

Year 6 SATs



Reading Revision & Practice Booklet: Inference Iggy



Name: _____



Who is Inference Iggy



Inference Iggy is the clever canine who helps with reading content domain 2d:

Make inferences from the text/explain and justify inferences with evidence from the text.

This means that he is there to help you to **pick up ideas from the text** that are **not always written** in the text itself.

He helps you to do this by getting you to read the text as if you are a detective. **You're not looking for what is there – you're looking for what is meant by it.**

What sort of questions might Inference Iggy ask?

Inference Iggy will always ask questions which require you to think about the implications of things you have read in the text. He has been known to ask:

- Why does the character do this?
- What does this action or description tell us about the character's feelings?
- Based on what you've been told, where must that object be?
- Why is the character described in this way?
- How do you know that this is true?
- What evidence is there to support this idea?
- Show three different ways that you can tell something is true.
- Tick whether this statement is a fact or an opinion.
- Explain two features of this person's character, using evidence from the text to support your answer.





The Holiday

“Everyone, please, just... hurry up!” Dad’s face had turned a strange, red colour whilst his fingers were tapping nervously on his watch. It was exactly ten minutes past the time we had been told that we absolutely, most definitely, had to depart for the airport. Dad couldn’t keep his twitching feet still. The house was clouded by a fog of panic.

No one knew the precise moment that things had gone awry. Perhaps, it had been the power cut that had silently prevented the alarm clock from going off. Maybe, it was the fact Mum and Dad had been searching for the passports until past midnight and were fast asleep before their heads hit the pillow. Possibly, it was the simple fact that our family had rotten luck when it came to holidays. We had never successfully made a taxi booking, restaurant reservation or hotel excursion without delay. Could it be that we were cursed?

Max loudly stated the obvious. “Mummmm, we’re late!” Mum chose not to respond; she was too busy wrestling with her suitcase. Jam-packed with swimming costumes, sun cream and three cans of baked beans, the suitcase bulged at the seams: Mum always said it was best to be well-prepared.

The chaos was interrupted by the sharp tooting of a taxi horn. “Quick, everyone! Grab a bag and go, go, go!” screeched Dad. With that, a sudden sense of urgent calm descended over our house. Within three minutes, we were in the taxi and on our way... blissfully unaware we had forgotten our tickets.

Let’s have a go at answering an Inference Iggy question, step by step:

- 1 Find the paragraph referenced in the question and re-read it carefully.
- 2 Think about the mood that the paragraph is trying to set. From the description it gives of Dad, how would you expect that he must be feeling?
- 3 Read the options given by the question. Do any make sense?
- 4 Check the number of answers you need to give and clearly mark the answer in the way you are asked to.

1

Look at the first paragraph, beginning: “**Everyone, please, just... hurry up!**”

This paragraph implies that Dad felt... Tick **one**.

- at ease
- impatient
- delighted
- furious



Now have a go at answering some questions on your own using the top tips.



Look at the paragraph beginning: **Max loudly stated the obvious.**

Why do you think that Mum chooses not to respond? Tick **one**.

- She didn't hear Max when he was speaking.
- She had fallen out with Max.
- She was busy trying to pack her case.
- She felt as though his comment didn't warrant an answer.

2

Look at the paragraph beginning: **"No one knew precisely...."**

Why does the narrator feel that their family is cursed?

3

Look at the final paragraph of the text.

Give **three** ways that a sense of urgency is conveyed in the text.

1. _____
2. _____
3. _____

4

Look at the text as a whole.

Explain **two** impressions the reader is given about the family, using evidence from the text to support your answer.

5



The History of Women's Football

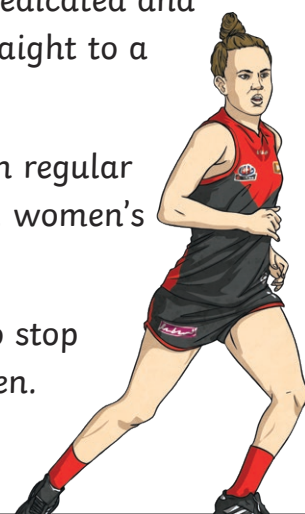
The First World War began for Britain in August 1914. Football seemed to be the nation's favourite sport yet the start of the war caused many matches to be cancelled. This was because over two million young men volunteered for the British Army and left Britain to fight in France. With an absence of men in society, women needed to replace them both at work and in sport. This saw the beginning of women's football.

Many women helped the war effort by working in munition factories: a gruelling and dangerous job with long hours and harsh conditions. On their breaks, many women played football to have fun and get some exercise. As the war continued, women's football became extremely popular. In 1914, women's football matches were played for charity; towards the end of the war, some matches made huge profits.

