

SATs Year 6 Parents'

Reading

Practice and Revision
Activity Booklet



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1 Introduction to Key Stage 2 Reading Skills

Every KS2 reading assessment will contain questions designed to test different reading skills (the Department for Education call these 'reading content domains'). Your child has been practising these skills throughout all of KS2 and the SATs reading test is an assessment of how well your child can apply these skills to unfamiliar texts.

The seven main types of reading question that your children may encounter are:

Vocabulary Questions

2a: Give/explain the meaning of words in context.

V

Retrieval Questions

2b: Retrieve and record information/identify key details from fiction and non-fiction.

R

Summary Questions

2c: Summarise main ideas from more than one paragraph.

S

Inference Questions

2d: Make inferences from the text/explain and justify inferences with evidence from the text.

I

Prediction Questions

2e: Predict what might happen from details stated and implied.

P

Compare, Contrast And Comment Questions

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.
2h: Make comparisons within the text.

C

Author Choice Questions

2g: Identify/explain how meaning is enhanced through choice of words and phrases.

A

This pack contains an example of a fiction, non-fiction and poetry extract. Every extract is accompanied by a set of colour-coded questions that relate to these question types/reading skills.

Vocabulary Questions

2a: Give/explain the meaning of words in context.

Vocabulary questions are all about the words that a writer uses and the meaning of those words. This can include the child's ability to:



- explain and understand the meaning of words in a text;
- decipher the meaning of unfamiliar words by using clues from the text;
- identify the correct usage of a word by its context (i.e. bat – a piece of sports equipment or an animal);
- recognise synonyms (words with the same meaning) and antonyms (words with an opposite meaning).

Example questions include:

'Find and copy a word in the text that means relatives from long ago?'

'The mud flats would have formed a freshwater oasis in an otherwise parched environment. Give the meaning of the word parched in this sentence.'

The best way to support the development of your child's vocabulary is through lots of talk and lots of reading. Don't be afraid to use more advanced vocabulary and to explain its meaning to your child (which teachers do all the time). When reading to your child or hearing them read to you, discuss the meanings of words they come across and talk about how we could use those words in different situations.

Retrieval Questions

2b: Retrieve and record information/identify key details from fiction and non-fiction.

Retrieval questions simply ask pupils to find information within the text. They test pupils' basic understanding of what they have read and may ask about characters, the setting of the story, key events and in non-fiction texts, just the facts.



Example questions include:

'Who is telling this story?'

'Where is the story set?'

'Write down one fact you have learnt about spiders.'

When answering questions like this, it is important that pupils are able to pick out the key information rather than copying out chunks of text in the hope that the answer is in there somewhere.

The best way to support your child with retrieval is to talk about books you have shared together and ask questions about them. Encourage your child to focus on what the question is asking. For example, if you ask, 'Who is the main character in this story?' They shouldn't just name all the characters but should think about who takes a main part in the story and could, therefore, be called the main character.

Summary Questions

2c: Summarise main ideas from more than one paragraph.

Summary questions will test your child's ability to summarise (or retell) the most important points of a text without giving a detailed and in depth summary of what they have read.

S

Example questions include:

'Can you describe what has happened in this chapter?'

'What is the most important message in the leaflet?'

'What is the main argument of the letter?'

It is very important that your child reads these types of questions carefully. For instance, the topic of a text may be the rainforest but there could be a section about deforestation section. Therefore, if the question was, 'what is the author's main point in this section?' and they wrote 'the rainforest', then this would be classed as incorrect as the correct answer should have been 'deforestation'.

To support your child at home, ask them to summarise the key points of a chapter or section of a book they have read. You could also ask them to summarise films and television shows (or segments of them) that they have watched to reinforce this skill.

Inference Questions

2d: Make inferences from the text/explain and justify inferences with evidence from the text.

Inference questions involve being a 'reading detective' as children have to use clues from a text to infer meaning. This could be about the author's intentions, the layout of a text or a character's thoughts and feelings.

I

For example, a text may read:

'It's not fair!' shouted Jack as he slammed the door shut and flung himself onto his bed. He picked up his pillow and screamed loudly into it.

Inference questions about this section of text may include:

'How is Jack feeling?'

'Where do you think Jack is?'

Your child needs to use the clues within the text to work out an answer and justify it, e.g. 'He is feeling angry because it says he slammed the door and screamed into his pillow,' or 'He is in his bedroom because it says he was on his bed and picked up a pillow'.

