



The higher
score



Reading

SATs Question Workbook

Laura Collinson
& Shareen Mayers

RISING  STARS

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Contents

Fiction

Introduction	4
The Snow Spider	6
Comfort at the market	8
The mysterious bones	10
Underwater peace	12
Krishna fights the Serpent King	14
Dangerous visitors	16
Treasure Island	18
Cameron faces the press	20
The story of Osiris	22

Non-fiction

The Anne Frank Exhibition	24
Footwear fashions	26
Teddy and Kibbles	28
The mobile phone debate	30
Snow shelters	32
The travels of Marianne North	34
Dumping waste in the sea	36
Clouds	38
Jousting	40

Poetry

The life of Adrian Henri	42
Pleasant sounds	44
The dolphin	46
The harvest	48
Stop all the clocks	50
The Pied Piper of Hamelin	52
Night mail	54

The answers can be found in a pull-out section in the middle of this book.

Welcome to Achieve Reading: The Higher Score – Question Workbook

In this book you will find lots of practice and information to help you achieve the higher score in the Key Stage 2 Reading test.

It contains lots of reading extracts, some fiction, some non-fiction and some poetry. Each extract is followed by a selection of questions testing different reading skills, such as comprehension, making inferences, making predictions and the effect of language choices on meaning.

About the Key Stage 2 Reading National Test

The test will take place in the summer term in Year 6. It will be done in your school and will be marked by examiners – not by your teacher.

In the test you will be given a booklet containing a range of texts and another booklet for your answers. The texts will be from fiction, non-fiction and poetry. The first text will be the easiest and the last text will be the most challenging. The texts and questions will be very similar to the texts that you have been reading in school.

You will have one hour to read the texts and complete the answer booklet. The test is worth a total of 50 marks.

- Some questions ask you to find the answer in the text. These questions are usually worth 1 mark. These make up 44–66% of the marks.
- Some questions ask you to write a short answer. These questions are usually worth 2 marks. They make up 20–40% of the marks.
- Other questions ask you to write a longer answer. These are worth 3 marks. They make up 6–24% of the marks.

Test techniques

- Before the tests**
- Try to revise little and often, rather than in long sessions.
 - Choose a time of day when you are not tired or hungry.
 - Choose somewhere quiet so you can focus.
 - Revise with a friend. You can encourage and learn from each other.
 - Read the 'Top tips' throughout this book to remind you of important points in answering test questions.
 - KEEP READING all kinds of non-fiction, fiction and poetry texts.

- During the tests**
- READ THE QUESTION AND READ IT AGAIN.
 - If you find a question difficult to answer, move on; you can always come back to it later.
 - Always answer a multiple-choice question. If you really can't work out an answer, read the text again and try to think of the most sensible.
 - Check to see how many marks a question is worth. Have you written enough to 'earn' those marks in your answer?
 - Read the question again after you have answered it. Check you have done what the question asked you to do.
 - If you have any time left at the end, go back to the questions you have missed.

The story of Osiris

These questions will help you practise:

- ★ identifying key details from fiction
- ★ making comparisons
- ★ making inferences
- ★ explaining inferences
- ★ making predictions.

A long, long time ago, a special king was born in Egypt. His mother was the goddess of Heaven and his father the god of Earth. The king's name was Osiris and he was very wise. He taught his people how to live and work together, as well as how to understand the teachings of the gods.

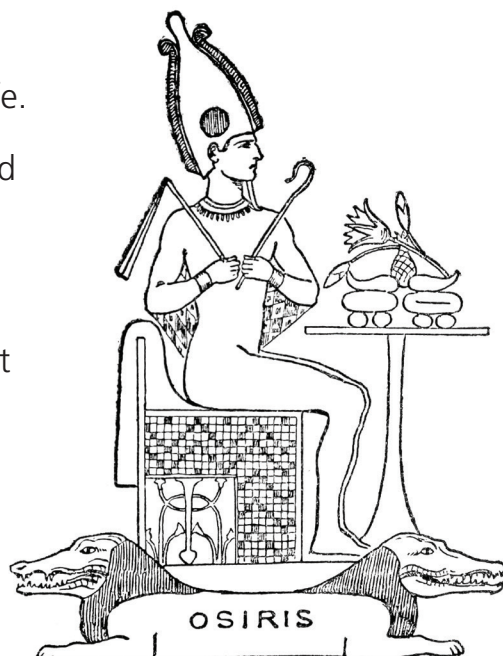
Now Osiris married his sister, Isis, and they were very happy. This made their brother, Set, jealous – it seemed as if Osiris had everything. So Set thought of a plot to get rid of his brother. He ordered a beautiful wooden chest to be made to the king's measurements and promised it to whomever fitted inside most exactly. When Osiris tried it for size, Set's men immediately bolted the lid. They hurried away with the chest and threw it into the river Nile.

