

Practice text: The Colour of My Dreams

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. What makes the teacher get into a rage at the writer?	He can't form his words/build up/use phonics. Do not accept "he can't read".	2b 1 mark	<i>Question focus: find information in the text.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for the word 'rage' Read around the word to find reasons that answer the question
2. The poem is divided into verses. Tick two reasons why the poet starts a new verse. <input type="checkbox"/> A different person is speaking. <input type="checkbox"/> Poems with this pattern of rhythm and rhyme usually have verses. <input type="checkbox"/> You can set it to music and sing it. <input type="checkbox"/> Each verse has one pair of rhyming words. <input type="checkbox"/> Each verse is about a new topic.	Accept any two of: <ul style="list-style-type: none"> Poems with this pattern of rhythm and rhyme usually have verses. Each verse has one pair of rhyming words. Each verse is about a new topic. 	2f 2 marks	<i>Question focus: explain how content is related and contributes to meaning as a whole.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Summarise each verse as you read it. Reread the list of options in the question and consider each one against your understanding of the poem.
3. " <i>I play my world of <u>real believe</u></i> ". What do you think the poet means by the underlined words?	Accept a reasonable answer that recognises that he is making a distinction between make believe and real believe to show that he really believes in his dreams.	2g 1 mark	<i>Question focus: identify how meaning is enhanced through choice of words and phrases.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the poem for the words in the question and read them in context. Consider what you think the poet might mean.
4. Dyslexic writers often muddle up the sounds in words. How does the poet make a joke about this?	He writes " <i>dyllectic</i> " (verse 4) instead of dyslexic.	2g 1 mark	<i>Question focus: identify how meaning is enhanced through choice of words and phrases.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the text for a reference to being dyslexic. Look carefully at the word.
5. (a) List two things the writer finds hard. (b) List two things the writer is really good at.		2h 2 marks	<i>Question focus: make comparisons within the text.</i> Strategies: <ul style="list-style-type: none"> Carefully read the question, marking key words. Consider where in the poem you will find each kind of evidence. Choose two pieces of evidence that you think are most powerful for each part of the question. <p>Award 1 mark for each correct list (up to 2 marks in total).</p>

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6. The poet uses lots of adjectives in verses 5–8, but many fewer in the other verses. Think about what he is describing in verses 5–8. Why do you think he uses more adjectives here? Include quotations from the poem in your answer.	<ul style="list-style-type: none"> Verses 5–8 describe the imaginative world that the poet can create. He makes “scary monsters” and “magic forests” and weaves “bushes out of string”. The other verses tell about the things that the poet can't do, so he uses less imaginative language. 	2g 2 marks	<p><i>Question focus: identify how use of language enhances meaning.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Scan the poem for adjectives. Underline them. Skim verses 5–8, thinking about why the poet uses such interesting language in these verses. <p>Award 1 mark for recognition that the poet uses more adjectives when describing his ‘creative self’. Award another mark for the inclusion of appropriate words or phrases from the poem.</p>
7. Tick or cross these statements to show what the writer is good at. reading <input type="checkbox"/> drawing <input type="checkbox"/> painting <input type="checkbox"/> plasticine <input type="checkbox"/> making models <input type="checkbox"/> readin' tests <input type="checkbox"/> dreaming <input type="checkbox"/> sounding out <input type="checkbox"/>	reading <input checked="" type="checkbox"/> drawing <input checked="" type="checkbox"/> painting <input checked="" type="checkbox"/> plasticine <input checked="" type="checkbox"/> making models <input checked="" type="checkbox"/> readin' tests <input checked="" type="checkbox"/> dreaming <input checked="" type="checkbox"/> sounding out <input checked="" type="checkbox"/>	2c 1 mark	<p><i>Question focus: summarise ideas from more than one verse.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Read through the poem, ticking or crossing each item as it is mentioned.
8. Do you think the poet is trying to be encouraging to children who can't read well? Yes / No Explain your answer using quotations from the poem.	<p>Yes: accept answers such as</p> <ul style="list-style-type: none"> He says that you can be good at other things even if you're not good at reading: “when I get some plasticine/I know what that's about” (verse 4). He's happy: “I play my world of real believe/I play it every day” (verse 9). <p>No: accept answers such as</p> <ul style="list-style-type: none"> He says that no one knows what he's good at: “none of them will ever know/ the colour of my dreams” (verse 10). He says that no one understands him: “teachers stand and watch me/but don't know what to say” (verse 9). 	2d 2 marks	<p><i>Question focus: explain inferences and justify them.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim the poem while considering the poet's message. Scan the text to find relevant quotations. <p>Award 1 mark for an acceptable ‘message’ and another for a supporting quotation.</p>
9. Tick the statement which is the best summary of the poem. <input type="checkbox"/> Being good at reading isn't important. <input type="checkbox"/> It's fun to hide secrets from teachers. <input type="checkbox"/> Being “dyslectic” means you are good at playing with plasticine. <input type="checkbox"/> Just because you find reading hard, it doesn't mean you can't do anything else.	Just because you find reading hard, it doesn't mean you can't do anything else.	2c 1 mark	<p><i>Question focus: summarise main ideas.</i></p> <p>Strategies:</p> <ul style="list-style-type: none"> Carefully read the question, marking key words. Skim the poems whilst considering the question. Reread the options in the question and decide which one is the best fit.