Inference questions are very much about asking pupils what they think but they must be able to justify their answer by referring back to the text.

To support your child with inference questions, talk about what you have been reading together and ask lots of questions that begin with 'why', 'where', 'who', 'how', 'what', 'do you think...?' Encourage your child to explain why they think something and to refer back to the story to find evidence to back up their ideas.

Prediction Questions

2e: Predict what might happen from details stated and implied.

Prediction questions ask pupils to say what they think will happen next, based on what they have read so far.

P

Example questions include:

'What do you think will happen to Sam when he goes into the forest?'

'How do you think the story will end?'

'What features would you expect to see in this type of text?'

As with inference questions, children need to use their understanding of the text to justify their answer.

To help your child with these types of questions, stop regularly when reading together to ask, 'What do you think will happen next?'

Discuss your child's ideas and share your ideas too. Try to model your thinking aloud about what you already know about the story and the characters to help you to make predictions about what may come next.

Compare, Contrast And Comment Questions

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.

2h: Make comparisons within the text.

For these types of questions, children are expected to identify links between different parts of a text, and also explain how a whole text conveys a message or idea. These questions also ask children to make compare different sections, people, and places within a text. They may be asked to compare different characters, settings or themes within the text.

C

Example questions include:

'At what point did the character's mood change?'

'How do the characters react differently to the situation?'

Author Choice Questions

2g: Identify/explain how meaning is enhanced through choice of words and phrases.

For questions about the author's words and phrases, children must be able to explain and comment on writers' use of language. They have to explain how words and phrases add extra meaning to the text.

A

Example questions include:

'...they crossed the glassy surface of the lake...

What two impressions does this give of the water?'

'Why has the author used the verb 'zoomed' in this sentence?'

'Find and copy three words or phrases that the writer has used to show that the children are in a dangerous situation.'

For further support on the types of questions to ask your child when reading together, please see the section 'Questions to Discuss with Your Child When Reading Together' on **Page 12**.

2 KS2 SATs Reading Paper – What to Expect

Pupils take one reading test at the end of KS2. The tests usually contain three different texts (both fiction and non-fiction) with accompanying questions based on each text. The texts are all within one booklet and there is a separate answer booklet with questions. Children have an hour to read through the texts and answer the questions at their own pace. They can approach the test as they choose, e.g. reading one text and answering the questions before moving onto the next, or reading the whole booklet before answering any of the questions.

The types of questions your child will be asked are as follows:

Written Responses

Pupils are asked or instructed to give a written answer. This can sometimes just be a one word answer such as, 'Find and copy one word that means...or it can be an extended answer involving several points. The number of lines given to respond usually indicates the length of answer required. For example:

Do you think Miss Harris will change go back to the theme park again?

Explain your choice fully giving evidence from the text

Tick Box Answers

Pupils will be instructed to tick one or more boxes to answer the question. It is important that they read carefully how many boxes they need to tick. For example:

The struggle had been between two rival gangs...

Which word closely matches the meaning for the word rival?

Tick one.

equal

neighbouring

important

competing

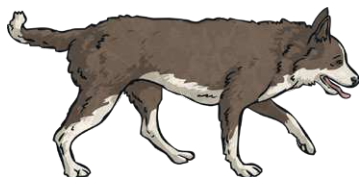
Picture Questions

Pupils have to read a text carefully and relate it to a picture that best represents what is described in the text. For example:

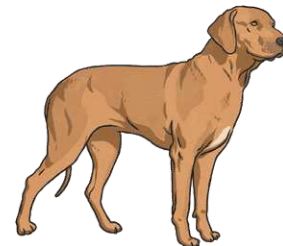
Which of these pictures best represents the dog that the author describes?

Tick one.









Matching Boxes

Pupils will be asked to draw lines between two sets of boxes to match up the most appropriate answers. For example:

Draw lines to match the age of a guide dog to what it does at that age.

one-year-old

retires from being a guide dog

eight-weeks-old

lives as a guide dog

seven-years-old

trained by a puppy-walker

True or False Questions

Pupils will be given a set of statements about the text and have to put ticks in a box to show whether they are true or false. For example:

	True	False
The toy soldier was made from rusty metal.		

Sequencing Questions

These questions ask pupils to order events from the story usually by numbering them from 1 to 5. For example:

Number the following (1-5) to show the order in which they happen in the story.

She eats the pomegranate seeds.

