

READING PAPER TOP TIPS

Read the narrative (story) first. It is easier to skim and scan the non fiction / poetry. Use the Headings in Non fiction to help you locate information quickly.

READING PAPER TOP TIPS

Read **everything** even days and dates at the top of non-fiction pieces they may be a clue to a question. **CIRCLE DATES AND NAMES!**

The image shows a screenshot of a sports website. On the left is a vertical navigation menu with buttons for 'Basketball Menu', 'Home', 'History', 'Paralympics', 'Calendar', 'Sports News', 'Links', and 'Contact Us'. The main content area has a purple header with the date '19/03/2004' circled in red. Below the header is the title 'Latest Sports Report'. A score bar shows 'Eagles 48' and '54 Silver Arrows', with both scores circled in red. The article title is 'Close Contest'. The first paragraph of the article has 'The Woodbridge Arena' and 'John Wilkinson' circled in red. The second paragraph has 'set the pace for the game' circled in red. To the right of the text is a photograph of a basketball player in a white jersey with the number 15, holding a basketball.

Basketball Menu

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19/03/2004


Latest Sports Report

Eagles 48 54 Silver Arrows

Close Contest

The Woodbridge Arena was buzzing last night as this year's basketball championships reached their climax, writes John Wilkinson.

The favourites made their mark early on and set the pace for the game as the Eagles struggled against the superior height of Johnson and Murray. The pair dominated the



READING PAPER TOP TIPS

Circle important pieces of information as you go along. Write a brief summary in txt spk next to each paragraph if necessary.

People often ask me why I decided to take up percussion. It's difficult to say why exactly. I always knew that I wanted to be a musician, but my enthusiasm for percussion may have dated back to the time in my childhood when I went to a local competition and saw Isabel, a young girl, playing the xylophone. She was brilliant, just amazing, and I thought, 'I didn't realise a xylophone could do this.' Once I went to secondary school I found there were many more percussion instruments to discover, which may be why I was so determined to try them.

Why started mus

I remember going through to the percussion room. It was tiny, with one window, and what I saw was a xylophone, a couple of hand-tuned timpani (often known as kettle drums), a drum kit, an upright piano, books and papers stacked in heaps, a great long cupboard for more papers, and bits of instruments everywhere: the room was so small and so crowded that I could hardly move. Mr Forbes, my teacher,

Schl mus rm



xylophone

on the xylophone. You can usually tell when you test someone like this whether they have natural ability simply by the way they handle the sticks. I'd never used sticks before but I picked them up and played with no stiffness or awkwardness.

Natural musician



READING PAPER TOP TIPS

Answer the **RIGHT** there questions first – usually the circle / join up or 1 point questions.

1. Which of these instruments did Evelyn learn as a child?
Ring one.

flute recorder guitar violin

2. This table shows the dates of some important events in Evelyn's life. Fill in the three gaps.

Date	Event
1965	
1977	Went to secondary school
	Went to the Royal Academy of Music
1984	Completed studies
	Won <i>Young Musician of the Year</i>

12. Each of the paragraphs on pages 6 and 7 tells us different things about Evelyn's life.

Label each arrow with the correct letter.

A – paragraph explaining how Evelyn can sense music
B – paragraph telling you how Evelyn discovered her talent for percussion
C – paragraph explaining how emotions play a part in music

12
1 mark

18. Draw lines to match the boxes to show how different cymbals are played.

crash cymbals tap rhythmically

ride cymbals play with single hard strokes

hi-hat clash together with pedal

18
1 mark

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Read the questions carefully – if it says **tick three** then **TICK 3!!!!!!!!!!**

Drumming Around the World

19. Which instruments make up a typical drum kit on page 9? **Tick four.**

large oil drum	<input type="checkbox"/>	tom-toms	<input type="checkbox"/>
cymbals	<input type="checkbox"/>	bass drum	<input type="checkbox"/>
snare drum	<input type="checkbox"/>	pans	<input type="checkbox"/>
large clay pot	<input type="checkbox"/>		

19

2 marks

5. What is the purpose of the list on page 5? **Tick one.**

to explain the information on pages 4 and 5	<input type="checkbox"/>
to repeat the main events in Evelyn's life	<input type="checkbox"/>
to introduce the information on pages 6 and 7	<input type="checkbox"/>
to summarise Evelyn's achievements	<input type="checkbox"/>

READING PAPER TOP TIPS

If it says **find and copy** – a word or phrase – DO JUST THAT (but NOT the whole sentence)

The writer of pages 4 and 5 used descriptions such as *unusually gifted* to describe Evelyn.

a) **Find and copy two** other words or phrases showing that Evelyn had a special gift.

