Practice text: From Spawn to Frog

Question	Answer	CD/Mark	Useful strategies
1. What does the text say a baby frog is called?	A tadpole. Also accept froglet.	2b 1 mark	*Question focus: retrieve information from non-fiction.* Strategies: • Carefully read the question, marking key words. • Consider where in the text to look for the answer. • Carefully read the paragraph.
2. From the first section, find and copy a word that describes how the tiny tadpole first uses the weed.	*"attaches"* Also accept *"food"* or *"home"*.	2a 1 mark	*Question focus: give the meaning of words in context.* Strategies: • Carefully read the question, marking key words. • Consider where in the text to look for the answer. • Scan the paragraph for words describing the eggs.
3. Find and copy **two** things that the text says the tadpole eats.	Any two of: plants, other tadpoles, small plants, algae and frogs' eggs.	2b 1 mark	*Question focus: retrieve information.* Strategies: • Carefully read the question, marking key words. • Consider where in the text to look for the answer. • Carefully read that part of the text. • Use ideas in the text, not general knowledge. Two correct answers needed for the mark.
4. Tick the best heading for the first three paragraphs. ☐ The embryo ☐ What tadpoles eat ☐ Tadpoles ☐ How frogs grow	Tadpoles	2c 1 mark	*Question focus: summarise main ideas from more than one paragraph.* Strategies: • Carefully read the question, marking key words. • Carefully reread the opening three paragraphs of the text. • Decide what the main idea of this part of the text is about. • Reread the proposed headings. Tick the one that best summarises the content of these paragraphs.
5. Write numbers to show the order in which this text describes how tadpoles begin to change. ☐ tail shrinks ☐ back legs grow ☐ lungs develop ☐ front legs grow	3 tail shrinks 1 back legs grow 4 lungs develop 2 front legs grow	2c 1 mark	*Question focus: summarise main ideas from more than one paragraph.* Strategies: • Carefully read the question, marking key words. • Consider where in the text to look for the answer. • Carefully read that part of the text. Award 2 marks for all correct. Award 1 mark if two events are correctly sequenced.
6. '***Almost there***' (paragraph 3). What is the function of this heading?	It introduces the information in the following paragraph. It tells you it's nearly the end of the transformation process.	2f 1 mark	*Question focus: explain how information is related.* Strategies: • Carefully read the question, marking key words. • Identify the underlined words in the text. • Consider their function.

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7. *"The lungs are almost functioning at this point"* (paragraph 3). In this sentence, the word *"functioning"* is closest in meaning to which option? Tick one. ☐ running ☐ watching ☐ working ☐ solid	working	2a 1 mark	*Question focus: give the meaning of words in context.* Strategies: • Carefully read the question, marking key words. • Consider the meaning of the word and then of all the other words in the question. • Choose the word whose meaning is closest to the underlined word.
8. List **two** ways from the text that frogs are different from tadpoles.	Any **two** of: Frogs have lungs/legs/no tail. Frogs live on land. Frogs eat insects and worms. Frogs lays eggs.	2b 1 mark	*Question focus: retrieve information from a non-fiction text.* Strategies: • Carefully read the question, marking key words. • Consider where in the text the answer will be. • Scan that part of the text, looking for the answer. • Remember to use ideas from the text, not general knowledge.
9. Tick **two** sentences that you might find in a text like this: ☐ Freddy the frog hopped happily across the lily pad. ☐ A tadpole breathes through gills in the side of its head. ☐ If you lick a frog every morning before breakfast, the day can only get better. ☐ Day 74: One of the froglets left the pond today. ☐ Tadpoles swim by wiggling their tails.	Tadpoles swim by wiggling their tails. A tadpole breathes through gills in the side of its head.	2g 1 mark	*Question focus: explain how meaning is enhanced through choice of language.* Strategies: • Carefully read the question, marking key words. • Skim the whole text whilst considering the question.

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