Demeter searched everywhere for Persephone.

Demeter forbade the trees and plants from growing.

Zeus decided that she had to return to the underworld for three months every year.

Hades kidnaps Persephone and takes her to the underworld.

Multiple Choice Questions

Children are asked or instructed to circle the correct answer. For example:

Circle the correct option to complete the sentence below.

Jake rode his horse ...

speedily.

slowly.

safely.

fearfully.

3 How the Tests Are Administered

The KS2 SATs reading test is taken by all children at the same time and date (unless due to special circumstances, they take the test at a different time within the test week). Children have a total of one hour to read through the texts (usually three different genres) and answer the questions in the answer booklet.

When pupils come to sit the test, the teacher will spend some time explaining to them what to expect. They will also have had the opportunity to see some sample tests in the run up to the 'real thing'. The teacher will tell them what the test will look like, what types of questions they may find and what to do if they have a problem. They will remind pupils to 'have a go' at all the questions but if they cannot answer one, to leave it, move on and come back to it at the end if they have time.

Once the test begins, the teacher is not allowed to read any section of the text or the questions to the pupils, nor are they allowed to answer any questions from a pupil in a way which may help them within the assessment.

Before the end of the test, the teacher will give the children a warning to let them know that the test is coming to an end.

Most teachers do their utmost to make the test as stress-free as possible both during the build to the SATs tests and during test week and, with the thorough preparation done beforehand, most pupils feel ready and prepared to sit the test.

4 Helping Your Child to Prepare

There are lots of things that parents and carers can do to help their child to prepare for the reading tests. As ever, the most important thing is to continue to foster a love of books and reading. The more developed they become as an independent reader, the better they will do in the test.

Your child is at an age where they can, and want, to read independently. You can help support their reading by reading the same books so that you can discuss them together. In addition, use the question prompts within this pack as a starting point to discuss what your child has been reading and to help practise and develop their comprehension skills.

Within this reading pack, you will encounter three practice papers. Work through the practice tests in this booklet with your child. Encourage them to work independently and then take time afterwards to discuss their answers. Focus on the effort your child puts in, rather than the number of questions they get right - this will encourage your child to believe in the power of hard work and persistence.

Also, ensure that you allow plenty of time for your child to 'de-stress'. The SATs can be a very demanding time for children (and parents too) therefore it is essential you and your child get some 'down-time'. Ensure you go outside and do some exercise (a walk, bike ride, football, etc.) and get plenty of rest too.

Above all, don't forget that these tests are not the be all and end all. SATs help teachers - and you - learn more about your child's strengths and weaknesses.

5 Questions to Discuss With Your Child When Reading Together

Vocabulary Questions

V

- What does this word tell us about the character/setting/atmosphere?
- Look at a sentence/passage and find a word that means the same as ...
- Which words/phrase in this text give us the impression that the main character is...?
- Which words/phrase in this text give us the impression that the setting is...?
- Which words/phrase in this text give us the impression that the atmosphere is...?
- What do phrases such as ... tell you about...?

Retrieval Questions

R

- Where is the story set?
- Put the events of the story in the order in which they have happened?
- What is the name of the main character?
- How does the main character look/behave/speak?
- When is the story set?
- What are the names of the characters in the book?
- Where would you find a section about...?
- What does the word... mean?
- Find a fact about ...
- What information have you learnt about ...?

Summary Questions

S

- What is the main argument in this paragraph?
- What is the main message in this paragraph? Can you describe what has happened in this chapter?
- Describe how to (based on a concept in the text)
- Using less than 20 words, describe/write a blurb for this book.
- Which is the most important message in this book?
- Can you describe what happened in 3 sentences?

Inference Questions



- What does... think?
- How did ... react?
- What makes you think that? Give evidence for your opinions.
- Explain why the author chose to...?
- How was... different after...?
- How did...?
- Why did...?
- What ideas are we given about...?
- What impression do we get about...?
- What do you think will happen to the main character now? Can you give reasons for your opinion?
- What makes you think this?
- Why did the character behave like this?

Prediction Questions



- Who is on the front cover? What is in the background? How might these details give us clues about the content of the book?
- Based on what you know about the character/event what do you think the story will develop next?
- How do you think the story will end? What clues in the text make you think that will happen?
- Think about the author's other stories. Are there any familiar themes/characters/settings to the story we are reading? How did the story end? How might this story end?
- Do you think the character will change his/her behaviour in the future? What makes you think this?
- The character is in a tricky situation. What will the character do next? What would you do? Why?

