



pinpoint **ENGLISH**

comprehension

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How does it work?

Pinpoint English Comprehension provides targeted practice of a wide range of comprehension strategies, including higher-order skills. The series has been carefully written to ensure children encounter varied question types to mirror the demands of the Key Stage 2 National Curriculum tests. Each unit follows a familiar, scaffolded structure so that all children can feel comfortable working independently.

The units use a variety of text types including poetry, classic and contemporary fiction, and stimulating non-fiction. Each unit features one text with comprehension questions organised into three levels:

1 Towards

These questions are a necessary step towards age-related expectations. **Towards** is largely comprised of selected response or short constructed response questions to develop retrieval skills and encourage careful reading. However, to ensure children experience a variety of question types, **Towards** also includes vocabulary questions, simple inference questions and occasional extended response questions.



2 Securing



These questions are pitched at age-related expectations. **Securing** includes a wide range of comprehension question types in the form of selected response and short and extended constructed response questions to help in the development of comprehension strategies, including higher-order skills.

3 Deeper



These questions challenge children to tackle complex questions requiring a broad range of comprehension strategies, especially those higher-order skills such as inference. Short constructed response and complex selected response questions are also included to ensure children experience a variety of question types at greater depth. At this stage, children are more frequently required to explain their thinking, with evidence.

The resources are **designed to be used flexibly**. Select *Towards*, *Securing* or *Deeper*, as appropriate depending on the level your children are working at. Each of the three sets of questions is unique; there is no repetition between *Towards*, *Securing* and *Deeper*, so children can complete one, two or even all three sets of questions in each unit.

Pinpoint English Comprehension and the National Curriculum

The content and cognitive domains

All questions have been written to support the Key Stage 2 content and cognitive domains which set out the comprehension elements of the National Curriculum and are the basis of National Curriculum test questions. The table below shows the content domains.

Content domain references (from Key Stage 2 English reading test framework)
2a give / explain the meaning of words in context
2b retrieve and record information / identify key details from fiction and non-fiction
2c summarise main ideas from more than one paragraph
2d make inferences from the text / explain and justify inferences with evidence from the text
2e predict what might happen from details stated and implied
2f identify / explain how information / content is related & contributes to meaning as a whole
2g identify / explain how meaning is enhanced through choice of words and phrases
2h make comparisons within the text

You can find the content domain references in the answer mark scheme on pages I05 to I44.

Comprehension strategies

Questions have also been written to cover the following comprehension strategies, based on the *Reading – Comprehension* section of the National Curriculum English Programme of Study (Years 5 and 6):

- Retrieving and recording information
- Recall
- Making inferences
- Clarifying
- Summarising
- Visualising
- Making connections
- Evaluating
- Making comparisons within the text
- Giving meaning of words in context
- Identifying / explaining how meaning is enhanced
- Empathising

You can find information about question-by-question coverage of comprehension strategies in the answer mark scheme on pages I05 to I44.

Pinpoint English Comprehension can help teachers to deliver:

- **Scottish Curriculum for Excellence:** literacy and English experiences and outcomes for Reading at Second Level
- **Programme of Study for English in Wales at Key Stage 2:** Comprehension aspect of the Reading Strand
- **Northern Ireland Curriculum:** Statutory Requirements for Literacy and Language at Key Stage 2 (Reading)

