



We hope that you find the following tips and advice useful in helping you to complete the KS2 Reading Test.

- Always listen carefully to instructions given by your teacher.
- Read the instructions with care at the front of the test booklet.
- Stay calm and manage your time well, remember there are 3 texts to read during the 60 minutes - keep an eye on the clock and divide up your time appropriately to enable you to answer all of the questions.
- Remember the texts get progressively more demanding, so text 1 is the easiest and text 3 will be more challenging.

- Read **everything** even days and dates at the top of non-fiction pieces as they may be a clue to a question.
- Underline / circle dates, names, key facts and look carefully at images and tables as these will contain information too.
- Look carefully at subheadings in Non Fiction Texts, as these will summarise what paragraphs are about.

The image shows a screenshot of a sports website with a purple and white color scheme. On the left is a vertical navigation menu with buttons for 'Basketball Menu', 'Home', 'History', 'Paralympics', 'Calendar', 'Sports News', 'Links', and 'Contact Us'. The 'Basketball Menu', 'Home', and 'History' buttons are circled in red. The main content area has a purple header with the date '19/03/2004' and the title 'Latest Sports Report'. Below this is a score bar showing 'Eagles 48' and '54 Silver Arrows'. The main article is titled 'Close Contest' in large purple letters. The text below the title reads: 'The Woodbridge Arena was buzzing last night as this year's basketball championships reached their climax, writes John Wilkinson.' To the right of the text is a photograph of a basketball player in a white jersey with the number 15, jumping to shoot the ball. Below the text, it begins with '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'.

Basketball Menu

Home

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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



- Circle important pieces of information as you go along. Annotate a brief summary 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, told me to play some notes



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

Schl
mus rm



- Read the questions with care and copy spellings from the text with accuracy.

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 Young Musician of the Year

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

crash cymbals

ride cymbals

hi-hat

tap rhythmically

play with single hard strokes

clash together with pedal

18

1 mark

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

- Read the questions with care, if it asks you to tick four, make sure you do, you don't want to throw easy marks away unnecessarily.

Drumming Around the World

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

large oil drum	☐	tom-toms	☐
cymbals	☐	bass drum	☐
snare drum	☐	pans	☐
large clay pot	☐		

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	☐
to repeat the main events in Evelyn's life	☐
to introduce the information on pages 6 and 7	☐
to summarise Evelyn's achievements	☐

- If it says find and copy a word or phrase - do just that, **DO NOT** copy 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

- If it asks for your opinion, use the PEE technique - make your point, include evidence and make your explanation relevant 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.



- Use response stems: I think that..... I believe that..... I know that..... It suggests that.....

- On 3 mark questions: Write your answer and make sure you use the word **BECAUSE** to explain it!

Try to think of 3 different points if possible. Quote evidence from the text and explain your thinking.

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

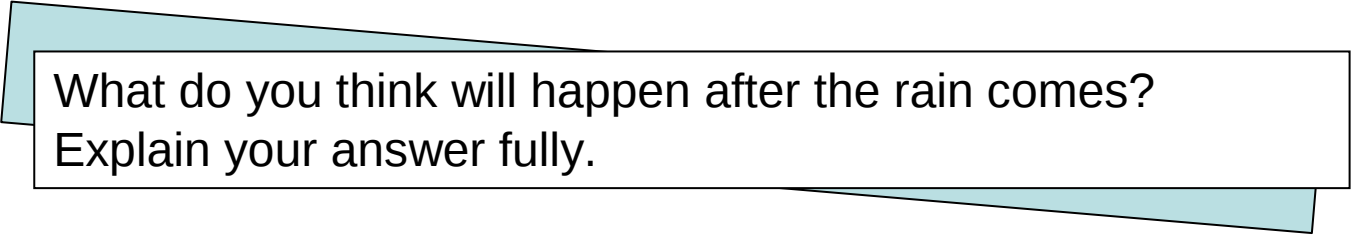
Brave

foolish

brave and foolish

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

- 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.

- If you are asked to hot seat / empathise with 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 are 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 it 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 golf balls.

TOP TIPS FOR WHY HAVE
THEY USED THESE
WORDS?

If you are being asked to comment on 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 humorous.

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 Batman 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

There may be 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.

Why are some words in **bold**?