- *unusually gifted*

- _____
- _____

4a

2 marks

- *excel*
- *better than anyone expected*

READING PAPER TOP TIPS

1. If it asks for your opinion on something – make it up as long as you can link it to the text!

20. Which of the drums below would you like to try? Tick one.

kalangu

ghatam

Explain why you have chosen this drum,
using information from pages 8 and 9 in your answer.



West Africa – Kalangu

In some parts of West Africa, people sometimes still use drums as a means of communication.

‘Talking drums’ are used to communicate over long distances in Ghana and Nigeria. Drum messages are sent over distances as great as 30 kilometres. They may be used to announce births, deaths and marriages, to welcome leaders or to convey important information. The *kalangu* drum from Nigeria is famous for its ability to ‘talk’. By pressing the strings which run along the sides of the drum, the player can raise and lower the note produced, so that it almost sounds like a human voice.



Opinion Answer

Because I think it would be fun trying to pluck the string and make them sound like a person’s voice.

To save time I started with because as I’d already ticked the drum so the marker knew what I was talking about! I hate drumming – I just made up an answer linked to what it said in the paragraph!

READING PAPER TOP TIPS

3 point questions –

Write your answer and make sure you use the word **BECAUSE to explain it!**

Try to think of 3 different points if possible. If you make different points – make sure you bullet point them.

15. Some people think that Pliny's uncle was a brave but foolish leader.
What do you think?

Brave foolish brave and foolish

Explain your answer using parts of the information to help you.

READING PAPER TOP TIPS

3 point questions –

If you are asked to predict what would happen next. Think of the things that need resolving in the story and comment on them. Try to find different things!

What do you think will happen after the rain comes?
Explain your answer fully.

- The crops would grow
- They would feel happier and more hopeful
- They would finally get some money when they sell the crops.

READING PAPER TOP TIPS

2 or 3 point questions –

If you are asked to hot seat a character – refer to events in the text and comment on them, imagining your feelings and actions! Write in the 1ST PERSON!

When Garnet's mother heard that they had received bills in the post,
she only said: 'Oh'.

What do you think the mother was thinking at that point on page 5?
Write her thoughts in this thought bubble.

Oh! I'll have to hide the bill before Bill sees it.
It will only make him feel worse than he
already does. **I really wish the rain would
come so we finally get some money.**



TOP TIPS FOR WHY HAVE
THEY USED THESE
WORDS?

If you are being asked to comment on words

**Do NOT NOT NOT repeat the word or phrase they have
used!!!!**

**E.G. What does the word burst tell us about the
movement – don't say - because it was bursting through!**

TOP TIPS FOR WHY HAVE
THEY USED THESE
WORDS?

If you are being asked to comment on words – imagine you a a living thesaurus and think of other words it means!

- **burst = quick, sharp, explosive, fast, powerful, unexpected,**
- **Then chose 2 quite different words from your mental list – e.g. quick and powerful.**
- **Then make your sentence:-**

“ the word burst makes the reader think that the lava is moving very quickly and is so powerful that is can break the hard rock.”

TOP TIPS FOR WHY HAVE
THEY USED THESE
WORDS?

If you are being asked to comment on a metaphor or a simile you need to think about the meaning of the comparison.

“It’s the second death of Pompeii”

Death of a city = it’s being destroyed

Second = it’s happened before

He means that the Pompeii will be destroyed just like it was before by the volcano.

TOP TIPS FOR WHY HAVE
THEY USED THESE
WORDS?

If you are being asked to comment on a metaphor or a simile you need to think about the meaning of the comparison.

