

English

KS2

2016

# Year 3 Reading Assessment Marking Scheme

question	answer	marks	notes
1.	Who was Oliver?		
	an owner	1	<b>Content domain:</b> 2b—retrieve and record information/identify key details from fiction and non-fiction <b>Award 1 mark</b> for the correct option indicated.
2.	Which one of these did George like to eat?		
	grass and hay	1	<b>Content domain:</b> 2b—retrieve and record information/identify key details from fiction and non-fiction <b>Award 1 mark</b> for the correct option indicated.
3.	Who was Jack?		
	Grandpa	1	<b>Content domain:</b> 2b—retrieve and record information/identify key details from fiction and non-fiction <b>Award 1 mark</b> for the correct option indicated.
4.	<i>He was quite a rare type of tortoise...</i> Draw the line to show the phrase that is closest in meaning to <i>quite a rare type of tortoise</i> .		
	<i>quite an unusual type of tortoise</i>	1	<b>Content domain:</b> 2a—give /explain the meaning of words in context <b>Award 1 mark</b> for the correct option indicated.
5.	Where did George live?		
	Answers referring to the shed.	1	<b>Content domain:</b> 2b—retrieve and record information/identify key details from fiction and non-fiction <b>Award 1 mark</b> for answers referring to the shed.
6.	How did George feel towards his owner?		
	grateful	1	<b>Content domain:</b> 2b—retrieve and record information/identify key details from fiction and non-fiction <b>Award 1 mark</b> for the correct option indicated.

7.	Look at the text again. <b>Find and copy</b> the information from the text to complete the fact file below about George.		
	Type of tortoise <b>Giant and/or rare</b> Owner <b>Oliver and/or Grandpa Jack</b> Favourite Foods <b>Grass, hay, dandelions and lettuce</b>	up to 2 marks	<b>Content domain:</b> 2b—retrieve and record information/identify key details from fiction and non-fiction <b>Award 2 marks</b> for three correct answers. <b>Award 1 mark</b> for two correct answers. <b>Award 0 marks</b> for one correct answer. Answers for 'Favourite Foods' must include <b>2 or more</b> of the items listed to qualify for 1 mark.
8.	Who could not enter the 'Perfect Pet Competition'?		
	tortoise(s)	1	<b>Content domain:</b> 2b—retrieve and record information/identify key details from fiction and non-fiction <b>Award 1 mark</b> for the answer 'tortoise(s)'.
9.	Look at the paragraph beginning <i>As summer approached...</i> <b>Find and copy</b> a word from this paragraph that means yearly.		
	'annual'	1	<b>Content domain:</b> 2a—give /explain the meaning of words in context <b>Award 1 mark</b> for the answer 'annual'.
10.	Describe how George managed to enter the competition. Give <b>two</b> ways.		
	<ul style="list-style-type: none"> <li>• He decided to break the (competition) rules</li> <li>• He dug a hole /tunnel</li> <li>• He kept digging every night</li> <li>• He arrived at the competition using his tunnel</li> </ul>	up to 2 marks	<b>Content domain:</b> 2c—summarise main ideas from more than one paragraph. <b>Award 1 mark</b> for identifying any of the correct answers, up to a maximum of 2 marks. Also accept answers using quotations from the text.
11.	Look at the paragraph beginning 'Just furry creatures?'... <b>Find and copy</b> one phrase which shows that George was not supposed to be out in the garden alone.		
	'before anyone noticed he was gone'	1	<b>Content domain:</b> 2d—make inferences from the text /explain and justify inferences with evidence from the text. <b>Award 1 mark</b> for the answer 'before anyone noticed he was gone'.

12.	Look at the paragraph beginning <i>When the day of the fair arrived...</i> <b>Find and copy</b> one phrase in this paragraph that suggests something special or unusual.		
	'record-breaking'	1	<b>Content domain:</b> 2a—give /explain the meaning of words in context <b>Award 1 mark</b> for the answer 'record-breaking'.
13.	Order these events as they happen in the story. Number them 1, 2, 3, 4. The first one has been done for you.		
	<ol style="list-style-type: none"> <li>1. The 'Perfect Pet Competition' is advertised.</li> <li>2. George begins to dig a hole.</li> <li>3. George emerges in front of the stage.</li> <li>4. George wins a big blue rosette.</li> </ol>	1	<b>Content domain:</b> 2h—make comparisons within the text. <b>Award 1 mark</b> for all four correct answers.
14.	<i>Everyone burst into a round of applause.</i> (Paragraph 9). Explain why everyone started clapping. Give <b>two</b> reasons.		
	<ul style="list-style-type: none"> <li>• The audience was excited / surprised /pleased to see George</li> <li>• The audience was frightened</li> <li>• The audience wanted /was curious to know what was happening</li> <li>• The audience enjoyed seeing Oliver and George reunited</li> <li>• George had accomplished much more than the other competitors – Daisy and Colin</li> </ul>	up to 2 marks	<b>Content domain:</b> 2d—make inferences from the text /explain and justify inferences with evidence from the text. <b>Award 1 mark</b> for identifying any of the answers, up to a maximum of <b>2 marks</b> . Do not accept answers giving direct quotation from the text e.g. 'Everyone stopped in amazement to look, wondering what was beneath it.'
15.	<b>Find and copy</b> a phrase that tells us that Oliver was keen to see his pet at the end of this story.		
	'(Oliver leapt over to his pet) with a smile'	1	<b>Content domain:</b> 2d—make inferences from the text /explain and justify inferences with evidence from the text. <b>Award 1 mark</b> for the answer '(Oliver leapt over to his pet) with a smile'.
		Total 18	