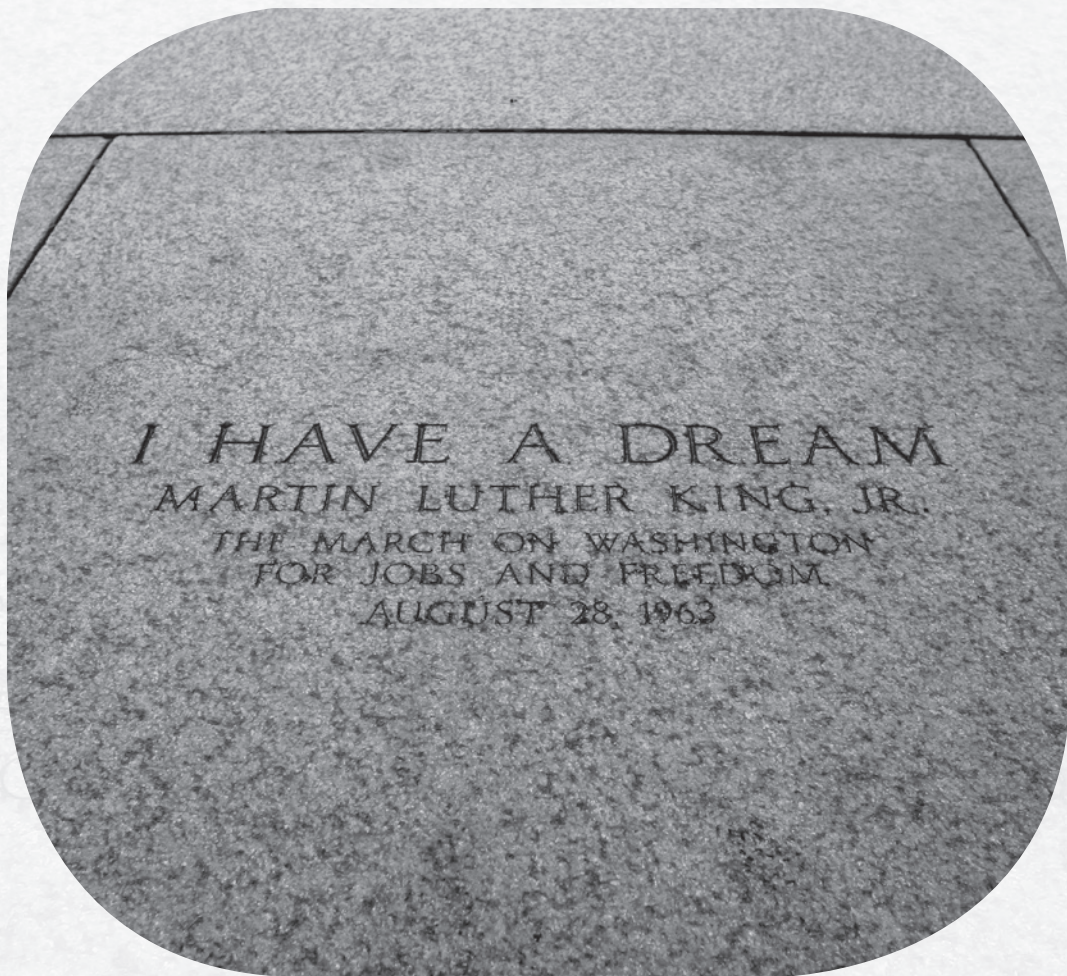
Answer mark scheme

There are detailed answers on pages I05–I44 which reflect the National Curriculum reading test mark scheme. For each question, you will find acceptable answers together with details about the content domain, comprehension strategies and mark allocation. In addition, the mark scheme provides helpful notes and guidance about commonly made mistakes.

Dr Martin Luther King Jr

The dreamer

When Martin Luther King Jr was just a child, he told his mother he was going to turn the world upside down. This dream definitely came true. King had many more dreams, but there was one that stood out from the rest. He dreamed of a nation where people would not be judged by the colour of their skin.



King grew up in America in the 1930s and 1940s. This was a very difficult time in America because in parts of the country there were laws in place that kept races separate from one another. This is called segregation. Black people and white people could not go to the same restaurants or drink from the same water fountains. Black people were treated very unfairly during this time. It was expected that a black person would give up their seat on a bus if a white person got on. Black people had the worst jobs and a poor standard of education. It was also very difficult for black people to vote.

Did you know?

In 1955, a black lady called Rosa Parks refused to give up her seat on a bus for a white man. The bus driver called the police and Rosa was arrested.

Project C

Birmingham, Alabama, in America was a segregated city. King went there with a plan. He would protest in large shops that wanted black people to buy clothes, but where black people were not allowed to use the toilets or eat lunch in the cafés.