Compare, Contrast And Comment Questions



- Describe how the character reacts to this problem. How is this different/similar to his/her previous reactions?
- Compare how two characters are reacting to this problem. Who deals best with the situation?
- How has the character changed during the text?
- Which is the most important section in this book? Justify your choice.
- How did people in the past understand this topic, compared to how we understand it today? Why have these views changed?
- Compare one setting to another in the book. Why are the two settings significant to the story?

Author Choice Questions

A

- What does the word ... tell us about the character/setting/atmosphere?
- Look for a phrase that implies that the setting is...
- The author uses the word ... to describe... What impression does this give us?
- Look for an example of a simile in the text. How does this add meaning?
- How have the headings/chapter names been chosen for this book?
- Explain why the word... is used to describe...
- Why does the writer compare... to...?
- What does the word/phrase... tell you about ...?

6 Using the Practice Tests in this Pack

In this pack, you will find three example texts with answer booklets. The pack contains a fiction text (The Snow Queen), a non-fiction text (Rosa Parks) and a poem (The Tyger).

Let your child work at his or her own pace. If a break is needed, take one. Try to make the experience an enjoyable opportunity to read some interesting texts. Remember, this is a chance to help support your child with any areas in which they might struggle.

Afterwards, go through your child's answers and discuss any they found difficult as well as those they answered really well. Praise their effort and perseverance.

Each question has a colour-coded symbol next to it to show which aspect of the reading skills is being tested:

V Vocabulary Questions

R Retrieval Questions

I Summary Questions

S Inference Questions

P Prediction Questions

C Compare, Contrast And Comment Questions

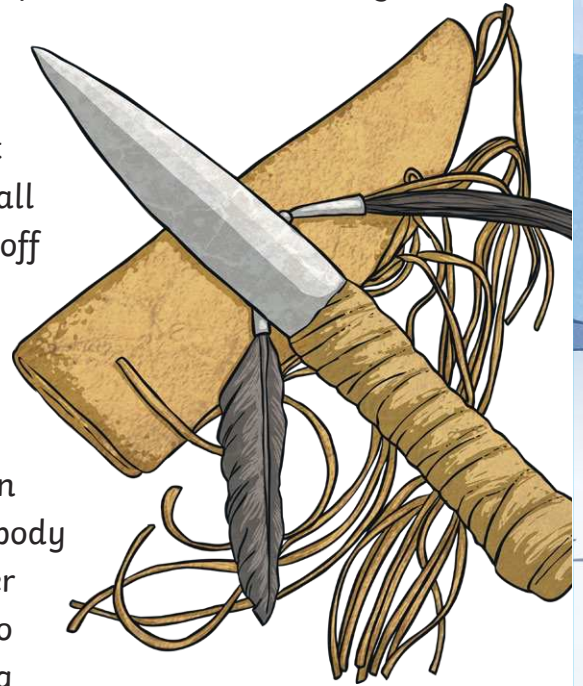
A Author Choice Questions

Fiction: The Snow Queen

by Hans Christian Andersen

“Do you intend to keep your knife while you sleep?” asked Gerda; looking at it rather fearfully.

“I always sleep with the knife,” said the little robber maiden. “There is no knowing what may happen. But tell me now, once more, all about little Kay; and why you have started off in the wide world alone.” And Gerda related all, from the very beginning: the Wood-pigeons cooed above in their cage, and the others slept. The little robber maiden wound her arm round Gerda’s neck, held the knife in the other hand, and snored so loud that everybody could hear her; but Gerda could not close her eyes, for she did not know whether she was to live or die. The robbers sat round the fire, sang and drank; and the old female robber jumped about so, that it was quite dreadful for Gerda to see her.