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

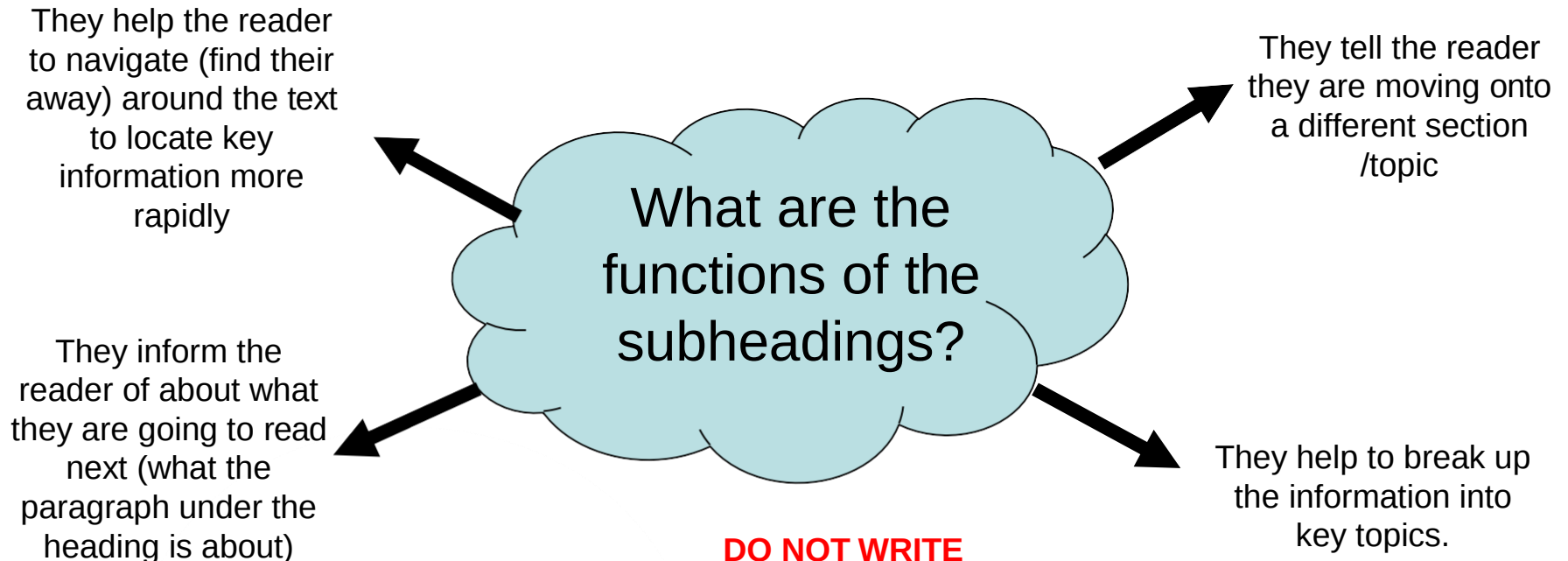
They could be important words such as names of places, people or jobs etc.