The hailstones were like golf balls hitting a tin roof.

Golf balls hitting a tin roof = very loud

Golf balls = white and round

He means that hailstones were making a very loud sound.

He could also be comparing the size of the hailstones to the size of golfballs.

TOP TIPS FOR WHY HAVE
THEY USED THESE
WORDS?

If you are being asked to comment something a character says which sounds as if they are saying the opposite of what they mean.

My precious ironing board – precious and ironing board are words that do not really go together so she is being sarcastic or humourous.

I can't wait for my delightful SATS tests! – you wouldn't use delightful and tests together!!

So the person is trying to be funny or sarcastic.

TOP TIPS FOR WHY HAVE
THEY USED THESE
WORDS?

If you are being asked to comment on the choice of a name for something.

It is usually a compound word made of two words which hold meaning.

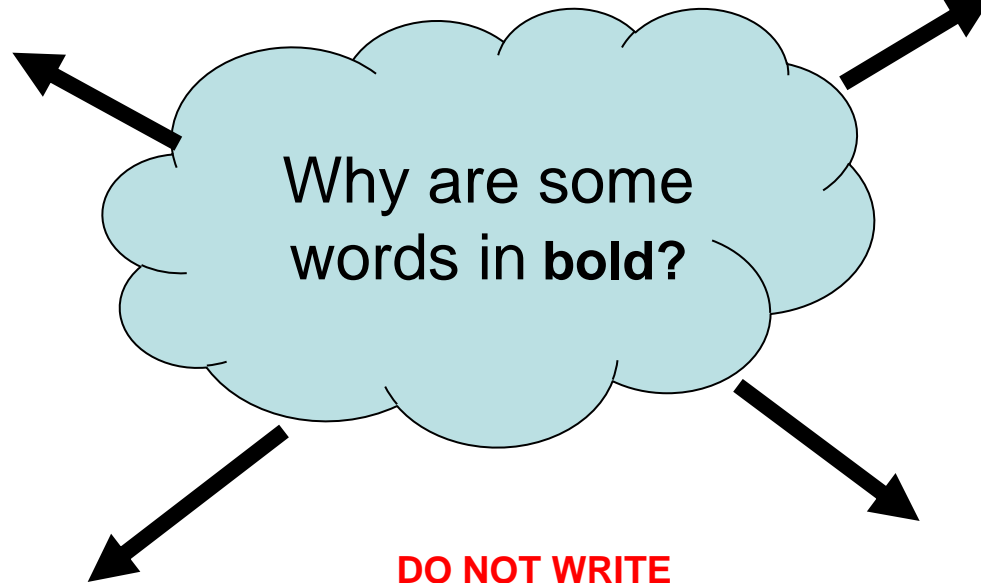
Batman – he's called bat man because he flies like bat, dresses like a bat and he is a man.

I am suffering from Sats-ache – if you ache it means you are probably ill. The Sats at the beginning of the word is telling us that it's the Sats that are making him ill.

Year 6 Top Tips for Text Feature Questions

They maybe tricky / technical words which are explained in the text or in a glossary.

They have the same function as a subheading – informing the reader of what they about to read.



They may relate to a diagram or picture in which they are also included.

They could be important words such as names of places, people or jobs etc.

