

Year 6 SATs



Reading Revision & Practice Booklet: Cassie the Commentator



Name: _____



Who is Cassie the Commentator?



Cassie the Commentator is the clever canine who helps with reading content domains **2f** and **2h**:

Identify/explain how information/narrative content is related and contributes to meaning as a whole.

Make comparisons within the text.

This means that he is there to help you to work out the **meaning** of words you don't know.

This means that she is there to help you to do two things: she explains how certain parts of a text build or change an overall message or meaning and she says how characters or events within the story are similar to or different from each other. Cassie might even explore how a single character changes over the course of a story.

What sort of questions might Cassie the Commentator ask?

Cassie the Commentator will always ask questions which relate to the overall message of a text and about comparing characters and events in the text. She has been known to ask:

- **compare** one character to another – how are they different or similar?
- how are the settings within the story **similar or different**?
- **who** has the author written this text for? **Why**?
- how has this character changed during the text?
- **compare** how the characters react to this situation. Who deals with it best?
- what is the **most thought-provoking moment** of the story?





Katherine Johnson – Super Computer!

The Computers

Katherine Johnson was a Black mathematician whose calculations during her work for NASA were vital to the success of manned space flights. The work she and her colleagues did was so skilled that they became known as the 'computers'.

Origins

Katherine Johnson was born in West Virginia, USA, on 26th August 1918. From an early age, she showed great aptitude for maths. However, in her home state, Black children received an education only up until the eighth grade (the American equivalent of year 9). As all qualifications necessary to enter Higher Education were achieved after this grade, Katherine's parents relocated to an area where she could continue her education.

Summa Cum Laude

Katherine graduated from high school at the age of 14 (in comparison, the average age was 17). Immediately after graduation, she enrolled at West Virginia State university. There, Katherine further demonstrated her abilities to such an extent that one of her professors commenced new maths courses exclusively for her. At aged 18, Katherine graduated summa cum laude, which is Latin for 'with highest honour'. This meant that she was in the top 1% of all students.

Let's have a go at answering a Cassie the Commentator question, step by step:

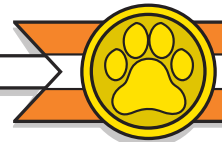
- 1 Find and underline the organisational features.
- 2 Think about the purpose of each organisational feature and the affect it has on the text.
- 3 Check the number of answers you need to give and clearly mark the answer in the way you are asked to.

Now, using these top tips, have a go at answering some on your own.

1

How has the author organised the text?
Why have they done this?





How does the title encourage you to read on?

2

Who do you think the author has written this text for? Explain your answer.

3

How could the information in this text be set out in a different way or be improved?

4

Draw lines to match each section to its content.

Section

Content

The Computers

Details Katherine's educational achievements

Origins

Details Katherine's early life

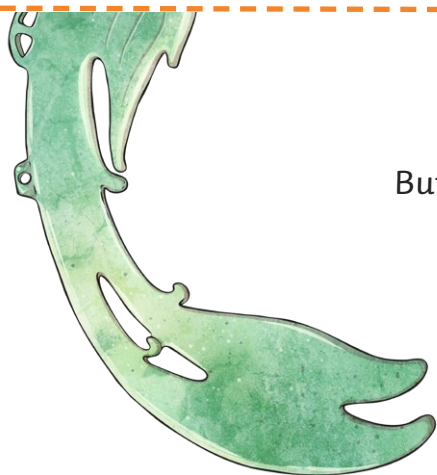
Summa Cum Laude

Introduces Katherine Johnson

5



Phoenix



Despairing, all seems lost.
Hopelessness, the pang of grief.
But then a green shoot of hope appears
Where once there was bare soil.

What is that feeling?
The quickening of a heart
That feels a sense of peace.
All shall be well.

Like the phoenix
Rising from the ashes,
Where once there was desolation
Now, flashes of colour.

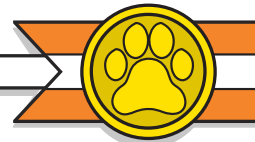


Look at the title of this poem. What might you expect it to be about?

1

Compare the rise of the phoenix in the poem to an event you have experienced.

2



(a) **Find** and **copy two** words where the speaker's mood changes.

(b) How does the speaker's mood change?

3

What is the theme of this poem? Does it have a message?

4

How does the speaker remind you of a character from another story, another poem or of a person that you know?

5



Identical?

The question had always exasperated their mum and now it was Cleo and Josie's turn. 'Are you identical?' Looking at her tall, red-haired twin and thinking about her own curly dark locks, Cleo wondered if people understood the definition of the word identical.