Meanwhile, Isis was kept prisoner by Set but she was determined to escape and find her husband's body. Isis tricked her captors and ran away in search of the chest. After many years of searching, she discovered it resting in the trunk of a tree, far away from home. Lovingly, she journeyed back with it to Egypt.

Set was seized with rage. He hunted down the chest and chopped Osiris' body into fourteen pieces, which he flung in every direction. But, fragment by fragment, Isis found and pieced together her husband's body. Carefully, she enclosed it in wax and bound it in linen cloths to make the first mummy. Then, using the magic teachings of Osiris, she summoned him back to life.

Osiris rose to live forever in a peaceful land beyond the sky. Here, he judged the souls of the dead by weighing their hearts against a feather, called the Feather of Truth. Those whose hearts were heavy with bad deeds were fed to a hungry monster. But those whose hearts were as light as the feather were granted a new life in Osiris' happy kingdom.

First Puffin Book of Stories from World Religions by Annabel Shilson-Thomas



1 Number the events from **1** to **5** in the order in which they happen in the story.

- Isis made the first mummy.
- Set plotted to get rid of Osiris.
- Osiris came back to life and lived in peace.
- Set chopped Osiris' body into small pieces.
- Isis set out to search for her husband.

1
(1 mark)

2 What is different about Osiris' character compared to his brother, Set?
Give **two** examples, referring to the text.

2
(1 mark)

3 How do you know the wooden chest was made especially for the king?

3
(1 mark)

4 What conclusions can we come to about Isis' character?
Give **two** things about her character and support each with evidence from the text.

1.

2.

4
(2 marks)

5 Do you think Osiris forgave his brother?
Explain your answer fully, referring to the text.

5
(3 marks)

/ 8

Total for this text

Jousting

These questions will help you practise:

- ★ identifying and explaining how information contributes to meaning as a whole
- ★ giving the meaning of words in context
- ★ explaining how language choices enhance meaning
- ★ identifying key details
- ★ explaining inferences
- ★ making comparisons.

Jousting and Tournaments

Jousting tournaments not only provided entertainment for the crowds but helped to sharpen up a knight's combat skills without the dangers associated with battle.

Main types of competition

There were two types, a 'joust a plaisance' and a 'pas d'armes'. The first of these events was a series of elimination contests that took place over several days until a single winner was found. In the second, a knight would send out a proclamation that he would take on all-comers at a certain place and time.

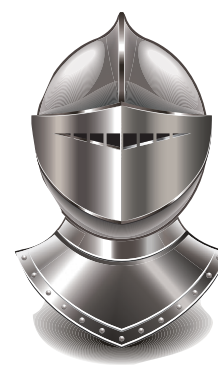
Special arenas

Contests were held in a special arena called 'the lists'. A long barrier, like a fence, ran down the centre of the lists and knights did battle across the barrier as they rode towards each other from opposite ends. Points were awarded for hitting an opponent's shield with the lance, breaking off a lance tip and unseating the rider from his horse. If both riders had been unseated, fighting could continue on foot using swords and shields.

Identification

Knights fighting in battle or taking part in a friendly jousting tournament could not be recognised because of the increasing amount

of armour they were wearing, especially full-face helmets. So they took to wearing and carrying their own distinctive badges called coats of arms (heraldry). These were worn on the thin surcoats that covered armour but later were added to banners and flags, horse coverings, shields and the tabards (tunics) worn by their servants.