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

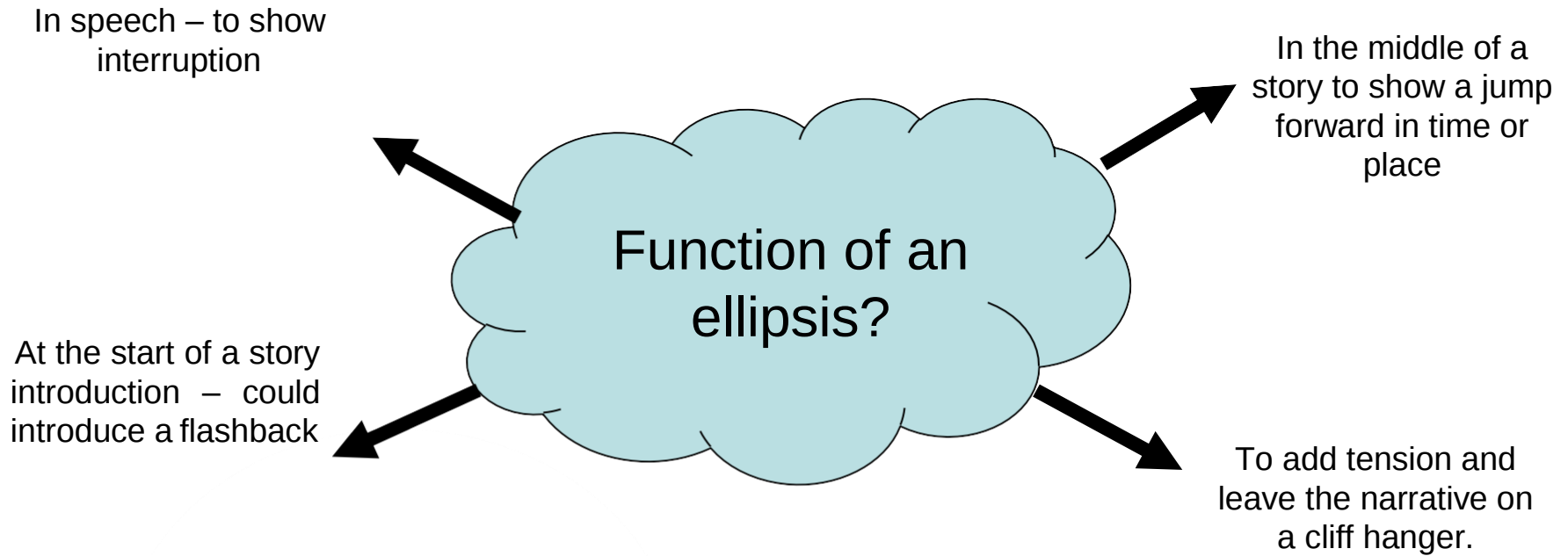


DO NOT WRITE

- 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

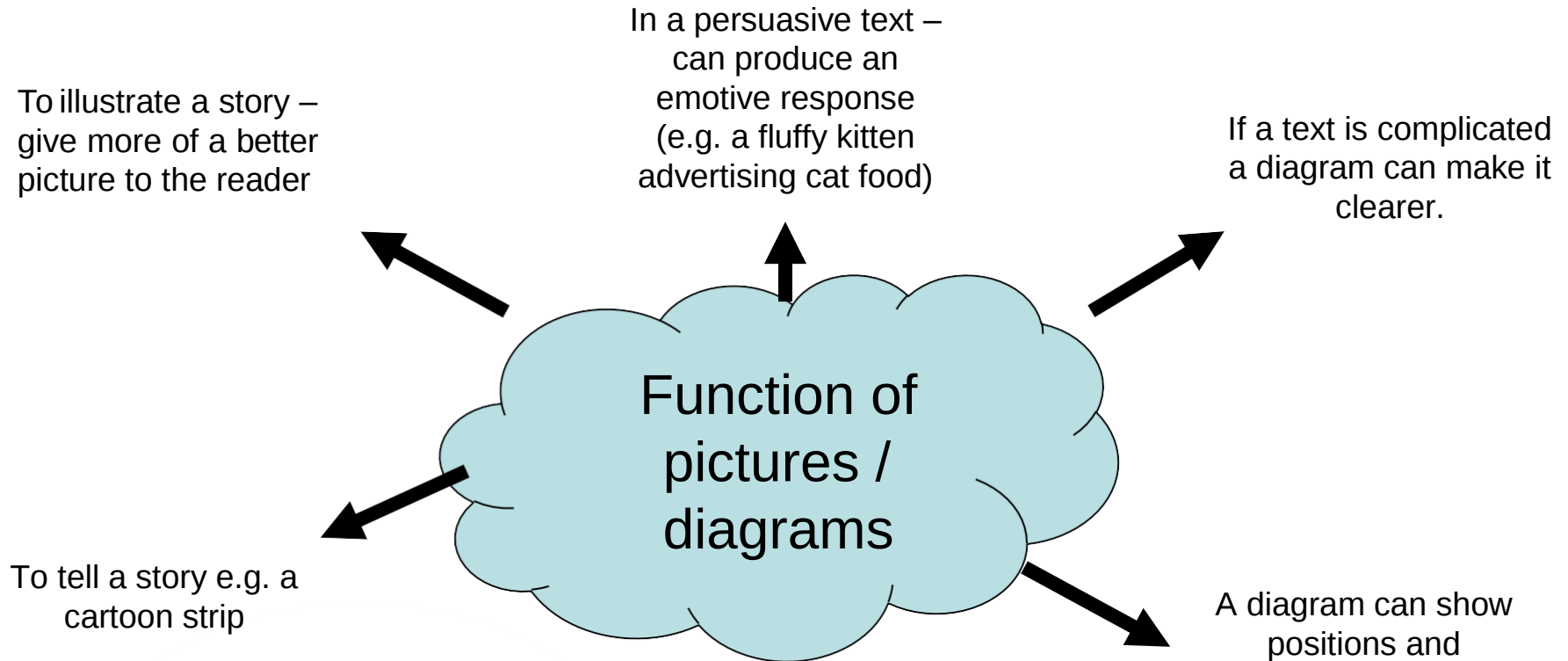


DO NOT WRITE

•TO MAKE IT MORE EXCITING



Year 6 Top Tips for Text Feature Questions



DO NOT WRITE

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





Good Luck!



**Write neatly using a clear and legible
handwriting style!**



Believe in yourself – you can do it!