

What to expect

1. How big can white rhinos grow? (2b)

Children working at the expected standard should be able to state that they can grow to 4 metres long. Children working at greater depth within the expected standard may give more details and add that they are the size of a small car.

2. How does the author help you find information about an animal record breaker quickly? (2b)

Most children should identify that the heading helps. Children working at greater depth within the expected standard may give more detail and refer to the emboldening of the heading and the use of the text box to gather the information together.

3. Find and copy *one* word from the text that tells us rhinos eat grass. (2a)

Most children should be able to answer this question. However, some children may forget to look in the text and may rely on their own knowledge and write the word 'herbivore'. This can be used as a teaching point to remind the children to use the text provided to find the answer.

4. When might lions hunt larger prey? (2b)

Children working towards the expected standard will give a simple statement, e.g. "*when they hunt in a group*". Children working at the expected standard may expand this to explain why this allows lions to hunt larger prey.

5. What might happen to a lion that attacks a rhino? (2b)

Children working at the expected standard will quote from the text, whereas children working at greater depth within the expected standard may give a more general response with some details, e.g. "*the lion could be seriously injured if the rhino steps on it*".

6. Why doesn't the rhino need larger eyes? (2b)

Most children should be able to explain that rhinos rely on their sense of smell, as described in the text.

7. What was unusual about the *Sauroposeidon*? Tick the best answer (2b)

Children working at the expected standard should be able to answer this question correctly.

8. Summarise the key information in *Is Big Best?* in as few sentences as possible. (2c)

Children working towards the expected standard may have difficulty identifying key ideas. They are most likely to note that larger animals are safer from predators. They are likely to include irrelevant detail and omit key ideas. Children working at the expected standard will show more ability in identifying key ideas, and should refer to at least two of those listed in the answers at the back of the book. Children working at greater depth within the expected standard will be able to summarise the text clearly and concisely.