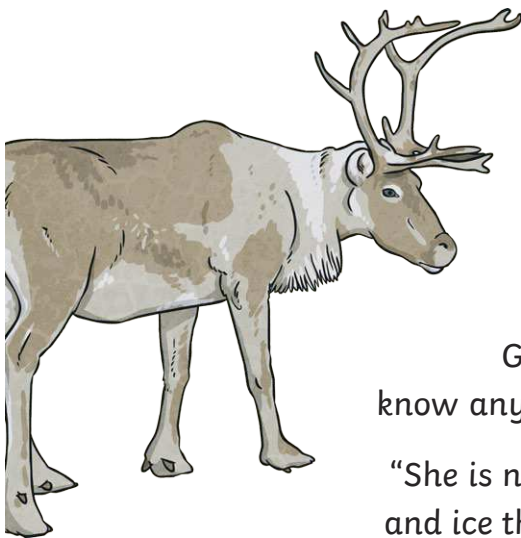


Then the Wood-pigeons said, “Coo! Coo! We have seen little Kay! A white hen carries his sledge; he himself sat in the carriage of the Snow Queen, who passed here, down just over the wood, as we lay in our nest. She blew upon us young ones; and all died except we two. Coo! Coo!”

“What is that you say up there?” cried little Gerda. “Where did the Snow Queen go to? Do you know anything about it?”

“She is no doubt gone to Lapland; for there is always snow and ice there. Only ask the Reindeer, who is tethered there.”

“Ice and snow is there! There it is, glorious and beautiful!” said the Reindeer. “One can spring about in the large shining valleys! The Snow Queen has her summer-tent there; but her fixed abode is high up towards the North Pole, on the Island called Spitzbergen.”



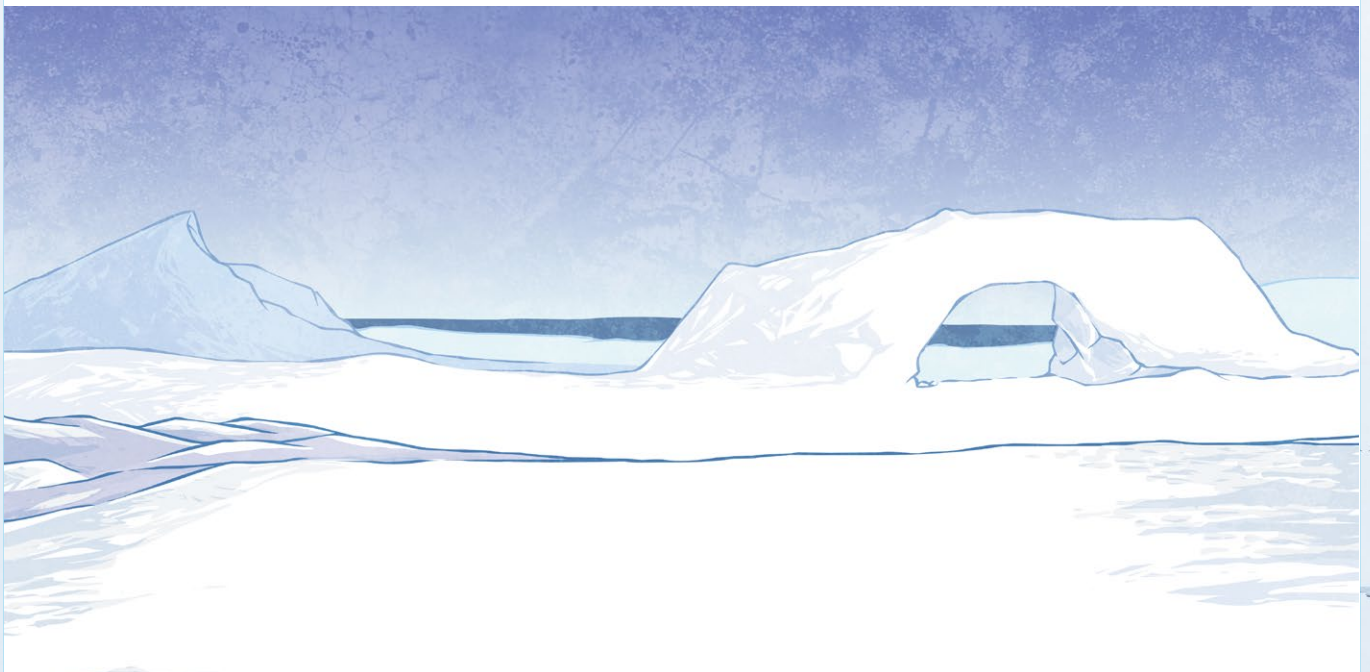
“Oh, Kay! Poor little Kay!” sighed Gerda.

“Do you choose to be quiet?” said the robber maiden. “If you don’t, I shall make you.”

In the morning, Gerda told her all that the Wood-pigeons had said; and the little maiden looked very serious, but she nodded her head, and said, “That’s no matter—that’s no matter. Do you know where Lapland lies!” she asked of the Reindeer.