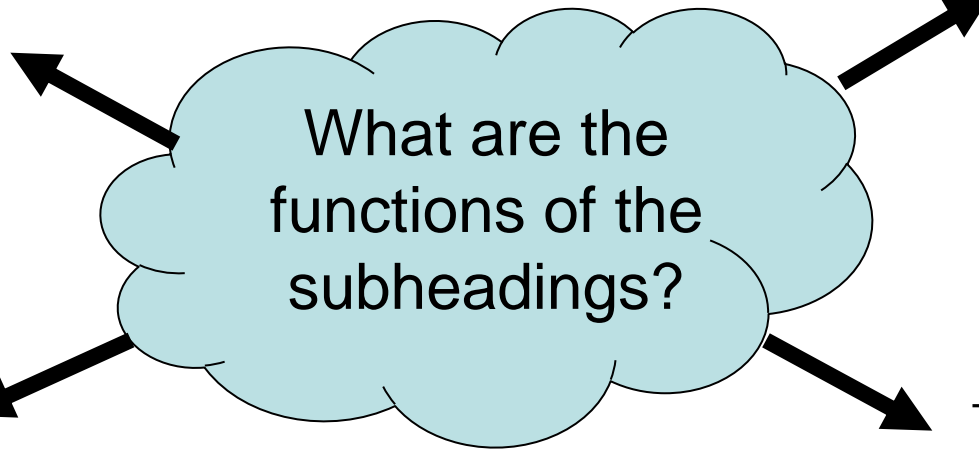
DO NOT WRITE

- SO THEY STAND OUT**
- THEY ARE IMPORTANT**
- TO CATCH YOUR ATTENTION**
- TO ADD EMPHASIS**



Year 6 Top Tips for Text Feature Questions

They help the reader to navigate (find their way) around the text to locate key information more rapidly



They tell the reader they are moving onto a different section /topic

They inform the reader of about what they are going to read next (what the paragraph under the heading is about)

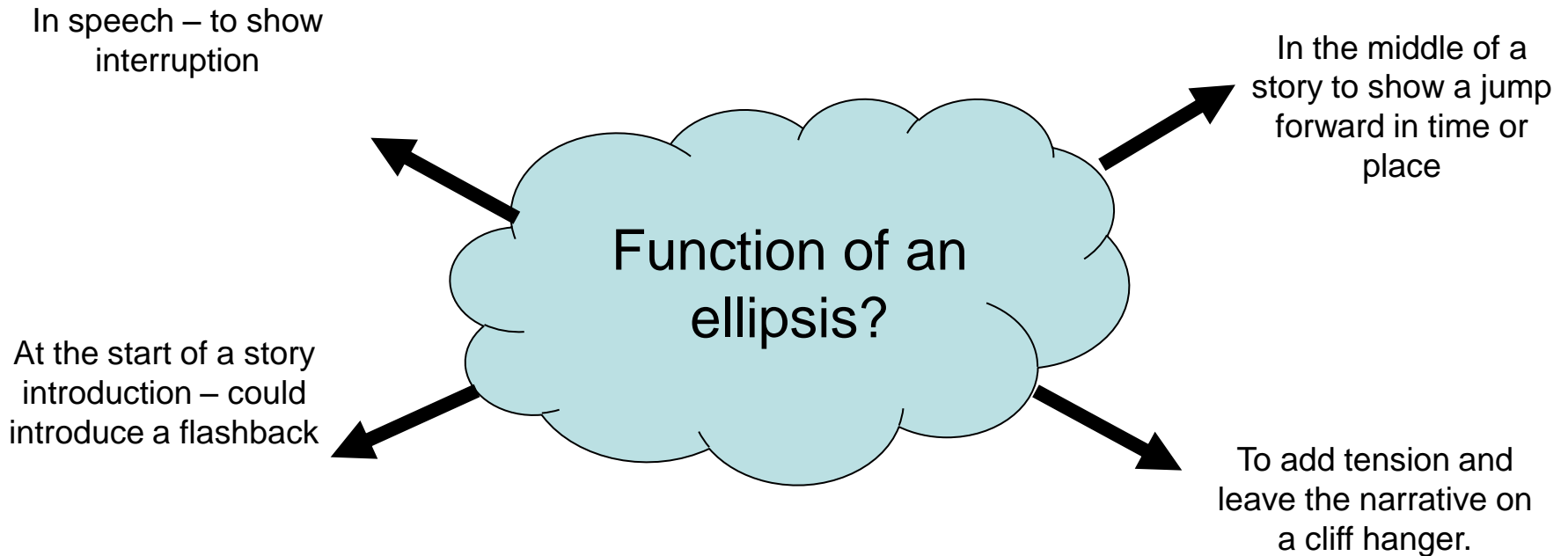
They help to break up the information into key topics.

