

Using our comprehension resources

Chapter by chapter resources

Everything we offer - online and offline - provides chapter by chapter resources so you can make the most of the whole text.

Chapter by chapter resources

Everything we offer - online and offline - uses the first two pages of each chapter to avoid confusion and make questions as accessible as possible.

Range of question types

Our comprehensions organise questions by type. This helps pupils get used to the types of question they will face in end of year and key stage assessments.

Answer length hints

Just like in SATS tests, pupils are helped to understand how long answers should be by the amount of space allowed for each answer.

Number of questions weighted

Based on coverage in end of key stage tests for each of the content domains, the number of questions of each type varies. We focus on vocabulary, inference and retrieval-the most common question types.

Range of question styles

Our team ensure our questions are framed in as many different ways as possible.

Clear answers

Every question comes with clear answers to support marking and to allow for sharing answers with pupils. Where there is more than one possible answer, a range are given.

Promoting efficient answers

All of our answers are intended to model how pupils can give short, clear answers. This promotes efficiency in assessments which leads to higher scores.

Accessible

We make our answers as accessible as possible. We believe in providing answers that can be used for shared marking with pupils, meaning they must be in language which is accessible to pupils.

Available on & offline

Our team ensure our questions are accessible both online *and* offline for ease of use.

Who Let The Gods Out? by Maz Evans
Reading comprehension
Chapter One - first two pages
Content domains are for staff reference only and not to be shared with pupils.

Q1 Elliot's hair is 'shaggy', what does this mean?

Q2 Find one word which describes how Elliot's morning was until he arrived at school.

Q3 The headmaster was a 'bag of nerves', explain this phrase.

Q4 How long did it take from Elliot leaving the house to arrive in the headmaster's office?

Q5 Did Elliot ask the head the question he wanted to?

Q6 What was the first theory mentioned about why the headmaster was nervous?

Q7 Sum up what you have learned about Elliot.

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Who Let The Gods Out? by Maz Evans
Book talk - reciprocal reading conversation guide
Chapter One - first two pages
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Vocabulary	Q1 Elliot's hair is 'shaggy', what does this mean? A: It is long and messy.
	Q2 Find one word which describes how Elliot's morning was until he arrived at school. A: Routine or normal.
	Q3 The headmaster was a 'bag of nerves', explain this phrase. A: He was nervous and jumpy all the time.
Retrieval	Q4 How long did it take from Elliot leaving the house to arrive in the headmaster's office? A: 35 minutes
	Q5 Did Elliot ask the head the question he wanted to? A: No
	Q6 What was the first theory mentioned about why the headmaster was nervous? A: That his wife had left him.
Summary	Q7 Sum up what you have learned about Elliot. A: He has a routine for the mornings, is often in trouble with the headmaster and has shaggy blonde hair.
Inference	Q8 What was unusual about how the head asked Elliot to refer to him? A: He asked him to call him by his first name, you wouldn't expect a head teacher to do that.
	Q9 Did Elliot trust the headmaster enough to tell him about his home life? A: No, he avoided speaking about it.
	Inference with evidence: Q10 Name two things that suggest Elliot spent a lot of time in the headmaster's office. A: The headmaster spoke to him as if he knew him and asked about his life at home, both of these things suggest he spoke to Elliot regularly.

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