The Munitionettes Cup was established in August 1917 and won by the Blyth Spartans – a women's football team from Northumberland. The team was so dedicated and determined to win that their winger, Jennie Morgan, once came straight to a match from her wedding and scored twice!

Many famous women's football teams drew impressive crowds, with regular attendance of up to 53,000 spectators a common sight. As a result, women's football teams became well-known with recognisable players.

When the war ended in November 1918, women were encouraged to stop their factory and football careers to make way for the returning men. Despite this, crowds continued to attend the matches and women's football remains an increasingly popular sport today.



Look at the first paragraph of the text.

Put a tick in the correct box to show whether each of the following statements is a **fact** or an **opinion**.

	Fact	Opinion
The First World War began in August 1914.		
Football should have been everyone's favourite sport.		
It was disappointing that over two million young men left Britain for France.		
It was unfair that women were required to work in factories.		

1



What evidence is there of women's football being extremely popular?

Give **two** points.

1. _____

2. _____

2

When the war ended in November 1918, women were encouraged to stop their factory and football careers to make way for the returning men.

(a) Explain why this may have been seen as a good idea.

(b) Explain why this may have been seen as a bad idea.

3

Look at the final paragraph of the text.

Why do you think that crowds continued to attend women's football matches after the return of Britain's soldiers? Explain fully, referring to the text in your answer.

4



Elevation

She
stood high
in the sky, looking
down at me and promising delight;
her snowy peaks glistening diamonds.
Compared to the small green hills of home,
she was beyond majestic. An ancient goddess
sent from the heavens; so dramatic. To reach the top,
just a tantalising dream: the journey would be nothing but cruel.

Read the text as a whole.

What do you think this poem is about? Explain your inference fully, using evidence from the text to support your answer.

1

...looking down at me and promising delight...

What delight do you think the poet is being promised?

2



An ancient goddess sent from the heavens...

Why might the poet describe the elevation in this way?

3

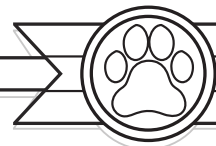
...her snowy peaks glistening diamonds.

What impression does this phrase give the reader about the weather?

Give **two** points.

1. _____
2. _____

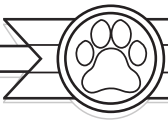
4



Answers

The Holiday

1. Look at the first paragraph, beginning: **“Everyone, please, just... hurry up!”** This paragraph implies that Dad felt... Tick **one**.
 at ease
 impatient
 delighted
 furious
2. Look at the paragraph beginning: **Max loudly stated the obvious.** Why do you think that Mum chooses not to respond? Tick **one**.
 She didn't hear Max when he was speaking.
 She had fallen out with Max.
 She was busy trying to pack her case.
 She felt as though his comment didn't warrant an answer.
3. Look at the paragraph beginning: **“No one knew precisely...”**
Why does the narrator feel that their family is cursed?
Accept any inference which pertains to the family's constant bad luck or lack of success with holidays and appointments, such as: The narrator feels as though their family is cursed because they had never successfully managed to go to any appointments on time.
4. Look at the final paragraph of the text.
Give **three** ways that a sense of urgency is conveyed in the text.
Accept reference any three of the following points:
 - the sharp tooting of a taxi horn implied the horn was sounded quickly;
 - the taxi driver sounded the horn to show his impatience due to their lack of speed;
 - Dad should, “Quick, everyone! Grab a bag and go, go, go!”
 - a sudden sense of urgency descended over the house;
 - they managed to get into the taxi within three minutes.



5. Look at the text as a whole.

Explain **two** impressions the reader is given about the family, using evidence from the text to support your answer.

Acceptable points:

AP1. That they move too slowly.

AP2. That they are prone to panicking.

AP3. That they have bad luck/are cursed.

AP4. That the children wind up their parents.

AP5. That they try to take too many things with them on holiday.

AP6. That they are forgetful/uncareful.

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

- **The reader is given the impression that the family move too slowly because Dad keeps telling them to hurry up. They are also given the impression that the family panic a lot. [AP1 + evidence and AP2]**

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

- **The reader is given the impression that the family are very forgetful and that they seem to have a lot of bad luck. [AP6 + AP3]**

Award 1 mark for one acceptable point, e.g.

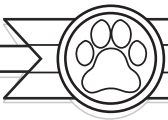
- **The reader is given the impression that the family try to take too many things with them on holiday. [AP5]**

The History of Women's Football

1. Look at the first paragraph of the text.

Put a tick in the correct box to show whether each of the following statements is a **fact** or an **opinion**.

