type="checkbox"/>
Henry VIII	<input type="checkbox"/>

 1 mark

- 5** Why do you think this text has been written?

---



---



---

 1 mark



## Retrieval

Name: \_\_\_\_\_

- 1** Look at the second section. What is the *instrument* Macbeth is going to use?

---

1 mark

- 2** Look at the third section. Where did Macbeth see blood? Give **two** places.

1 

---

2 

---

1 mark

- 3** Who is celebrated by the witches? Tick **one**.

Macbeth ☐

Tarquin ☐

Duncan ☐

Hecate ☐

1 mark

- 4** Look at the fifth section. How does Macbeth move?

---

---

1 mark

- 5** What does Macbeth do after hearing the bell?

---

---

1 mark

# Mix it up!

Name: \_\_\_\_\_

- 1** Look at the first section. Which of these words is closest in meaning to *fatal*?  
Tick **one**.

final ☐

deadly ☐

frightening ☐

haunted ☐

☐ 1 mark

- 2** ... in form as palpable  
As this which now I draw.  
What does this group of words tell us about the dagger? Tick **one**.

It seems ghostly. ☐

It seems real. ☐

It is drawn. ☐

It is real. ☐

☐ 1 mark

- 3** And on thy blade and dudgeon gouts of blood ...  
Why do you think Macbeth sees blood on the dagger?

---



---



---

☐ 1 mark

- 4** What event in the text makes Macbeth stop thinking and go to kill Duncan?

---



---

☐ 1 mark

- 5** What is the main message of the text?

---



---



---

☐ 1 mark



## Word meaning

Name: \_\_\_\_\_

- 1** Look at the first section. What does the word *biodiverse* mean?

---



---



1 mark

- 2** Look at the sentence beginning *Palm oil is pressed ...*. Write **one** word that could be used to replace *pressed* in this sentence.

---



1 mark

- 3** Look at the section **Uses**. Find and copy **one** word that means the opposite of 'natural'.

---



1 mark

- 4** Look at the section **The effects**. Find and copy **two** words that are synonyms for 'decreases' and 'decreasing'.

1 

---

2 

---



2 marks

- 5** *People are often brutally evicted from their land for plantations.*  
Which group of words best describes what happened to the people? Tick **one**.

They are forced to leave.

☐

They are given money to leave.

☐

They are asked to leave.

☐

They are helped to leave.

☐


1 mark

# Mix it up!

Name: \_\_\_\_\_

- 1** Look at the first section. Give **two** things that happen when a forest is destroyed.

1 \_\_\_\_\_

2 \_\_\_\_\_



1 mark

- 2** ... we are losing an area of rainforest as big as 35 football pitches every minute.  
What effect does this choice of words have on the reader?

\_\_\_\_\_

\_\_\_\_\_



1 mark

- 3** Look at the section **The solution**. Why do you think the author chose to finish the leaflet with this section?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



1 mark

- 4** Think about the whole text. What impression do you get of companies that use palm oil because it is cheap? Give **one** impression and **one** piece of evidence from the text.

Impression	Evidence
_____	_____
	_____
	_____



2 marks

- 5** Think about the whole text. Do you think that the palm oil problem will be solved? Explain your answer using evidence from the text.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



2 marks



## Word choice

Name: \_\_\_\_\_

- 1** *He jabbed his finger into the back of his tongue to summon up spit.*  
What does *jabbed* suggest about Fred's actions?

---

---



1 mark

- 2** Look at the third paragraph. Find and copy a group of words that suggests that Fred was alone.

---



1 mark

- 3** *The branch landed exactly where he'd been standing seconds before.*  
What impact does this sentence have on the reader?

---

---



1 mark

- 4** *He stared around, dizzy and desperate, but he couldn't see or hear a single human, only the fernlike plants growing around his ankles, and the trees reaching hundreds of feet up into the sky, and the panicked dive and shriek of birds.*  
By writing the sentence in this way, what effect has the author created? Explain your answer using evidence from the text.

---

---

---



2 marks

- 5** Look at the paragraph starting *Fred looked down ...*. What does the word *foreign* suggest about the way Fred's arms and legs feel? Tick **one**.

They feel normal. ☐

They feel alien. ☐

They feel painful. ☐

They feel curious. ☐



1 mark



# Mix it up!

Name: \_\_\_\_\_

- 1** What made Fred fall backwards and hit his head?

---

---

1 mark

- 2** Look at the sentences below. Underline **one** word that means 'extinguish'.

The rain came suddenly and hard. It turned the soot and sweat on his hands to something like tar, but it began to quench the fire. Fred slowed his run to a jog, then to a stop. Gasping, choking, he looked back the way he had come.

1 mark

- 3** Look at the paragraph beginning *He stared around ...*. Why were the birds panicking at this point in the story?

---

---

1 mark

- 4** What event distracts Fred from the pain he is feeling?

---

---

1 mark

- 5** Do you think Fred will survive the rainforest? Explain your answer using evidence from the text.

---

---

---

2 marks



# Inference

Name: \_\_\_\_\_

- 1** *People like me ... I winced at Dad's phrase.*

Why does Cam wince at his dad's choice of words? Tick **one**.

He doesn't like being defined by his condition. ☐

He is in pain. ☐

He is upset that his parents are unhappy. ☐

He doesn't like the idea of transgenics. ☐

1 mark

- 2** *I also sent him a letter of permission so that he could get your notes from our doctor and the hospital."*

How might Cam feel at this point in the story? Explain why using the text.