King wore old clothes because he wanted to show he would rather wear old clothes than buy nice clothes from these shops. He called the plan Project C; the C stood for *Confrontation*. He hoped to get the shop owners to react negatively to his peaceful protest so it would appear on the news and bring attention to how black people were being treated.

King ended up being arrested at the protest. That got the media's attention!

A letter from prison

King's time in prison was hard. At first, he was placed all alone in a narrow cell that did not have a mattress. To make things worse, eight white ministers in the town wrote a statement for the local paper urging black people to stop protesting.

King responded to the statement, saying the only way to bring about change was to bring attention to how unfairly black people were being treated, and that protesting was the way to achieve this.

Fact!

In 1960, sit-ins took place where black students went and sat in white restaurants until they were attacked and thrown out.

More than 1,000 children and young adults joined together at a church and held a peaceful meeting. Unfortunately, the police brought in dogs to attack them and fire hoses to spray them with water. The media recorded what happened and everyone watched the terrible events on television. King had got the nation's attention focused on the problem.

Civil Rights Act

After a long struggle, segregation was finally abolished with the introduction of the 1964 Civil Rights Act. The introduction of this act meant black children and white children could go to the same schools, play in the same parks and eat in the same restaurants. It meant that people could not be discriminated against because of their race, colour, religion or origin. There was still a long way to go but this was an important milestone for change in America.

Fact!

Dr Martin Luther King Jr was shot and killed in 1968. James Earl Ray was charged with his murder.



Name _____

Class _____

- 1 What was Martin Luther King's most significant dream? [1]

Reread the whole of the first paragraph carefully.



- 2 Match the years to the events described in the text. The first one has been done for you. [1]

Year	Event
1930s and 1940s	The Civil Rights Act was passed.
1955	King was murdered.
1960	Rosa Parks was arrested for not giving up her seat.
1964	King grew up in America.
1968	Black students held sit-ins in restaurants.

- 3 In what ways was Martin Luther King's time in prison hard? Tick **two** boxes. [2]

He did not have a mattress.

☐

He was not allowed to use the water fountain.

☐

His cell was narrow.

☐

It was difficult for him to vote.

☐

Reread the section *A letter from prison* carefully.





Name _____

Class _____

1 Why is the information about Rosa Parks included in this text about Martin Luther King? Tick **one** box. [1]

She was related to King.

☐

She was arrested.

☐

She also didn't settle for unfair treatment.

☐

2 Why did King disagree with the newspaper statement by the eight white ministers? [1]

3 In the concluding paragraph, **find** and **copy one** word that means a *point in progress*. [1]

4 'That got the media's attention!' Why did King try so hard to get the attention of the media? Answer as fully as you can. [2]

Scan the whole text for all mentions of news, media and attention.





Name _____

Class _____

1 In the concluding paragraph, which phrase means the same as *denied equal treatment*? [1]

2 Give **two** examples of peaceful protest from the text and explain why peaceful protest was important. [3]

3 ‘*There was still a long way to go ...*’

What does this tell you about the changes brought about by the Civil Rights Act? [2]

4 ‘*After a long struggle, segregation was finally abolished ...*’

What does this suggest about King’s character?
Use evidence from the text. [3]

Look back at all the things with which King struggled.



Moving Day

Dylan stared in disbelief at all the boxes filling the living room. Moving day had finally arrived and he was dreading it. He had spent weeks trying to persuade his mum that they were happy where they were and moving was a terrible idea. But she had made up her mind.

“I wish Dad was around. He wouldn’t make me move away from my friends,” thought Dylan.

The removal men arrived and started loading the boxes on to the van. Dylan watched as his life was packaged away. How was he supposed to start again somewhere new? A new house. New friends. A new school. Everything would change. Everything would be different.

“Come on, Dylan. Everything is loaded, we need to go,” Mum shouted.

Dylan looked longingly at the empty shell that was once his home. He had made so many happy memories there. He wasn’t sure he was ready to forget them.

