

Teaching text: Skellig

Cracking the questions

Question	Answer	CD/mark	Useful strategies															
1. In the first paragraph, the children are scared. Give two ways the author shows this.	Any two of: <ul style="list-style-type: none"> • They're whispering. • Their breath is fast, shallow, trembly. • The narrator's heart is thundering. • The sentences are very short and fast, like the children's breath. Do not accept evidence of how the children moved, because that is related to the dark, not to the fact they're scared.	2g 2 marks	<p>Question focus: identify how meaning is enhanced through choice of words and phrases.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Carefully read the paragraph, looking out for alternative words or phrases 															
2. Why does Mina's face have a silvery bloom?	Because it's so dark he can't see it properly.	2d 1 mark	<p>Question focus: make inferences from the text.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text to look for the information. • Scan that part of the text for words in the question. • Carefully read the sentences around the words to understand their context. 															
3. Find and copy four things the children both heard when they listened.	"the endless din of the city" "the creaking and cracking of the house" "our own breath" "a far-off squeaking, whistling sound" (Skellig breathing)	2b 2 marks	<p>Question focus: retrieve and record information.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text to look for information. • Carefully read that part of the text. 															
4. Using information from the text, tick one box in each row to show whether each statement is true or false.	<table border="1"> <thead> <tr> <th></th> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>The house was dark.</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>These events happened during the day.</td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>The children are listening out for the squeak of blackbird chicks.</td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Mina helped Dan to hear the far-off squeaking, whistling sound.</td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>		T	F	The house was dark.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	These events happened during the day.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	The children are listening out for the squeak of blackbird chicks.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Mina helped Dan to hear the far-off squeaking, whistling sound.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	2c 2 marks	<p>Question focus: summarise ideas from more than one paragraph.</p> <p>Strategies:</p> <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text for information relating to each of the statements in the question. • Decide whether each one is true or false.
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<p>5. Which of these predictions is most likely to be correct? Tick one.</p> <p><input type="checkbox"/> Skellig has gone, so they don't find him.</p> <p><input type="checkbox"/> Skellig was hiding in the room they searched first.</p> <p><input type="checkbox"/> Skellig is in the upstairs room.</p> <p><input type="checkbox"/> Skellig is hiding amongst the baby blackbirds.</p> <p>Write a quotation from the text that you used to make your prediction.</p>	<p>Skellig is in the upstairs room. Evidence is some or all of the quotation: <i>"It came from above us, a far-off squeaking, whistling sound. Skellig's breathing."</i></p>	<p>2e 2 marks</p>	<p>Useful strategies</p> <p><i>Question focus: predict what might happen from details stated and implied.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim read the text for the overall meaning of it. Reread the options in the question and decide which one you think is most likely. Carefully reread the text to confirm your prediction and to identify a quotation to support it.
<p>6. What has changed between the beginning and end of this extract? Use evidence from the text to support your answer.</p>	<p>The children have heard Skellig breathing, so they know he's alive and he hasn't gone anywhere.</p> <p>At the beginning of this extract, the children were worried and panicky. <i>"Our breath was fast, shallow, trembly."</i></p> <p>Then they stopped, got calm and listened, and heard Skellig's breathing. <i>"It came from above us, a far-off squeaking, whistling sound"</i> – so they're going to find him.</p>	<p>2h 3 marks</p>	<p><i>Question focus: make comparisons within the text.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim read the text for the overall meaning of it and try to identify what has changed. Carefully reread the beginning and end to find evidence to support what you said.