“Who should know better than I?” said the animal; and his eyes rolled in his head. “I was born and bred there—there I leapt about on the fields of snow by lakes with glass surfaces.”

“Listen,” said the robber maiden to Gerda. “You see that the men are gone; but my mother is still here, and will remain. However, towards morning she takes a draught out of the large flask, and then she sleeps a little: then I will do something for you.” She now jumped out of bed, flew to her mother; with her arms round her neck, and pulling her by the beard, said, “Good morrow, my own sweet nanny-goat of a mother.” And her mother took hold of her nose, and pinched it till it was red and blue; but this was all done out of pure love.



Questions

1. What does the word 'abode' mean in line 23? Tick one.

island

tent

home

mountain

V

2. Name the person that Gerda is searching for.

R

3. Number the following (1-5) to show the order in which they happen in the extract.

S

The reindeer spoke to Gerda.

The woodpigeons spoke to Gerda.

Gerda told the little robber girl about Kay.

Her mother took hold of the robber girls nose.

The robber maiden went to sleep with her arm around Gerda's neck.

4. Why could Gerda not get to sleep?

Use evidence from the text to support your answer.

I

5. Based on what you have read, what do you predict will happen next?

P

6. ...lakes with glass surfaces.

Write two impressions this gives you of the lake.

C

7. When the reindeer describes Lapland, he says ‘I was born and bred there – there I leapt on the fields of snow by lakes with glass surfaces’.
How is this different to his current situation. Explain your answer.



8. The author writes that Gerda looked at the knife ‘rather fearfully’.
What does this imply? Circle the correct answer.



Gerda wishes to steal the knife.

Gerda is scared of the robber girl.

Gerda is jealous of the knife.

9. In the final paragraph, what does the word ‘draught’ mean?



Answers

1. What does the word 'abode' mean in line 23? Tick one.

- island
- tent
- home
- mountain

2. Name the person that Gerda is searching for.

Kay

3. Number the following (1-5) to show the order in which they happen in the extract.

- The reindeer spoke to Gerda.
- The woodpigeons spoke to Gerda.
- Gerda told the little robber girl about Kay.
- Her mother took hold of the robber girls nose.
- The robber maiden went to sleep with her arm around Gerda's neck.

4. Why could Gerda not get to sleep?

Use evidence from the text to support your answer.

Accept answers that refer to the following:

- **Gerda was fearful for her life; she was with a band of robbers and the robber girl held a knife whilst she slept.**
- **The robber girl said, 'there is no knowing what may happen,' implying that something bad could happen whilst they slept.**
- **The robber girl was snoring loudly.**
- **She was worried about her friend, Kay.**

5. Based on what you have read, what do you predict will happen next?

Accept any plausible answer with reference to the text:

- **The reindeer may guide Gerda to Kay because he told Gerda he knows where the Snow Queen lives.**
- **The little robber girl will help Gerda escape as she says 'I will do something for you, ' when her mother falls asleep.**

6. ...lakes with glass surfaces.

Write two impressions this gives you of the lake.

Children can receive one mark for each of the following:

- **they are reflective/shiny/mirror-like;**
 - **clear/transparent /see-through;**
 - **still /calm/frozen ice;**
 - **flat /smooth.**
7. When the reindeer describes Lapland, he says 'I was born and bred there – there I leapt on the fields of snow by lakes with glass surfaces'.
How is this different to his current situation. Explain your answer.

Accept any answer that refers to the reindeer being trapped or 'tethered', which means he now isn't free to leap through the field of snow.

8. The author writes that Gerda looked at the knife 'rather fearfully'.

What does this imply? Circle the correct answer.

Gerda wishes to
steal the knife.

Gerda is scared of
the robber girl.

Gerda is jealous
of the knife.

9. In the final paragraph, what does the word 'draught' mean?

she takes a drink / has a drink from the flask

Non-Fiction: Rosa Parks

Rosa Parks was an African-American woman who made history with her comparatively small action of sitting still on a bus, which went on to spark major changes in American society.

Early Life

Rosa Parks was born Rosa Louise McCauley on 4th February, 1913. After her parents separated, she grew up on a farm with her mother, brother and grandparents in Montgomery, Alabama, USA. She grew up in a time when America was segregated before the Civil Rights Act was enforced.