A coat of seven colours

Coats of arms were made up of a combination of *tinctures* (colours), *ordinaires* (layout designs) and *symbols* (shapes, creatures, flowers and objects). The only colours allowed were the two metals, gold (*or*) and silver (*argent*) plus green (*vert*), blue (*azure*), black (*sable*), red (*gules*) and purple (*pupure*).

Did you know?

During the Crusades, more knights died from disease than from wounds received in battle.

Knights in tournaments often wore a coloured scarf or a ribbon to show they were dedicating their performance to the lady who had given it to them.

1 a) What is the purpose of this text?

1a
(1 mark)

b) Choose **two** features of the text to support your answer.

1. _____

2. _____

1b
(2 marks)

2 *In the second, a knight would send out a proclamation ...*
What does the word *proclamation* mean in this sentence?

2
(1 mark)

3 Many jousting terms are written in French.
How is the text organised to help the reader understand these terms?
Explain **two** ways, giving evidence from the text to support your answer.

3
(3 marks)

4 Knights had great strength and determination.
Give **one** detail to support this idea.

4
(1 mark)

5 Who do you think is the intended audience for this text?
Refer to the text in your answer.

5
(1 mark)

6 How does the information in the ***Did you know?*** box compare with the idea that knights were strong?

6
(3 marks)

/ 12

Total for
this text

The Pied Piper of Hamelin

These questions will help you practise:

- ★ understanding words in context
- ★ identifying and explaining how narrative content contributes to meaning as a whole
- ★ identifying and explaining how language choices enhance meaning
- ★ explaining the meaning of words in context.

‘Come in!’ – the Mayor cried, looking bigger:
 And in did come the strangest figure!
 His queer long coat from heel to head
 Was half of yellow and half of red
 And he himself was tall and thin,
 With sharp blue eyes, each like a pin,
 And light loose hair, yet **swarthy** skin,
 No tuft on cheek nor beard on chin,
 But lips where smiles went out and in –
 There was no guessing his **kith and kin!**
 And nobody could enough admire
 The tall man and his **quaint attire.**
 Quoth one: ‘It’s as if my great-grandsire,
 Starting up at the Trump of Doom’s tone,
 Had walked this way from his painted tombstone!’

Into the street the Piper step,
 Smiling first a little smile,
 As if he knew what magic slept
 In his quiet pipe the while;
 Then, like a musical **adept**,
 To blow the pipe his lips he wrinkled,
 And green and blue his sharp eyes twinkled,
 Like a candle-flame where salt is sprinkled;
 And **ere** three shrill notes the pipe uttered,
 You heard as if an army muttered;
 And the muttering grew to a grumbling;
 And the grumbling grew to a mighty rumbling;
 And out of the houses the rats came tumbling.
 Great rats, small rats, lean rats, brawny rats,
 Brown rats, black rats, gray rats, tawny rats,
 Grave old plodders, gay young friskers,
 Fathers, mothers, uncles, cousins,
 Cocking tails and pricking whiskers,
 Families by tens and dozens,
 Brothers, sisters, husbands, wives –
 Followed the Piper for their lives.



Glossary

- **swarthy** dark
- **kith and kin** family
- **quaint** old-fashioned
- **attire** clothing
- **adept** skilled
- **ere** before

Robert Browning

1 Find and **copy** the word that tells you the Piper was unusual.

1
(1 mark)

2 Look at the first verse.
What is the purpose of this verse?

2
(1 mark)

Tick **one**.

to describe the strange setting

to create a dramatic description of the Piper's appearance

to create a description of the tombstone

to create a dramatic description of the Mayor

3 Some of the language used in this poem is no longer used today.
Give **two** examples.

3
(2 marks)

1. _____

2. _____

4 *And ere three shrill notes the pipe uttered.*
Explain why the word *shrill* is an appropriate word to describe the notes of the pipe.

4
(1 mark)

5 Look at the second verse. *Like a candle-flame ...*
What does this description tell you about the Piper's eyes?

5
(1 mark)

6 Towards the end of the second verse, the number of words in each line decreases. This is so the reader ...

6
(1 mark)

Tick **one**.

reads slowly.

reads at the same pace.

reads quickly.

gradually slows down.

/7

Total for
this text