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16.	What allows sharks to be <i>flexible</i> ?		
	Identify the importance of cartilage.	1	<b>Content domain:</b> 2b—retrieve and record information/identify key details from fiction and non-fiction <b>Award 1 mark</b> for answers identifying the importance of cartilage.
17.	How many varieties of shark are there?		
	more than/greater than/larger than/at least 350.	1	<b>Content domain:</b> 2b—retrieve and record information/identify key details from fiction and non-fiction <b>Award 1 mark</b> for the answers such as more than/greater than/larger than/at least 350.
18.	Draw a line to match the heading with the information provided in each text box of <b>Shark Infested Facts</b>		
	<p><b>A Shark's Body</b> a description of the different body parts, including statements about them</p> <p><b>Fun Facts</b> simple statements about sharks</p> <p><b>What Are Sharks</b> an explanation of what sharks are</p> <p><b>Going Back In Time...</b> a short description of the range of shark species and their history</p> <p><b>Terrifying Teeth</b> an explanation about how sharks are designed to find and eat their prey</p>	up to 2 marks	<p><b>Content domain:</b> 2c— summarise main ideas from more than one paragraph</p> <p><b>Award 2 marks</b> for three correct answers. <b>Award 1 mark</b> for two correct answers. <b>Award 0 marks</b> for one correct answer.</p>
19.	Look at the section headed: <b>Going Back in Time...</b> <b>Find and copy</b> a phrase that proves that sharks are older than dinosaurs.		
	'been around for more than 420 million years'	1	<b>Content domain:</b> 2a—give /explain the meaning of words in context <b>Award 1 mark</b> for the answer 'been around for more than 420 million years'.

20.	Why do you think the sawshark has its name?		
	Identify that the sawshark has a very long snout, which makes it look like a saw.	1	<p><b>Content domain:</b> 2d—make inferences from the text /explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark</b> for answers identifying that the sawshark has a very long snout, which makes it look like a saw.</p>
21.	How does having many rows of teeth help a shark to survive?		
	<ul style="list-style-type: none"> <li>• The teeth act as a weapon</li> <li>• Without the teeth a shark would starve /not catch prey</li> <li>• The teeth can be replaced easily (using a 'conveyor belt' system)</li> </ul>	up to 2 marks	<p><b>Content domain:</b> 2d—make inferences from the text /explain and justify inferences with evidence from the text</p> <p><b>Award 1 mark</b> for identifying any of the correct answers, up to a maximum of <b>2 marks</b>.</p> <p><b>Do not accept</b> answers referring to the violence of a shark's attack.</p> <p><b>Do not accept</b> answers referring to how a shark's teeth are adapted to suit its environment.</p>
22.	Fill in the table below.		
	<p><b>Whale Shark</b> This can grow as large as a bus.</p> <p><b>Sawshark</b> This has a very long snout.</p> <p>Hornshark <b>(This) cracks and grinds shells.</b></p>	1	<p><b>Content domain:</b> 2b—retrieve and record information/identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for completing all of the answers.</p>
23.	Explain why you think sharks are seen as terrifying. Explain fully, referring to the text in your answer.		
	<ul style="list-style-type: none"> <li>• Sharks are predators to man /carnivores /powerful predators /eat large mammals</li> <li>• Sharks are known for their huge, jagged teeth</li> <li>• Sharks are successful predators –they have been around for more than 420 million years</li> <li>• Sharks can act violently</li> <li>• Sharks have much bigger teeth than humans</li> </ul>	up to 2 marks	<p><b>Content domain:</b> 2b—retrieve and record information/identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for identifying any of the correct answers, up to a maximum of <b>2 marks</b>.</p>

