

Teaching text: Sophie's Snail

Cracking the questions

Question	Answer	CD/Mark	Useful strategies
1. "I can!" said Matthew and Mark with one voice" (paragraph 2). What do you think the words "with one voice" mean? Tick one. ☐ They both thought it, but only one said it. ☐ Their voices sounded a bit the same. ☐ Matthew spoke and Mark agreed with him. ☐ They said the same thing at the same time.	They said the same thing at the same time.	1a 1 mark	<i>Question focus: draw on vocabulary to understand text.</i> Remind the children to read the question slowly and carefully. - With multiple-choice questions, tell the children to read all of the possible answers slowly and carefully, and try to remember all the options. - Now they should scan the text for the words "with one voice" and read the text around it. - Tell them to reread the options and decide which is best.
2. Give two ways in which Matthew and Mark are alike.	Any two of: - they're twins - they look alike - they say the same things at the same time - they're the same age - they are brothers - they both have a sister - they speak at the same time.	1b 2 marks	<i>Question focus: identify information.</i> Tell the children to read the question slowly and carefully. - Where in the text do they think they will find this information? - None of the words in this question are in the text, so they will need to think about the meaning of the words in the question and match it to their understanding of the words in the text. - Tell them that even in questions like this, it is a good idea to write words from the text if they think they can. Award 1 mark for each reason given to a total of 2 marks.
3. "As well as looking exactly alike, the twins nearly always said exactly the same thing at exactly the same time" (paragraph 2). Why do you think the author uses "exactly" so much to describe the twins?	He wants to emphasise just how alike they are.	1a 1 mark	<i>Question focus: draw on vocabulary to understand text.</i> Tell the children to: - read the question slowly and carefully - notice that this is a "why do you think?" question. That means that the answer won't be in the text. You will need to read the text and see what you think - decide where to start reading to look for the answer - think about what they need to know that will help them to answer the question - find that information in the text - write what they think is the reason.

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4. "That's silly," said Sophie seriously" (paragraph 5). What does this tell you about Sophie?	• That she's serious. • That she doesn't always say what her brothers say. • She's not afraid to say her brothers say silly things. • She thinks her brothers are silly.	1d 1 mark	<i>Question focus: make inferences.</i> Tell the children to: • read the question slowly and carefully • decide where to start reading to look for the answer • think about what they need to know that will help them to answer the question • find that information in the text and in the question itself • write their answer.
5. Dad asked the children to tell him which animal has only one foot. What is the answer to his question?	A snail	1b 1 mark	<i>Question focus: identify information.</i> Tell the children to: • read the question slowly and carefully • decide where to start reading to look for the answer • think about what they need to know that will help them to answer the question • find that information in the text • write their answer.
6. What do you think Sophie will do next time she sees a snail?	Accept an answer that builds on what we already know about the character of Sophie. For example: Pick it up and look at the foot.	1e 1 mark	<i>Question focus: predict what might happen.</i> Tell the children to read the question slowly and carefully. This question asks you to use what you know about Sophie and think about what might happen next. Children should: • decide where to start reading to look for the answer • think about what they need to know that will help them to answer the question • search for clues in the text • write their answer.