	Fact	Opinion
The First World War began in August 1914.	✓	
Football should have been everyone's favourite sport.		✓
It was disappointing that over two million young men left Britain for France.		✓
It was unfair that women were required to work in factories.		✓



2. What evidence is there of women's football being extremely popular?

Give **two** points.

Accept reference to any two of the following points:

- **some women's football matches made huge profits;**
- **the Munitionettes Cup was established;**
- **many famous women's football teams drew impressive crowds;**
- **regular attendance of up to 53,000 spectators was a common sight;**
- **women's football became well-known with recognisable players;**
- **crowds continued to attend women's football matches even after men returned home from the war;**
- **it remains an increasingly popular sport today.**

3. **When the war ended in November 1918, women were encouraged to stop their factory and football careers to make way for the returning men.**

Explain why this may have been seen as a good idea.

Accept any inference which relates to the sentence 'with an absence of men in society, women needed to replace them both at work and in sport', such as: Women were only needed whilst the men were away so some people might think it was a good idea for them to make space for the returning men to take their jobs and football careers back.

Explain why this may have been seen as a bad idea.

Accept any inference which relates to the popularity and enjoyment of the sport, such as: The women who played for the Blyth Spartans were so dedicated and determined that it would be unfair to stop them from playing a sport they so fervently enjoyed and were good at.

4. Look at the final paragraph of the text.

Why do you think that crowds continued to attend women's football matches after the return of Britain's soldiers? Explain fully, referring to the text in your answer.

Acceptable points:

AP1. They were played for charity so it was for a good cause.

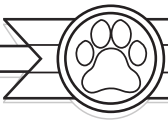
AP2. The matches made huge profits.

AP3. People wanted to be part of the impressive crowds.

AP4. People wanted to continue to watch the well-known teams/players they had come to love.

AP5. It was a habit the public enjoyed.

AP6. The women wanted to continue playing so people wanted to continue watching them.



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

- **People continued to attend because they wanted to carry on watching the teams they had recently been enjoying following. They may also have continued to attend because it was part of their habits. [AP4 + AP5]**

Award 1 mark for one acceptable point, e.g.

- **People continued to attend because women's football was becoming a profitable industry. [AP2]**

Elevation

1. Read the text as a whole.

What do you think this poem is about? Explain your inference fully, using evidence from the text to support your answer.

Accept any answer which makes a reasonable inference about what the poem could be about, providing that the logic used and evidence from the text clearly support the child's theory, such as: I think that the poem is about a mountain. I think this because it says that it stands high in the sky (like a mountain does) and it is bigger than the small green hills of the poet's home.

2. **...looking down at me and promising delight...**

What delight do you think the poet is being promised?

Accept any reasonable inference based on evidence provided from the poem, such as: I think the delight the poet is being promised is a beautiful view at the top because the poem says that the snowy peaks of the mountain look like glistening diamonds.

3. **An ancient goddess sent from the heavens...**

Why might the poet describe the elevation in this way?

Accept any inference based upon the enormity or age of the mountain, such as: I think the elevation is described as a goddess because it is so vast and towering that it almost reaches up to the heavens, which is a place that goddesses are said to come from.

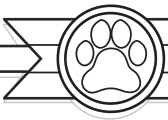
4. **...her snowy peaks glistening diamonds.**

What impression does this phrase give the reader about the weather?

Give **two** points.

Accept reference to any two of the following points:

- **it is cold;**
- **it has recently snowed and may still be doing so;**
- **it has warmed up recently and the snow is beginning to melt;**
- **it is sunny because the light is making the snow glisten.**



Extended Response Challenge

This poem is about a mountain. Read the poem carefully.

Using evidence from the text to support your answer, explain **two** impressions that the poet has of the mountain.

Acceptable points:

AP1. It is very tall.

AP2. It has human-like features or qualities.

AP3. It is cold at the top of the mountain.

AP4. It is larger than the hills the poet is used to.

AP5. It is very old.

AP6. It has an almost miraculous quality to it.

AP7. It is impossible to scale.

AP8. Conditions on the mountain are treacherous.

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

- **One impression the poet has about the mountain is that it has human-like qualities because the poet says that the mountain is looking down at them. Another impression they have is that it is very old. [AP2 + evidence and AP5]**

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

- **The poet seems to have the impression that the mountain is very cold at the top and that the conditions on the mountain are dangerous. [AP3 + AP8]**

Award 1 mark for one acceptable point, e.g.

- **The poet has the impression that the mountain is impossible to climb. [AP7]**