24.	Look at the section headed: <b>A Shark's Body</b> . <b>Find and copy</b> one phrase that shows that a nurse shark has gills that perform two jobs.		
	'can not only' <b>or</b> 'but also'	1	<b>Content domain:</b> 2d—make inferences from the text /explain and justify inferences with evidence from the text <b>Award 1 mark</b> for the answer 'can not only' <b>or</b> 'but also'.
25.	What does the word 'jagged' mean?		
	imply 'rough', 'sharp' or 'pointed'	1	<b>Content domain:</b> 2a—give /explain the meaning of words in context <b>Award 1 mark</b> for any answer implying 'rough', 'sharp' or 'pointed'.
26.	Look at the text again. Tick to show which statements about sharks are <b>true</b> and which are <b>false</b> .		
	Sharks' skeletons are made of cartilage. - <b>True</b> The Great White Shark can eat large mammals. - <b>True</b> Sharks' teeth cannot be replaced once broken. - <b>False</b> A set of bongo drums was once found in a hammerhead shark's stomach. - <b>False</b>	up to 2 marks	<b>Content domain:</b> 2b—retrieve and record information /identify key details from fiction and non-fiction <b>Award 2 marks</b> for four correct answers. <b>Award 1 mark</b> for two or three correct answers. <b>Award 0 marks</b> for one correct answer.

<p>27.</p>	<p>What ideas are we given about how a shark’s body is adapted to help it survive?</p>									
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; padding: 5px;"> <p><b>Features that help sharks to escape prey</b></p> <ul style="list-style-type: none"> <li>• Cartilage allows a shark’s skeleton to be light and flexible.</li> <li>• Fins help the shark to turn, swim up or down and stop it rolling from side to side so it can escape quickly / not be trapped.</li> <li>• Tail fins help the shark to swim quickly.</li> <li>• A dogfish has sharp spines in its fins.</li> </ul> </td> <td style="width: 35%;"></td> <td style="width: 30%;"></td> </tr> <tr> <td style="padding: 5px;"> <p><b>Features that help sharks to catch prey</b></p> <ul style="list-style-type: none"> <li>• Cartilage allows a shark’s skeleton to be light and flexible.</li> <li>• Powerful teeth for killing large mammals. Teeth adapted to suit their environment e.g. hornshark can crack and grind shells.</li> <li>• ‘Conveyor belt’ system of teeth so that they are always equipped to kill their prey.</li> <li>• Fins help the shark to turn,swim up or down and stop it rolling from side to side.</li> <li>• Tail fins help the shark to swim quickly.</li> <li>• A shark’s nose has tiny holes in it that help the shark to find fish swimming nearby.</li> </ul> </td> <td style="vertical-align: middle; text-align: center;"> <p>up to 2 marks</p> </td> <td style="padding: 5px;"> <p><b>Content domain:</b> 2h–make comparisons within the text.</p> <p><b>Award 1 mark</b> for all four correct answers.</p> <p><b>OR</b></p> <p><b>Award 2 marks</b> for 1 key point, with an appropriate example given to explain the answer.</p> <p><b>Do not accept</b> examples without a key point having been made.</p> <p><b>Also accept</b> examples from the children’s own knowledge, <b>if accompanied by a key point.</b></p> </td> </tr> <tr> <td style="padding: 5px;"> <p><b>Features that help sharks perform basic functions e.g. breathing</b></p> <ul style="list-style-type: none"> <li>• To breathe, the gills on a nurse shark allow it to suck in water.</li> </ul> </td> <td></td> <td></td> </tr> </table>	<p><b>Features that help sharks to escape prey</b></p> <ul style="list-style-type: none"> <li>• Cartilage allows a shark’s skeleton to be light and flexible.</li> <li>• Fins help the shark to turn, swim up or down and stop it rolling from side to side so it can escape quickly / not be trapped.</li> <li>• Tail fins help the shark to swim quickly.</li> <li>• A dogfish has sharp spines in its fins.</li> </ul>			<p><b>Features that help sharks to catch prey</b></p> <ul style="list-style-type: none"> <li>• Cartilage allows a shark’s skeleton to be light and flexible.</li> <li>• Powerful teeth for killing large mammals. Teeth adapted to suit their environment e.g. hornshark can crack and grind shells.</li> <li>• ‘Conveyor belt’ system of teeth so that they are always equipped to kill their prey.</li> <li>• Fins help the shark to turn,swim up or down and stop it rolling from side to side.</li> <li>• Tail fins help the shark to swim quickly.</li> <li>• A shark’s nose has tiny holes in it that help the shark to find fish swimming nearby.</li> </ul>	<p>up to 2 marks</p>	<p><b>Content domain:</b> 2h–make comparisons within the text.</p> <p><b>Award 1 mark</b> for all four correct answers.</p> <p><b>OR</b></p> <p><b>Award 2 marks</b> for 1 key point, with an appropriate example given to explain the answer.</p> <p><b>Do not accept</b> examples without a key point having been made.</p> <p><b>Also accept</b> examples from the children’s own knowledge, <b>if accompanied by a key point.</b></p>	<p><b>Features that help sharks perform basic functions e.g. breathing</b></p> <ul style="list-style-type: none"> <li>• To breathe, the gills on a nurse shark allow it to suck in water.</li> </ul>		
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<p><b>Features that help sharks perform basic functions e.g. breathing</b></p> <ul style="list-style-type: none"> <li>• To breathe, the gills on a nurse shark allow it to suck in water.</li> </ul>										
	<p>Total 17</p>									



