

READING

Expectations in the new National Curriculum Tests

Reading – How is it assessed?

- Reading is assessed in two ways: test and teacher assessment.

The Reading test

- The test will cover the aspects of the reading curriculum that lend themselves to paper-based, externally marked testing
- The test consists of a reading booklet containing 3 texts, and a separate answer booklet
- The test will last for 1 hour, which includes reading time and answering/checking time
- There will be a mixture of genres of text which may include fiction, non-fiction and poetry, although there is likely to be a greater focus on fictional texts

Reading – The SATs Test

- The least-demanding text will come first with the following texts increasing in level of difficulty
- The questions will emphasise overall understanding/comprehension of the text
- Pupils can approach the test as they choose. However, to enable them to do their best at whatever confidence level they are, we prepare them by practising and encouraging them to read the first text and answer the questions on it, before moving on to the next

Reading – The SATs Test

- We are not able to read, explain or re-phrase anything for the children in this test, other than the general instructions to ensure that they understand these
- The questions are worth a total of 50 marks with some questions being awarded between 1 and 3 marks.

Reading

- This interim document sets out the expectations for reading. Those that can be tested will be in the paper.

Interim teacher assessment framework at the end of key stage 2 - reading

Working at the expected standard

The pupil can:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

Reading – The SATs Test

The test will cover a range of reading skills, including:

- Decoding words - read with reasonable speed and fluency, applying their growing knowledge of known words, patterns, root words and affixes to aid this
- Comprehension – clarify and summarise to show understanding, retrieve information, explain and reason, use context to understand meaning of words
- Inference – use the clues and what they know about situations to suggest likely outcomes/actions, including predicting, and explaining characters' thoughts, actions and feelings
- Understanding the writer's use of language to create an effect or impact the reader.
- Themes and Conventions – why certain types of writing are like they are, themes or changes within a text.

Reading – Common Question Types

Familiarity with the types of questions and test format is important to make sure that they are able to show their best.

Multiple choice	Where would you be most likely to see this text? Tick one.
Ranking/ordering	Number the events to show the order they happened
Matching	Match the paragraph to a summary of its content
Labelling	Label the text to show the sub heading, caption etc.
Find and copy	Find and copy a word that suggest she was getting annoyed
Short response	What does the bear eat?
Open ended Longer response	Look at a particular paragraph/verse/section ... How does the writer increase tension throughout the paragraph? How does the writer show that Helen is starting to have doubts about the idea? How does the poet show he likes the icy weather?

Reading – Question Examples

Multiple Choice

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

12

Circle the correct option to complete each sentence below.

(a) The text begins with Martine going out to ride her giraffe...

in the early morning.

at midday.

in the late afternoon.

at night.

(b) Martine rode her giraffe...

slowly.

speedily.

safely.

fearfully.

Reading – Question Examples

Ranking or Ordering

33

Below are some summaries of different paragraphs from this text.

Number them 1 – 6 to show the order in which they appear in the text.

The first one has been done for you.

An important lesson is learnt.

Reasons for the extinction of the dodo.

Summary of the plight of the dodos.

New information is discovered about the dodo.

An explanation for the unreliable evidence.

Humans arrived on Mauritius.

Reading – Question Examples

Matching

22

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

setting

For a while Martine had defied her

past events

In the instant before her body parted company

action

Dawn was casting spun-gold threads

lesson

That would teach her to show off

Reading – Question Examples

Find and Copy

1

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

Find and **copy one** word meaning relatives from long ago.

1 mark

Reading – Question Examples

Short Response

17 What evidence in the text is there that warthogs can be dangerous?

Give **two** examples.

1. _____

2. _____

2 marks

18 What helped Martine to get safely on Jemmy's back after the warthog's attack?

1 mark

P.E.E – Longer Answer Structure

- POINT

Make the point

I think that...the character is angry

- EVIDENCE

Provide the evidence

because the text says....that he shook with rage

- EXPLAIN

Explain what it shows

and this shows that....he is struggling to control his temper after the argument.

Reading – What We Do

In school:

- We use questions in a similar style and layout to those used in the test to help children understand the strategy they might use when answering them.
- We encourage a range of reading and provide opportunities for children to read aloud
- Children are encouraged to use reading skills and strategies across the curriculum (e.g. skim reading or scanning a text when researching in History)

Reading – Teacher Assessment

Teacher assessment

- This provides a more rounded view of each child as a reader and includes all the testable skills as well as elements that are not easily testable in a written paper, such as the range of books they read, questions they ask and their fluency and expression when reading aloud.
- We use the statements set out on the interim framework to make the judgement as to whether they are working below, towards, at or exceeding the expected year group level.

Reading – Support at Home

What can parents do to help support their child?

- encourage them to read a range of different texts e.g. poetry, newspaper, magazine articles as well as fiction books
- develop focus and speed of reading in their heads by having quiet time reading. The time spent doing this should be built up gradually if it is something that they find more difficult.
- hear them read aloud a few times a week to ensure that they are taking account of punctuation (this will also support their awareness of and development in grammar and punctuation)
- if there is a section of a story or a poem that they don't understand, encourage them to visualise it
- use their reading records well to note unfamiliar words and phrases, to acknowledge the range of reading they are doing and to write down any questions that arise when they are reading