Segregation in America

Segregation meant black and white people had to be separated by law in many ways. They had separate toilets, water fountains, entrances to public buildings and black and white children had to go to separate schools. It was also clearly apparent that black facilities were of a poorer standard than white facilities. So not only were black and white people segregated; black people were treated as second-class citizens within society.



The Bus Ride That Changed History

On 1st December, 1955, Rosa Parks was travelling home from work on a bus and sitting – as rules required – in the black section to the rear of the bus. Bus companies prioritised seating for white people and moved black people further back, or made them stand if the white section was full and a white person needed a seat. This happened to Rosa and she was told to move further

back to give her seat to a white person...but she refused to move. She was threatened with police action but she stayed sat still, adamant that she would not follow the 'rules'. Eventually, the police arrested, charged and fined her for breaking the law.

What Happened Next?

Amazingly, Rosa's defiance unleashed a wave of protest. Around 40 000 black

citizens (and some white citizens) supported the 'Montgomery Bus Boycott'. The profits of the bus companies fell and the sheer size of the movement could not be ignored. The press reported it all over America and the boycott went on for 381 days. It gained the attention of the USA government and just over a year later, in December 1956, the unfair segregation on buses was lifted.

Rosa's small actions made history as they acted as a catalyst for the Civil Rights movement, which eventually succeeded. Even though it wasn't the end of segregation and civil rights still had a long way to go, it was a victory for the rights of black people within society.

"People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in."

Parks, Rosa; James Haskins (1992). Rosa Parks: My Story. Dial Books. p. 116

Questions

1. ...Rosa's small actions made history as they acted as a catalyst for the Civil Rights movement ...

V

What does the word catalyst mean in this context? **Tick one.**

It ended the Civil Rights movement.

It accelerated the Civil Rights movement.

It advertised the Civil Rights movement.

It won the Civil Right movement.

2. In the 'Segregation in America' section, the author uses the words 'second-class citizens'. Explain what you think this means.

A

3. What are the key themes of the text? **Circle two.**

R

Rosa Parks' early life.

Segregation in America in the 1950s.

Rosa Parks' bus protest in 1955.

How seats are organised on public buses.

4. Tick whether the following statements are true or false.

R

	True	False
Rosa grew up on a farm.		
Facilities for white people were of a poorer standard than those segregated for black people.		
Rosa was arrested for not moving from her seat on the bus.		
Rosa's actions ended segregation in America.		

5. Rosa was born Rosa Louise McCauley. Why do you think her name changed?



6. If you were to describe Rosa, what type of person would you say she was?



Explain your answer.

7. Were all white citizens of the opinion that black people should be made to sit at the back of the bus? **Explain your answer.**



8. Match the statement with the date it happened.



1956

Rosa refused to move seats.

1955

Rosa Parks was born.

1913

Segregation on buses is lifted.

9. Part of the text is placed in a purple box. Why has the author done this?



10. Write down a compound adjective from the text.



Answers

1. ...Rosa's small actions made history as they acted as a catalyst for the Civil Rights movement ...

What does the word catalyst mean in this context? **Tick one.**

- It ended the Civil Rights movement.
- It accelerated the Civil Rights movement.
- It advertised the Civil Rights movement.
- It won the Civil Right movement.

2. In the 'Segregation in America' section, the author uses the words 'second-class citizens'. Explain what you think this means.

Accept references to: people who were not treated as valued member of society / people treated differently to others / people treated worse than others / people who don't have the same rights as others

3. What are the key themes of the text? **Circle two.**

Rosa Parks early life.

Segregation in America in the 1950s.

Rosa Parks bus protest in 1955.

How seats are organised on public buses.

4. Tick whether the following statements are true or false.

	True	False
Rosa grew up on a farm.	✓	
Facilities for white people were of a poorer standard than those segregated for black people.		✓
Rosa was arrested for not moving from her seat on the bus.	✓	
Rosa's actions ended segregation in America.		✓

5. Rosa was born Rosa Louise McCauley. Why do you think her name changed?

She got married.

