

Reading



- **1 hour** in total

1 hour to complete the full test

3 texts and a series of questions.

Full test is worth a possible 50 marks.

NOTE: It is **NOT** a memory test; the children can refer to the Reading booklet at anytime. Children are told which pages to refer to when answering the questions.

- **STAMINA AND RESILIENCE IS KEY TO THIS TEST AS THERE IS LOTS TO DO**

The Reading booklet covers a range of writing styles, both fiction and non-fiction.

These could include:

- **narrative e.g. a story**
- **information texts**
- **opinion e.g. an argument or discussion**
- **poetry**
- **instructions**
- **letter**
- **interviews**

The number of marks for each question range from 1 mark up to 3 marks.

- **short answers** – a word or phrase
- **several line answers** – longer answers which can be written as sentences
- **longer answers** – a large box where a more detailed answer is needed, possibly to explain opinion
- **other answers** – tick boxes, draw lines to or ring the correct answers

What will my child be assessed on?

1. Understand, describe, select or retrieve information, events or ideas shown in the texts.

E.g. Harry walked down the road.

Question: Who walked down the road?

These questions are about the story *Quiet Heroine* (pages 6 and 7).

Choose the best word or group of words to fit the passage and put *a ring* around your choice.

1. The first person to notice the bear was

Charles.

Mother.

Lyddie.

Agnes.

5. Fill the gaps in the table to show Sharon's journey.

Day	Time	Place	Event
Monday	05.00	Nottingham	Picked up lorry
	10.15		Met Carl and Eddie
	14.00	Laon	
	19.00	Limas	Stopped for the night
Tuesday	09.00	E15 Motorway	
		Le Boulou	Lunch

5

2 marks

2. To deduce inferred meaning and interpret information, events or ideas from texts.

Deduce (the reader)/Infer (the author/writer)

A man was standing in the doorway. He looked out and put up an umbrella.

Question: What was the weather like?

The inference comes from the meaning the author is suggesting through their choice of words.

Deducing a character's feelings from the author's inferred meaning.

23. Just after he came out of hospital (page 12), Grampa felt depressed.

How do you know?

Find and write down **two** pieces of evidence.

1. _____

2. _____

23

2 marks

Explain why characters behave in certain ways

17. Why did Fiona's mother feel annoyed at the beginning of the story? (page 9)

4. Identify and comment on the structure and organisation of texts.

Describe the purpose of diagrams or illustrations

4. Each section of the information on page 6 has a different function.

Label each arrow with the correct letter:

a) A – phrase defining the sport

B – web-link

C – heading

www.paralympic.org.uk

UK PARALYMPIC ASSOCIATION

Range of Sports

Eighteen different sports are played at the Paralympics. Most are adaptations of sports also played at the Olympics, including:

Basketball	a wheelchair version of basketball
Archery	a version of archery with arrows shot at an extra-large target

The other four sports have been specially devised for disabled people. These four 'unique' sports are:

Boccia	a sport based on an ancient Greek ball-rolling game
Goalball	a goal-scoring team game with handicapped players
Powerlifting	an individual event of strength, athletes lie on a bench and lift a weighted bar
Wheelchair Rugby	a team game combining the rules and skills of basketball and rugby played with a volleyball

D

4a

1 mark

b) What is the function of **D**
(the two lines of text in the middle of the list of sports)?

4b

1 mark

Vocab is key!

Oliver rowed while Maria stood barefoot in the boat, staring straight ahead. The oars made a click-clack sound in the hush and haze of the summer afternoon. Ripples of water fanned out behind them as they crossed the glassy surface of the lake.

The tiny island, thick with creeping vines and roots, looked as if it floated. At its centre, an ancient oak tree towered over it. The tree's branches were like bent fingers, twisting and stretching outwards, until the tips of its leaves touched the still water. Oliver carefully steered the boat through a narrow opening in the branches. Then they stepped out of the boat, and into a murky green space under an umbrella of leaves. The air was cool and damp.

Maria led Oliver across the tangled ground to the hidden monument. It was a column of marble, weathered and mossy with age. A delicate crown sat at the top, and an inscription was carved into a flat slab at the base. Oliver used his thumbnail to scrape out the letters that were cut into it.

It was a name.

Maria's family name.

"You could have been a queen?" said Oliver, whispering.

Maria laughed gently in the gloom.

"We were the family of the lion," she said.

Oliver could still hear the shouts and laughter of the party, up on the sunny lawn near the big house. But now the noise seemed to be getting further and further away.

Questions 1–11 are about *The Lost Queen* (pages 4–5)

1 Look at the paragraph beginning: *Glancing nervously...*

Find and copy one word meaning relatives from long ago.

1 mark

2 *The struggle had been between two rival families...*

Which word most closely matches the meaning of the word *rival*?

Tick one.

equal

neighbouring

important

competing

1 mark

23 Look at the paragraph beginning: *For thousands of years...*

What does the word *spat* suggest about how the island of Mauritius was formed?

1 mark

25 **Find** and **copy one** word from page 10 that tells you that some of the animals on Mauritius were only found there.

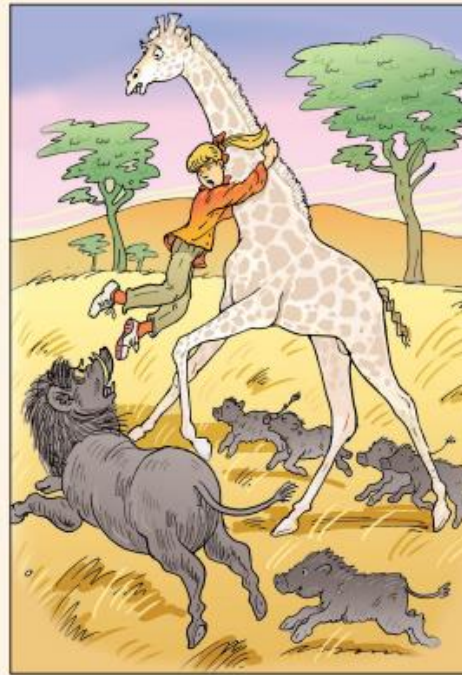
1 mark

27 Look at the paragraph beginning: *One of the victims...*

What does the word *invaders* suggest about the humans arriving on Mauritius?

1 mark

A streak of grey cut across her vision, accompanied by a furious, nasal squeal: 'Mmwheeh!'. Jemmy swerved. In the instant before her body parted company with the white giraffe's, Martine caught a glimpse of a warthog charging from its burrow, yellow tusks thrust forward. Had her arms not been wrapped so tightly around the giraffe's neck, she would have crashed ten feet to the ground. As it was, she just sort of swung under his chest like a human necklace. There she dangled while Jemmy pranced skittishly and the warthog, intent on defending her young, let out enraged squeals from below. Five baby warthogs milled around in bewilderment, spindly tails pointing heavenwards.



16

...milled around in bewilderment (page 8)

Explain what this description suggests about the baby warthogs.

2 marks

How are we preparing in class?

English (and across other subjects)

Guided Reading - Vocab and comprehension style question focus. Links with other curriculum areas to create a 'buzz' around reading.

SATS style presentation of questions to create familiarity and confidence in May.

Homework – 'Ten-minute' comprehension questions based on a short text.

Class Read

Accelerated reader – texts should be changed every two weeks, on average



How can I support my child at home?

- **Reading every day – RANGE of texts which must include ‘classics’**
- **Ensure accelerated reader texts are being read daily**
- **Discussing what has been read and focus on vocabulary understanding**
- **Comprehension activities**

