

Practice text: Like an animal

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. Write the words from the poem that rhyme with: park log lake	• shark • frog • snake	1c 1 mark	<i>Question focus: identify the order of ideas.</i> This question requires the child to write the answer. Tell the children to: • read the question slowly and carefully • think about where in a poem to look for rhyming words • carefully read the poem again, listening out for rhyming words.
2. "I leap and spring, bound everywhere" The word "bound" is closest in meaning to (tick one): ☐ burn ☐ jump ☐ sleep ☐ sprint	jump	1a 1 mark	<i>Question focus: draw on vocabulary to understand text.</i> Tell the children to: • read the question slowly and carefully, thinking about the meanings of the words • scan the text for the word "bound" and read the lines around the word • consider the information given and tick the best answer.
3. Where does the child pretend to be a snake?	Beside the lake.	1b 1 mark	<i>Question focus: identify information.</i> Tell the children to: • read the question slowly and carefully • scan the text for the word "snake" • consider the information given and write the answer.
4. Find and copy two words that describe the shark.	strong, fierce	1b 1 mark	<i>Question focus: identify information.</i> Tell the children to: • read the question slowly and carefully • scan the poem for the verse about the shark • reread the poem, looking for words that describe the shark.

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5. Finish the verse. I slither and slide, leave a silver trail pretend that I'm a brown-shelled _____. How do you know which animal name to write?	snail Accept answers that recognise the structure of the poem. For example: It rhymes with trail. The information makes me think of a snail. It has a shell and it leaves a silver trail.	1c 1 mark	<i>Question focus: identify the order of ideas.</i> Explain to the children that they need to think about how each verse is written. Point out that: - the words at the end of the second and last lines rhyme, so if you can think of a rhyme you can fill in the missing word - each verse gives you information about the animal, so look for clues about how it moves and what it looks like. Once they have worked out the answer, ask them to write it and then explain which strategy they used to work it out. Both the animal name and the explanation must be present for the mark to be awarded.
6. Why do you think the child was moving in so many different ways in the poem?	She was pretending to be different animals.	1d 1 mark	<i>Question focus: make inferences.</i> Explain to the children that the answer to this question is not written in the text: they have to think about everything they know about the child in the poem. Tell the children to: - read the question slowly and carefully - read the title slowly and carefully - consider what the title tells them about what happens in the poem.