6. If you were to describe Rosa, what type of person would you say she was? **Explain your answer.**

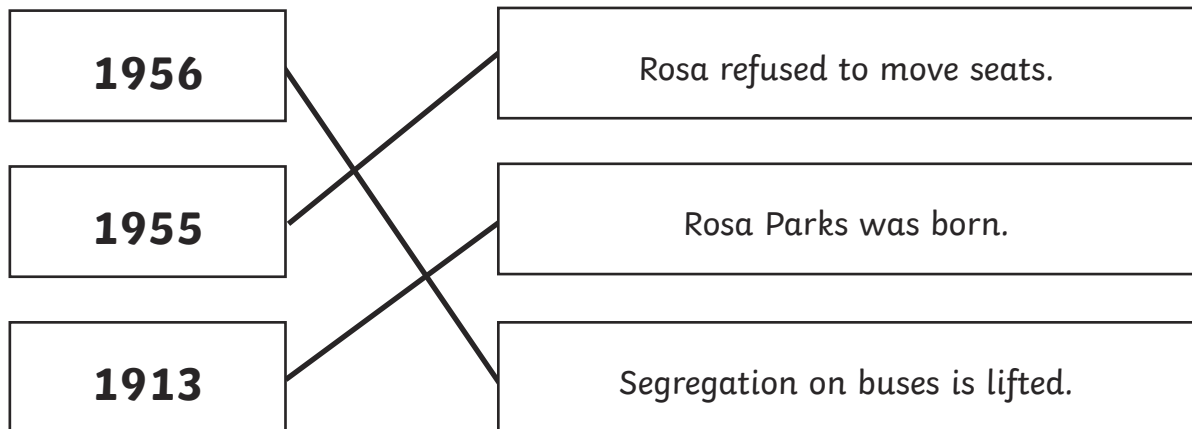
Accept answers that reference:

- **brave – she stood up for her rights / risked jail**
- **calm – she didn't use violence in an unfair situation**
- **stubborn/determined – she refused to move from her seat /she never gave up**
- **proud – for being proud of who she was**

7. Were all white citizens of the opinion that black people should be made to sit at the back of the bus? **Explain your answer.**

No. It states that some white citizens supported the 'Montgomery Bus Boycott'.

8. Match the statement with the date it happened.



9. Part of the text is placed in a purple box. Why has the author done this?

The author has used a purple box because it is a quote from Rosa Parks and he wants it to stand out from the rest of the text.

10. Write down a compound adjective from the text.

African-American or second-class

The Tyger

By William Blake

Tyger Tyger, burning bright,
In the forests of the night;
What immortal hand or eye,
Could frame thy fearful symmetry?

In what distant deeps or skies.
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand, dare seize the fire?

And what shoulder, & what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? & what dread feet?

What the hammer? what the chain,
In what furnace was thy brain?
What the anvil? what dread grasp,
Dare its deadly terrors clasp!

When the stars threw down their spears
And water'd heaven with their tears:
Did he smile his work to see?
Did he who made the Lamb make thee?

Tyger Tyger burning bright,
In the forests of the night:
What immortal hand or eye,
Dare frame thy fearful symmetry?



Questions

1. Look at verse 1 of the poem. Find and copy one word meaning 'to live forever'

V

2. In the poem, where can the tiger be found?

R

3. In your own words, what is the poem about?

S

4. In verse 4, Blake suggests that the tiger is made by...

I

Tick one.

a sculptor

a painter

a blacksmith

a carpenter

5. Circle the correct option to complete the sentence below.

The poet uses 'burning bright' when referring to...

A

the sun

the forest

the tiger

6. Is this a modern poem? Explain your answer.

C

7. Write down two examples of alliteration from the poem?

V

8. In verse 5, the poet writes 'Did he who made the lamb make thee?'

Who is the 'he' the poet is referring to?

A

Answers

1. Look at verse 1 of the poem. Find and copy one word meaning 'to live forever'
immortal

2. In the poem, where can the tiger be found?
in the forests (of the night)

3. In your own words, what is the poem about?

The poem is about a tiger. The poet is questioning who could have created such a beautiful but fearsome creature.

4. In verse 4, Blake suggests that the tiger is made by...

Tick one.

a sculptor

a painter

a blacksmith

a carpenter

5. Circle the correct option to complete the sentence below.

The poet uses 'burning bright' when referring to...

the sun

the forest

the tiger

6. Is this a modern poem? Explain your answer.

This isn't a modern poem because it uses words that aren't used today such as 'thee', 'thy' and 'thine'

7. Write down two examples of alliteration from the poem?

Examples may include: 'Tyger, Tyger', 'burning bright', 'frame thy fearful', 'distant deeps', 'began to beat', 'on what wings'.

8. In verse 5, the poet writes 'Did he who made the lamb make thee?'

Who is the 'he' the poet is referring to?

This is a reference to God.