DO NOT WRITE

- SO THEY STAND OUT
- THEY ARE IMPORTANT
- TO CATCH YOUR ATTENTION
- TO ADD EMPHASIS
- IT MAKES IT CLEARER TO READ



Year 6 Top Tips for Text Feature Questions



DO NOT WRITE

•TO MAKE IT MORE EXCITING

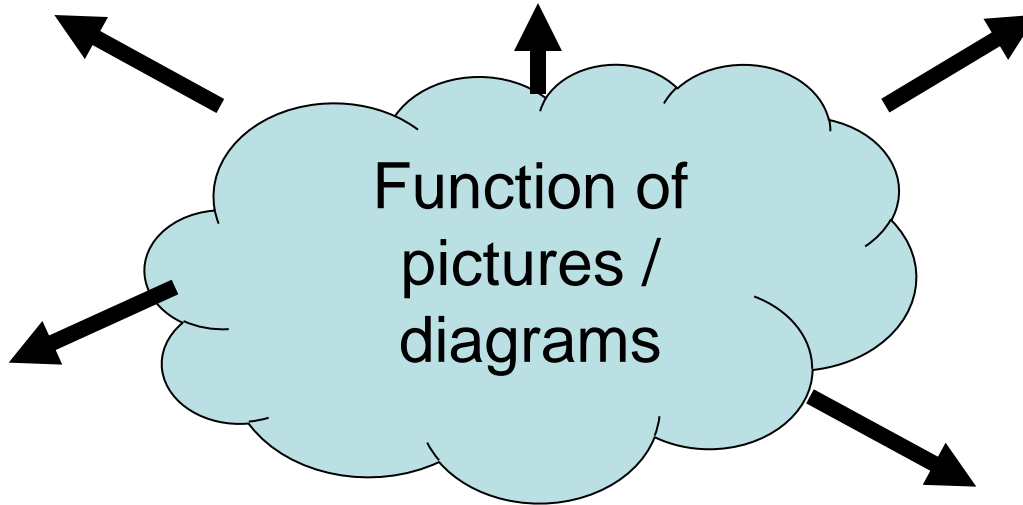


Year 6 Top Tips for Text Feature Questions

To illustrate a story – give more of a better picture to the reader

In a persuasive text – can produce an emotive response (e.g. a fluffy kitten advertising cat food)

If a text is complicated a diagram can make it clearer.



To tell a story e.g. a cartoon strip

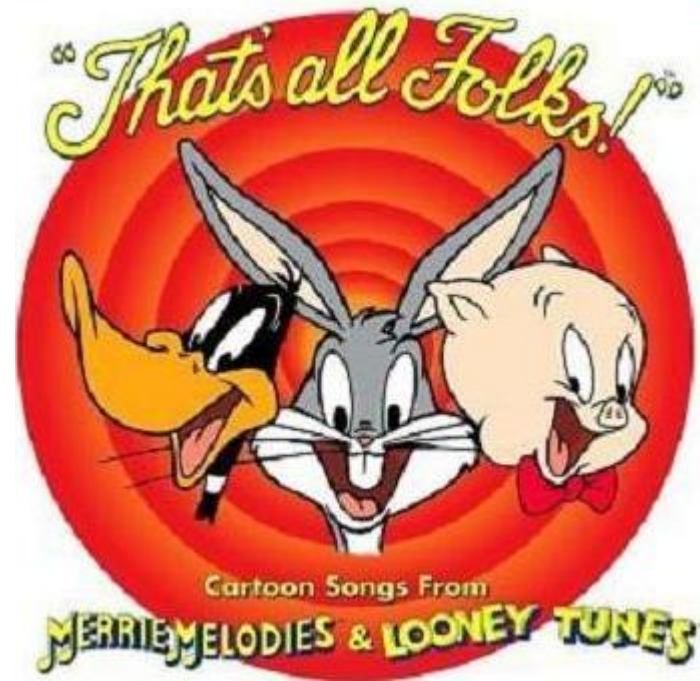
A diagram can show positions and dimensions more clearly.

DO NOT WRITE

- To make it clearer without any additional information
- To make it look nice



THAT'S ALL FOLKS!



**NOW LET'S
GET IN THERE !**

**LET'S SHOW THEM WHAT
WE ARE MADE OF!**