The car pulled up outside their new house. Dylan thought it looked a bit small and pokey. And everyone on the street looked old. There weren’t any children his age playing out. He had decided he would hate it before he even stepped through the front door.

The boxes were unloaded and Mum started to unpack.

Dylan trudged up the stairs to his new bedroom. When he reached the landing, the floorboards creaked beneath his feet.

As he sat down on the dingy carpet in his new room, Dylan heard footsteps bounding up the stairs.

“Up you get then,” cried Mum. She was armed with two paintbrushes and a huge tin of bright green paint.

Together Mum and Dylan painted his new bedroom his favourite colour.

Moving Day

When the hard work was done, Mum brought up a box from the living room and sliced open the parcel tape to reveal the contents. It was filled with photos.

“Look at this one,” said Mum. “You were only two there – your dad used to swing you round like that and you would giggle so much you couldn’t stop.”

“And this one is of you and me when you were just a baby. Look how tiny you were.”

They sat that way for hours – looking at old photos, eating custard creams and drinking hot chocolate.

The next day, Dylan felt ready for his new beginning. Looking through photos with Mum had made him realise that he wasn’t going to forget his old memories just because he made new ones.

“You all ready for your first day at school?” Mum asked, straightening his tie.

Dylan nodded – he felt nervous ... but ready.





Name _____

Class _____

1 Number these events 1–6 in the order that they happen in the story. The first one has been done for you. [1]

Dylan and Mum
look at photos.

☐

Dylan and Mum
paint his room.

☐

Dylan gets ready
for school.

☐

Dylan looks at his old,
empty house.

☐

Dylan sits on the
carpet.

☐

Dylan watches as boxes
are packed on to the van.

☐

2 Mark these statements as true or false, using evidence from the text. The first one has been done for you. [2]

Make sure you
look carefully at
the whole text.

	True	False
Dylan wants to move.		✓
Dylan wishes his dad was around.		
Dylan likes the colour green.		
Dylan likes playing with friends his age.		



3 'Mum brought up a box from the living room and sliced open the parcel tape ...'

Circle the word that is closest in meaning to *sliced*. [1]

pulled

ripped

yanked

cut



Name _____

Class _____

1 'Moving day had finally arrived ...'

Find and **copy** a **group of words** that tell you Dylan had been *complaining* about moving for quite a long time before this day. [1]

Read the beginning carefully and think about *when* things happened.

**2** How do you know Dylan's dad **isn't** moving with them? Use evidence from the text. [1]

3 'The car pulled up outside their new house.'

What **three** things does Dylan immediately notice about his new home that he doesn't like? [3]

1. _____

2. _____

3. _____

4 'As he sat down on the dingy carpet in his new room ...'

Which of these is closest in meaning to *dingy* as it is used here? Circle **one**. [1]

yellowy-brown old and dirty highly patterned cute and sweet



Name _____

Class _____

1 “Up you get then, ...”

What **three** things does Mum do with Dylan to help him cheer up? [3]

1. _____

2. _____

3. _____

2 Which **two** words suggest the different ways in which Dylan and his mum go up the stairs of the new home? Explain what each word tells us about the character.

Reread the middle of the text and try to picture Dylan and Mum going up the stairs.



3 Below is a list of feelings Dylan experiences through this extract. Number them 1–4 to show the order in which he experiences them. The first one has been done for you. [1]

dislike

nerves

dread

happiness

4 Dylan spent time looking through photographs. Explain how this helped him with the move. Use evidence to support your answer. [3]

