

ACHIEVE



The expected
standard

Year

6

Reading

**SATs
Question
Workbook**

Laura Collinson
& Shareen Mayers

RISING  STARS

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Authors: Laura Collinson and Shareen Mayers

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Accessibility Reviewer: Vivien Kilburn

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

Welcome to Achieve Reading: The Expected Standard – Question Workbook

In this book you will find lots of practice and information to help you achieve the expected standard 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 response.
 - 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 wind in the willows

These questions will help you practise:

- ★ retrieving and recording information
- ★ identifying key details
- ★ explaining the meaning of words in context
- ★ identifying how language choices enhance meaning
- ★ explaining inferences.

The Mole had been working very hard all the morning, spring-cleaning his little home. First with brooms, then with dusters; then on ladders and steps and chairs, with a brush and a pail of whitewash; till he had dust in his throat and eyes, and splashes of whitewash all over his black fur, and an aching back and weary arms. Spring was moving in the air above and in the earth below and around him, penetrating even his dark and lowly little house with its spirit of divine discontent and longing. It was small wonder, then, that he suddenly flung down his brush on the floor, said, ‘Bother!’ and ‘O blow!’ and also, ‘Hang spring-cleaning!’ and bolted out of the house without even waiting to put on his coat. Something up above was calling him **imperiously**, and he made for the steep little tunnel which answered in his case to the gravelled carriage-drive owned by animals whose residences are nearer to the sun and air. So he scraped and scratched and scabbled and **scrooged**, and then he scrooged again and scabbled and scratched and scraped, working busily with his little paws and muttering to himself, ‘Up we go! Up we go!’ till at last, pop! his snout came out into the sunlight, and he found himself rolling in the warm grass of a great meadow.

‘This is fine!’ he said to himself. ‘This is better than whitewashing!’ The sunshine struck hot on his fur, soft breezes caressed his heated brow, and after the seclusion of the **cellarage** he had lived in so long, the carol of happy birds fell on his dulled hearing almost like a shout. Jumping off all his four legs at once, in the joy of living and the delight of spring without its cleaning, he pursued his way across the meadow till he reached the hedge on the further side.

Kenneth Grahame



Glossary

- **imperiously** bossily
- **scrooged** dug
- **cellarage** several underground rooms

1 *Spring was moving in the air above and in the earth below and around him, penetrating even his dark and lowly little house.*

Explain why the word *penetrating* is a suitable word to use for spring.

1
(1 mark)

2 How do you know that Mole would rather be above ground than do the cleaning?

Give **two** details that support this.

1. _____

2. _____

2
(2 marks)

3 Circle the correct option to complete the sentence below.

When Mole jumped out into the meadow he felt ...

revitalised.

bored.

scared.

dirty.

3
(1 mark)

4 **Find** and **copy** the group of words that refers to other animals' homes.

4
(1 mark)

5 *So he scraped and scratched and scrabbled and scooged.*

What does this description suggest about Mole's journey to the outside world?

5
(1 mark)

6 Why do you think Mole was so keen to leave his home and go above ground?

Explain fully and refer to the text in your answer.

6
(2 marks)

/ 8

Total for this text

Colour your autumn



These questions will help you practise:

- ★ retrieving and recording information
- ★ identifying key details
- ★ identifying how information is related
- ★ making inferences
- ★ explaining the meaning of words in context
- ★ explaining how language choices enhance meaning.

It's not your imagination, the light really is different at this time of year. The earth tilts as it orbits the sun so the light hits the earth at a different angle, creating long, low sunbeams and the golden glow that makes this gilded season unique.

There is a richness about the colours of autumn which we hope you will enjoy with us this year in our houses, gardens and countryside.

As memories of summer fade, and the days of early autumn feel a little chillier, there is a riot of colour inside our historic houses waiting to warm your heart and stimulate your eyes.

These richly colourful interiors were often inspired by the colours of nature in the surrounding gardens, parkland and countryside which take on a rich, mellow glow at this time of year.

Many gardens enjoy a renewed blast of colour in autumn with dazzling dahlias and cheery chrysanthemums, and kitchen gardens are positively bursting with produce to delight your eyes and whet your appetite.

Golden landscapes

Do you often fancy a walk but can't think where to go? There are lots of walks on our website to help you enjoy the best of our

autumn colour, from woodland tapestries of yellow, orange, gold and amber, to explosions of rich russet and fluorescent yellows and reds.

Gorgeous gardens

Many of our gardens have a surprise in store in autumn as the dazzling colour of high summer gives way to the richer hues of late summer blooms such as dahlias and Michaelmas daisies. Harvest time in our walled gardens is also a perfect prompt for a seasonal treat in a tea-room or café where we use home-grown produce wherever we can.

Colourful stories

All our special places are home to a host of colourful stories from the past, and nowhere more so than Stowe, the magnificent landscape gardens created as a statement of wealth and power in the 18th century, where picturesque paths, temples and monuments are full of hidden meaning and references to the ancient world.

This autumn you can see the recently restored Sleeping Wood, said to have been inspired by the tale of Sleeping Beauty, retold and made popular by Charles Perrault in 1697. There was once a structure called the Sleeping Parlour in the wood, where it's easy to imagine Sleeping Beauty might have lain ...

- 1 Find and **copy one** group of words from the first paragraph that describes what sunlight is like in autumn.

1

(1 mark)

- 2 According to the text, how did Sleeping Wood get its name?

2

(1 mark)

- 3 In the first paragraph, the text is organised in which of the following ways?

3

(1 mark)

Tick **one**.

- cause and effect
- in a sequence
- chronological order
- compare and contrast

- 4 Which school subject could be taught using the first paragraph? Support your answer using **two** key details from the text.

4

(2 marks)

- 5 Look at the third paragraph. Why has the word *riot* been used to describe the colour inside the houses?

5

(1 mark)

- 6 How do the descriptions appeal to the senses? Refer to the text in your answer.

6

(2 marks)

/ 8

Total for
this text

The centipede's song

These questions will help you practise:

- ★ retrieving and recording information
- ★ explaining how information contributes to meaning
- ★ identifying how language choices enhance meaning
- ★ summarising main ideas
- ★ making inferences.

'I've eaten many strange and scrumptious dishes in my time,
Like jellied gnats and dandyprats and earwigs cooked in slime,
And mice with rice – they're really nice
When roasted in their prime.

(But don't forget to sprinkle them with just a pinch of grime.)

'I've eaten fresh mudburgers by the greatest cooks there are,
And scrambled dregs and stinkbugs' eggs and hornets
stewed in tar,
And pails of snails and lizards' tails,
And beetles by the jar.

(A beetle is improved by just a splash of vinegar.)

'I often eat boiled slobbages. They're grand when served beside
Minced doodlebugs and curried slugs. And have you ever tried
Mosquitoes' toes and wampfish roes most delicately fried?

(The only trouble is they disagree with my inside.)

From *James and the Giant Peach* by Roald Dahl



1 Match the groups of food that were eaten together.

mice

lizards' tails

minced doodlebugs

curried slugs

scrambled dregs

rice

snails

stinkbugs' eggs

1
(1 mark)

2 What is the purpose of the poem?

Tick **one**.

to summarise

to persuade

to entertain

to inform

2
(1 mark)

3 How does the text create a sense of humour in the poem?
Give **two** details to support your answer.

1. _____

2. _____

3
(2 marks)

4 Write **one** sentence to summarise the main idea in this poem.

4
(1 mark)

5 What other kinds of food do you think the narrator of the poem would enjoy?
Give **one** example of a kind of food, using evidence from the text to support your answer.

5
(2 marks)

/7

Total for this text