question	answer	marks	notes
<b>28.</b>	What is this poem about?		
	Referring to a child being in bed in summer /when it is still light.	1	<p><b>Content domain:</b> 2d—make inferences from the text /explain and justify inferences with evidence from the text.</p> <p><b>Award 1 mark</b> for answers referring to a child being in bed in summer /when it is still light.</p>
<b>29.</b>	Choose the best word or group of words to fit the sentences below and put a ring around your choice.		
<b>a</b>	winter and summer.	1	<p><b>Content domain:</b> 2b—retrieve and record information/identify key details from fiction and non-fiction</p> <p><b>Award 1 mark</b> for each of the correct options indicated.</p> <p>This question can award up to a total of <b>4 marks</b>.</p>
<b>b</b>	while it is still light.	1	
<b>c</b>	birds and people’s feet.	1	
<b>d</b>	to go to bed while it is light.	1	
<b>30.</b>	Look at the verse beginning: <i>In winter I get up at night.</i> <b>Find and copy</b> a phrase that indicates that it is dark.		
	`dress by yellow candle-light’	1	<p><b>Content domain:</b> 2g—identify /explain how meaning is enhanced through choice of words and phrases.</p> <p><b>Award 1 mark</b> for the answer `dress by yellow candle-light’.</p>

31.	I have to go to bed and see The birds still hopping on the tree. (Verse 2) How does this show us the poet's feelings about going to bed?		
	<ul style="list-style-type: none"> <li>• The words 'have to' indicate that the author is reluctant / doesn't want to go / is being forced to go to bed.</li> <li>• The injustice / unfairness of the birds being allowed to hop around whilst the poet must go to bed.</li> <li>• The contrast with the liveliness of the birds against the end of the day for the poet.</li> <li>• The indication of torture / struggle for the lively child who wants to continue to be active but must go to bed.</li> </ul>	up to 2 marks	<p><b>Content domain:</b> 2g—identify / explain how meaning is enhanced through choice of words and phrases.</p> <p><b>Award 1 mark</b> for identifying any of the correct answers, up to a maximum of <b>2 marks</b>.</p>
32.	Use the text below to answer questions 5 (a) and (b). (a). <b>Underline</b> the verb that shows what the poet would prefer to be doing. (b). <b>Find and copy</b> the phrase that suggests that the poet does not want to go to bed.		
a	'play'	1	<p><b>Content domain:</b> 2a—give / explain the meaning of words in context</p> <p><b>Award 1 mark</b> for selecting the word 'play' only.</p>
b	'have to'	1	<p><b>Content domain:</b> 2a—give / explain the meaning of words in context</p> <p><b>Award 1 mark</b> for selecting the phrase 'have to' only.</p>

33.	How does this poem make you feel sorry for the poet? Give three ways.		
	<ul style="list-style-type: none"> <li>• The language of being forced against one's will e.g. 'have to'</li> <li>• The contrast between the bedtime being an end to fun and play with the continuing life and energy of the adults and wildlife outside his bedroom.</li> <li>• The unfairness/powerlessness that the adults are making the decision about bedtime on behalf of the child.</li> <li>• The confusion/ misunderstanding between levels of light and time of day in winter and in summer through the child's eyes.</li> <li>• The polite tone of the child is endearing – 'I should like so much to play'.</li> </ul>	up to 3 marks	<p><b>Content domain:</b> 2f– identify /explain how information/narrative content is related and contributes to meaning as a whole.</p> <p><b>Award 1 mark</b> for identifying each of the correct answers, up to a maximum of 3 <b>marks</b>.</p>
34.	What do phrases such as <i>dress by yellow candle-light</i> tell you about this poem?		
	Refer to the fact that this poem is written in the past /a long time ago/when there was no electricity.	1	<p><b>Content domain:</b> 2c–summarise main ideas from more than one paragraph.</p> <p><b>Award 1 mark</b> for answers referring to the fact that this poem is written in the past /a long time ago/ when there was no electricity.</p>
35.	Look at the poem again. <b>Find and copy</b> one sentence that shows that the poet is young.		
	'(hear the) grown-up people's (feet)'	1	<p><b>Content domain:</b> 2d–make inferences from the text /explain and justify inferences with evidence from the text.</p> <p><b>Award 1 mark</b> for selecting the phrase '(hear the) grown-up people's (feet)'.</p>
		Total 15	