Answers: Dr Martin Luther King Jr

LEVEL: Towards	
<p>P What was Martin Luther King's most significant dream? [1]</p> <p>Answer: He dreamed of a nation where people would not be judged by the colour of their skin. <i>Do not accept: turn the world upside down, without reference to the above.</i></p>	
Content domain reference	2b
Comprehension strategies	Retrieving and recording information; Recall
<p>P Match the years to the events described in the text. [1]</p> <p>Answer: 1930s and 1940s – King grew up in America 1955 – Rosa Parks was arrested for not giving up her seat 1960 – Black students held sit-ins in restaurants 1964 – The Civil Rights Act was passed 1968 – King was murdered</p>	
Content domain reference	2b
Comprehension strategies	Retrieving and recording information; Recall
<p>P In what ways was Martin Luther King's time in prison hard? Tick two boxes. [2]</p> <p>Answer: Award one mark for each correct answer: He did not have a mattress.; His cell was narrow.</p>	
Content domain reference	2d
Comprehension strategies	Making inferences; Making connections
LEVEL: Securing	
<p>P Why is the information about Rosa Parks included in this text about Martin Luther King? Tick one box. [1]</p> <p>Answer: She also didn't settle for unfair treatment.</p>	
Content domain reference	2f
Comprehension strategies	Making connections; Making inferences
<p>P Why did King disagree with the newspaper statement by the eight white ministers? [1]</p> <p>Answer: He thought that protesting was the only way to bring attention to how unfairly black people were being treated.</p>	
Content domain reference	2b
Comprehension strategies	Retrieving and recording information; Making connections
<p>P In the concluding paragraph, find and copy one word that means <i>a point in progress</i>. [1]</p> <p>Answer</p>	
Content domain reference	2a
Comprehension strategies	Giving meaning of words in context

🔊 Why did King try so hard to get the attention of the media? Answer as fully as you can. [2]

Answer: He wanted to bring about change:

so people would notice how black people were treated.;

so no-one could ignore how black people were treated.;

for more people to see for themselves the unfair treatment.

Award one mark for reference to a desire for change.

Award two marks for reference to increased awareness that would lead to change.

Content domain reference 2d

Comprehension strategies Making inferences; Making connections

LEVEL: Deeper

🔊 In the concluding paragraph, which phrase means the same as *denied equal treatment*? [1]

Answer: discriminated against

Content domain reference 2a

Comprehension strategies Giving meaning of words in context; Retrieving and recording information

🔊 Give **two** examples of peaceful protest from the text and explain why peaceful protest was important. [3]

Answer: *Award one mark for each correct example, up to two marks:*

Project C; wearing old clothes to the large shops; 1,000 people meeting in church; Rosa Parks's refusal to give up her seat; student sit-ins in white-only restaurants

Award one mark for an acceptable explanation:

They are bringing attention to bad behaviour so do not want to behave badly themselves.; They do not want to be seen as violent or dangerous or criminals.

Accept any reasonable answer.

Content domain reference 2d

Comprehension strategies Retrieving and recording information; Making inferences; Clarifying

🔊 'There was still a long way to go ...'

What does this tell you about the changes brought about by the Civil Rights Act? [2]

Answer: *Award one mark for:* reference to the fact that *not* everything was better/there was still much to improve.

Award two marks for: reference to the fact that the Civil Rights Act meant that people could no longer be discriminated against but it didn't make everything better.

Content domain reference 2a

Comprehension strategies Giving meaning of words in context; Clarifying

🔊 'After a long struggle, segregation was finally abolished ...'

What does this suggest about King's character? Use evidence from the text to support your answer. [3]

Answer: *Acceptable answers:* He was determined.; He had a dream and he stuck to it.

Evidence: He was arrested.; His time in prison was hard.

Accept any reasonable answer.

Award three marks for an acceptable answer and two pieces of evidence.

Award two marks for an answer and one piece of evidence.

Award one mark for an acceptable answer OR one piece of evidence.