---

---

---

2 marks

- 3** Look at the fifth paragraph. Explain how you know Mum is upset during this part of the story.

---

---

---

2 marks

- 4** Cam feels like he is tearing his family apart. Why do you think he feels this? Explain your answer using evidence from the text.

---

---

---

2 marks

- 5** What impressions do you get of Cam? Give **two** impressions, using evidence from the text to support your answer.

---

---

---

---

3 marks

**1** Dr Bryce was a surgeon. What does he specialise in now?

\_\_\_\_\_

1 mark

**2** *I had been pipped at the post.*  
What does the group of words *pped at the post* tell you about Cam missing out on the heart transplant?

\_\_\_\_\_

\_\_\_\_\_

1 mark

**3** *The heart had been diverted to another hospital.*  
Which of the following words is closest in meaning to *diverted*? Tick **one**.

distracted ☐

divided ☐

rerouted ☐

repeated ☐

1 mark

**4** How do Cam's feelings change throughout the text? Explain your answer using evidence from the text.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 marks

**5** Think about the whole text. Do you think Cam will decide to get the pig heart transplant? Explain your answer using evidence from the text.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 marks



# Retrieval

Name: \_\_\_\_\_

- 1 What was Marius' last meal?

\_\_\_\_\_

1 mark

- 2 Give **two** animals the zoo has previously publicly dissected.

1 \_\_\_\_\_

2 \_\_\_\_\_

1 mark

- 3 Who was willing to buy Marius?

\_\_\_\_\_

1 mark

- 4 Tick to show whether each statement is true or false.

	True	False
YWP has a Danish giraffe.		
YWP was the only zoo that offered to help Marius.		
Somebody offered to pay £41 000 for Marius.		
The head of hoofed animals at YWP is British.		

2 marks

- 5 Tick to show whether each statement is fact or opinion.

	Fact	Opinion
Marius deserved to live.		
The zoo should find Marius a home.		
The YWP head of hoofed animals is Danish.		
The zoo is unethical.		

2 marks

# Mix it up!

Name: \_\_\_\_\_

- 1** Look at the first sentence. What effect do you think the author is trying to create?

---



---

1 mark

- 2** Look at the paragraph beginning *The zoo's decision ...*. Which word is closest in meaning to *controversy*? Tick **one**.

harmony ☐

agreement ☐

argument ☐

discussion ☐

1 mark

- 3** Look at the paragraph beginning "*Our aim is to ...*". What would be a suitable subheading for this paragraph?

---

1 mark

- 4** "... because here you have a waste product – that being Marius."

Why do you think Stine Jensen chose the words *waste product* when discussing Marius?

---



---

1 mark

- 5** Think about the whole text. Do you agree with Copenhagen Zoo's decision to kill Marius? Explain your answer using evidence from the text.

---



---



---

2 marks



## Word meaning

Name: \_\_\_\_\_

- 1** Look at the section **One in a quintillion**. Which of these words is closest in meaning to *evolved*? Tick **one**.

developed ☐

ended ☐

changed ☐

began ☐

1 mark

- 2** Look at the paragraph beginning *Your appearance ...*. What does the word *ancestor* mean in this paragraph?

---



---

1 mark

- 3** *By studying their traits, scientists have been able to figure out which ones their genes have influenced and which their environment and upbringing have affected.*  
Find and copy **one** word from this sentence that means the same as 'characteristics'.

---

1 mark

- 4** Look at the paragraph beginning *Identical twins ...*. Find and copy **one** word that means the same as 'likes and dislikes'.

---

1 mark

- 5** Look at the sentences below. Underline **one** word that means 'follow'.

Now test your family and relatives. Record their answers and trace the genes through your family tree.

1 mark

# Mix it up!

Name: \_\_\_\_\_

- 1** Look at the section **Chip off the old block**. What is controlled by your genes? Give **two** examples from the text.

---



---

 1 mark

- 2** Look at the section **Boy or girl?**. What is the main genetic difference between boys and girls?

---



---



---

 1 mark

- 3** Look at the section beginning *Now try this!*. Which of these subheadings would be the most appropriate summary for this section of the text? Tick **one**.

Let's find out about your genes! ☐

Your genes ☐

Test time! ☐

Can you do these? ☐

 1 mark

- 4** Look at the section beginning *Now try this!*. Why do you think the author chose to include the genes test in the text?

---



---



---

 1 mark

- 5** Think about the whole text. What might the author talk about next?

---



---



---

 1 mark

## Progress check 3

Name: \_\_\_\_\_

- 1** Look at the paragraph beginning *Charles Robert Darwin ...*. Find and copy **one** word that tells you that Darwin was an innovator.

\_\_\_\_\_

1 mark

- 2** Look at the section **Young Charles Darwin**. What clues were there that Darwin would become a biologist?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 marks

- 3** Tick to show whether each statement is fact or opinion.

	Fact	Opinion
Darwin enrolled in medical school in 1825.		
Darwin was in no rush to take holy orders.		
Darwin encountered birds with blue feet.		
Darwin was highly methodical.		

2 marks

- 4** Look at the section **What is the theory of natural selection?**. Explain why you think this section has been included in the text.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 marks

- 5** *Some of these finches had stout beaks for eating seeds ...*  
What does the word *stout* tell you about how the finches' beaks were adapted?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1 mark