"Yes, of course, we're identical. Look how Cleo only comes up to my shoulder. Oh, her dark brown eyes are totally the same as my pale green ones," Josie had sarcastically retorted to the last person who had asked her.

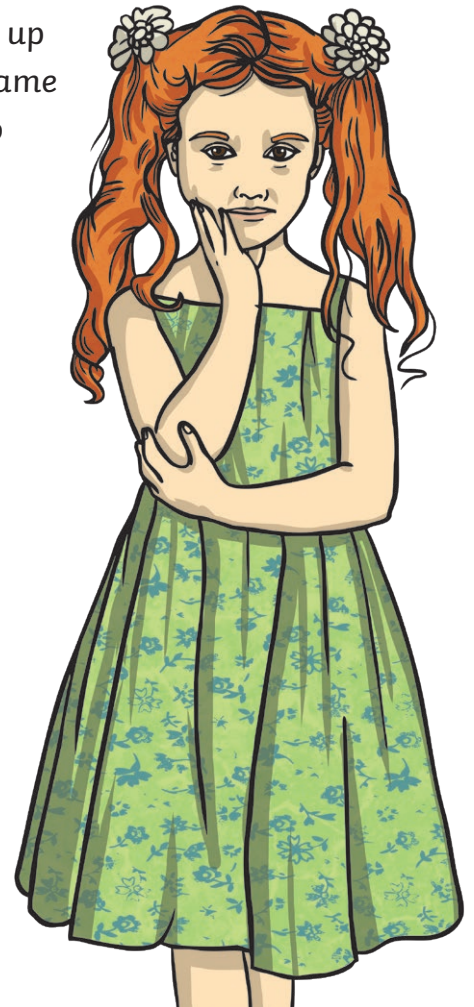
"Josie!" Cleo admonished her sister.

"Sorry," she muttered apologetically to their questioner, her face as red as a beetroot. She pulled Josie away.

"You shouldn't be embarrassed," declared Josie as she looked at her twin's blush-red cheeks. "They should be mortified for asking such a stupid question. Identical means..."

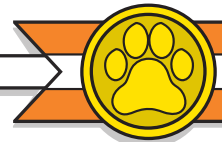
"I know what it means," Cleo stated in her quietly firm manner, "I just don't see why you have to be so aggressive about it!"

Cleo made her way back to their shared bedroom. Trying to avoid the piles of dirty clothes, empty crisps packets and used damp towels on Josie's side of the room, she flopped down on her own neatly-made bed.



...Josie had sarcastically retorted...

Explain why the author has used the words 'sarcastically retorted'.



Draw lines to match each part of the story with the correct quotation from the text.

setting

She pulled Josie away.

past events

piles of dirty clothes, empty crisps packets and used damp towels

action

The question had always exasperated their mum

2

Compare how Josie and Cleo react to the question. Who deals best with the situation?

3

Are Josie and Cleo like siblings in any other stories you have read?

4

Why might someone choose to read this story?

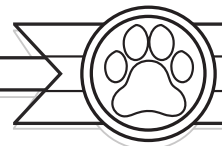
5



Extended Response Challenge



Using evidence from the text to support your answer, describe **two** ways in which the author shows similarities and differences between the twins.



Answers

Katherine Johnson – Super Computer!

1. How has the author organised the text? Why have they done this?

The author has used subheadings to organise the text to make the information easier to access.

or

The author has written events in chronological order so it is easy to understand the progress of Katherine Johnson's life.

2. How does the title encourage you to read on?

Pupils' own responses such as: It is interesting that someone has been called a computer and it makes the reader curious to find out way.

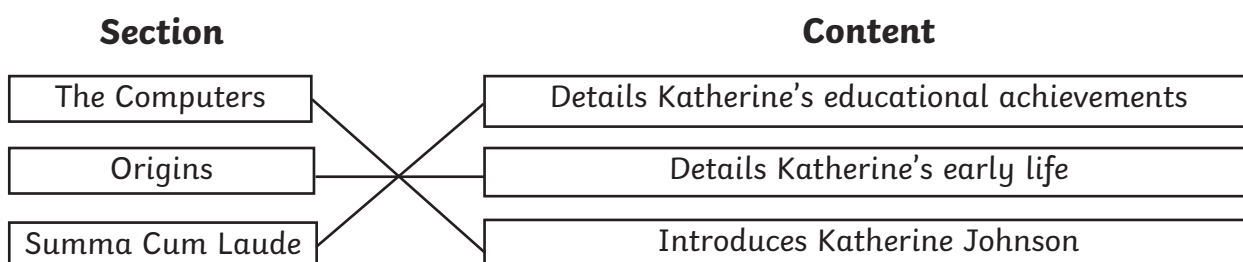
3. Who do you think the author has written this text for? Explain your answer.