Content domain reference 2c

Comprehension strategies Summarising; Making inferences

Answers: Moving Day

LEVEL: Towards	
<p>P Number these events 1–6 in the order that they happen in the story. [1]</p> <p>Answer: Dylan and Mum look at photos. (5); Dylan gets ready for school. (6); Dylan sits on the carpet. (3); Dylan and Mum paint his room. (4); Dylan looks at his old, empty house. (2); Dylan watches as boxes are packed on to the van. (1)</p>	
Content domain reference	2b
Comprehension strategies	Retrieving and recording information; Recall
<p>P Mark these statements as true or false, using evidence from the text. [2]</p> <p>Answer: False (given); True; True; True <i>Award one mark for two correct answers,; two marks for three correct answers.</i></p>	
Content domain reference	2d
Comprehension strategies	Making inferences, Clarifying
<p>P Circle the word that is closest in meaning to <i>sliced</i>. [1]</p> <p>Answer: cut</p>	
Content domain reference	2a
Comprehension strategies	Giving meaning of words in context
LEVEL: Securing	
<p>P Find and copy a group of words that tell you Dylan had been <i>complaining</i> about moving for quite a long time before this day. [1]</p> <p>Answer: (He had spent) weeks trying to persuade his mum.</p>	
Content domain reference	2d
Comprehension strategies	Making inferences; Giving meaning of words in context
<p>P How do you know Dylan's dad <i>isn't</i> moving with them? Use evidence from the text. [1]</p> <p>Answer: "I wish Dad was around, he wouldn't make me move away ..."</p>	
Content domain reference	2d
Comprehension strategies	Making inferences; Clarifying
<p>P What three things does Dylan immediately notice about his new home that he doesn't like? [3]</p> <p>Answer: <i>Award one mark for each correct answer, up to three marks:</i> small and pokey; could only see old people; no one his age/no children to play with</p>	
Content domain reference	2b
Comprehension strategies	Retrieving and recording information; Making inferences
<p>P '... he sat down on the dingy carpet in his new room ...' Which of these is closest in meaning to <i>dingy</i> as it is used here? Circle one. [1]</p> <p>Answer: old and dirty</p>	
Content domain reference	2a
Comprehension strategies	Giving meaning of words in context; Making inferences

Answers: Moving Day

LEVEL: Deeper	
<p>P What three things does Mum do with Dylan to help him cheer up? [3]</p> <p>Answer: Award one mark for each correct answer, up to three marks: paint the room green/his favourite colour; look at old photos; have hot chocolate and biscuits/custard creams</p>	
Content domain reference	2d
Comprehension strategies	Making inferences; Empathising
<p>P Which two words suggest the different ways in which Dylan and his mum go up the stairs of the new home? Explain what each word tells us about the character. [3]</p> <p>Answer: Two words: Dylan trudged and his mum bounded. <i>Explanations:</i> Trudged shows that Dylan was moody/weary/fed up/unhappy/didn't want to be there.; Bounded shows us that his mum was (trying to be) positive/full of energy/happy/ wanting Dylan to cheer up. Award one mark for the correct identification of the two words. Award two marks for the correct identification of the two words and an explanation for one of the words. Award three marks for the correct identification of the two words and an explanation for both of the words.</p>	
Content domain reference	2a
Comprehension strategies	Making inferences; Giving meaning of words in context; Identifying/explaining how meaning is enhanced by choice of words and phrases
<p>P Below is a list of feelings Dylan experiences through this extract. Number them 1–4 to show the order in which he experiences them. [1]</p> <p>Answer: dislike (2); dread (1); nerves (4); happiness (3)</p>	
Content domain reference	2c
Comprehension strategies	Summarising; Making inferences; Empathising
<p>P Dylan spent time looking through photographs. Explain how this helped him with the move. Use evidence to support your answer. [3]</p> <p>Answer: <i>Acceptable points:</i> Dylan had been worried that moving would make him forget the memories he had of his old life and home, but looking at the photos showed that he still had his memories with him.; By looking at the photos, Dylan and his mum had shared happy memories together. <i>Evidence:</i> 'They sat that way for hours ... ready for his new beginning'.; "your dad used to swing you round like that"; Looking at the photos 'had made him realise' that just because he was going to make new memories, these would not replace his old ones: 'He wasn't going to forget his new memories just because he made new ones'. Accept any reasonable answers. Award three marks for two acceptable points, at least one with evidence. Award two marks for either two acceptable points, or one acceptable point with evidence. Award one mark for one acceptable point.</p>	
Content domain reference	2d
Comprehension strategies	Making inferences; Empathising