Pupils' own responses such as: The author has written this text for people who are interested in the history of space exploration because Katherine Johnson is an important figure in NASA.

4. How could the information in this text set out in a different way or be improved?

Pupils' own responses such as: The information could be set out in a timeline.

5. Draw lines to match each section to its content.



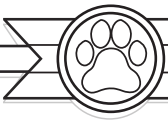
Phoenix

1. Look at the title of this poem. What might you expect it to be about?

Pupils' own answers such as: The poem could be about a mythical bird called the Phoenix.

2. Compare the rise of the phoenix in the poem to an event you have experienced.

Pupils' own responses, such as: The poem says that the phoenix rises with 'flashes of colour' and I have seen that happen on Bonfire Night when the fireworks rise into the sky.



3. a) **Find** and **copy two** words where the speaker's mood changes.

hope

appears

b) How does the speaker's mood change?

The speaker at first, feels despair and hopelessness but then starts to feel peace.

4. What is the theme of this poem? Does it have a message?

Pupils' own responses such as: The theme of the poem is that negative feelings can be overcome. The message is that hard times will not last forever.

5. How does the speaker remind you of a character from another story, another poem or of a person that you know?

Pupils' own responses referring to any character who has faced hard times but who has not given up hope.

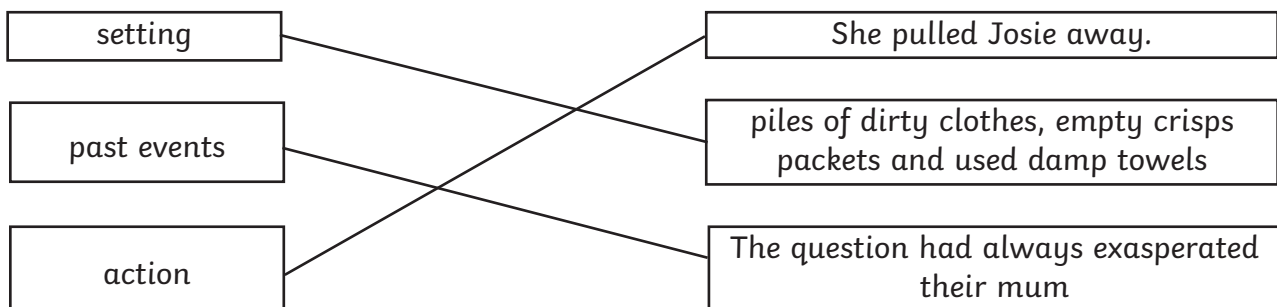
Identical?

1. **...Josie had sarcastically retorted...**

Explain why the author has used the words 'sarcastically retorted'

The author has used the words 'sarcastically retorted' to show that Josie gets annoyed with people and she is not afraid to show it.

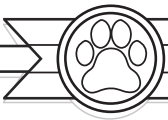
2. Draw lines to match each part of the story with the correct quotation from the text.



3. Compare how Josie and Cleo react to the question. Who deals best with the situation?
Josie gets angry with the person; Cleo apologises for Josie being rude. Josie is wrong for being rude, but Cleo should be more confident explaining that they are not identical.

4. Are Josie and Cleo like siblings in any other stories you have read?

Pupils' own answers referring to any siblings from stories who are very different from each other.



5. Why might someone choose to read this story?

Pupils' own responses such as: someone might choose to read this story because they enjoy reading about families; someone might choose to read this story because they are a twin.

Extended Response Challenge

Acceptable points:

AP1. Similarity - They are both exasperated by being asked if they are identical.

AP2. Difference – Josie is taller than Cleo.

AP3. Difference – Josie has green eyes and red hair whereas Cleo has dark curly hair and brown eyes.

AP4. Difference – Josie challenges anyone who asks if they are identical whereas Cleo gets embarrassed and apologises for Josie.

AP5. Difference – Josie's side of the bedroom is messy whereas Cleo's bed is neatly made. This suggests that Josie is an untidy person whereas Cleo is a neat person.

Award 3 marks for two acceptable points, at least one with evidence, e.g.

- The author says it was both girls' turn to be 'exasperated' by being asked if they are identical. The author describes how different the girls look. [AP1 + evidence and AP3]
- Josie says Cleo only comes up to her 'shoulder' so the author shows that the girls are different heights. The girls react differently to being asked whether they are identical. [AP2 + evidence and AP4]

Award 2 marks for either two acceptable points, or one acceptable point with evidence, e.g.

- The girls react differently to being asked if they are identical; Josie 'sarcastically retorted' [AP4 + evidence]
- Cleo keeps her bed neat, Josie's side of the bedroom is messy. Cleo is shorter than Josie. [AP2 and AP5]