

English

KS2

2016

Year 3 Reading Assessment Marking Scheme

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

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

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

question	answer	marks	notes
16.	What allows sharks to be <i>flexible</i> ?		
	Identify the importance of cartilage.	1	Content domain: 2b—retrieve and record information/identify key details from fiction and non-fiction Award 1 mark 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	Content domain: 2b—retrieve and record information/identify key details from fiction and non-fiction Award 1 mark 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 Shark Infested Facts		
	<p>A Shark's Body a description of the different body parts, including statements about them</p> <p>Fun Facts simple statements about sharks</p> <p>What Are Sharks an explanation of what sharks are</p> <p>Going Back In Time... a short description of the range of shark species and their history</p> <p>Terrifying Teeth an explanation about how sharks are designed to find and eat their prey</p>	up to 2 marks	<p>Content domain: 2c— summarise main ideas from more than one paragraph</p> <p>Award 2 marks for three correct answers. Award 1 mark for two correct answers. Award 0 marks for one correct answer.</p>
19.	Look at the section headed: Going Back in Time... Find and copy a phrase that proves that sharks are older than dinosaurs.		
	'been around for more than 420 million years'	1	Content domain: 2a—give /explain the meaning of words in context Award 1 mark 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>Content domain: 2d—make inferences from the text /explain and justify inferences with evidence from the text</p> <p>Award 1 mark 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"> • The teeth act as a weapon • Without the teeth a shark would starve /not catch prey • The teeth can be replaced easily (using a 'conveyor belt' system) 	up to 2 marks	<p>Content domain: 2d—make inferences from the text /explain and justify inferences with evidence from the text</p> <p>Award 1 mark for identifying any of the correct answers, up to a maximum of 2 marks.</p> <p>Do not accept answers referring to the violence of a shark's attack.</p> <p>Do not accept answers referring to how a shark's teeth are adapted to suit its environment.</p>
22.	Fill in the table below.		
	<p>Whale Shark This can grow as large as a bus.</p> <p>Sawshark This has a very long snout.</p> <p>Hornshark (This) cracks and grinds shells.</p>	1	<p>Content domain: 2b—retrieve and record information/identify key details from fiction and non-fiction</p> <p>Award 1 mark 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"> • Sharks are predators to man /carnivores /powerful predators /eat large mammals • Sharks are known for their huge, jagged teeth • Sharks are successful predators –they have been around for more than 420 million years • Sharks can act violently • Sharks have much bigger teeth than humans 	up to 2 marks	<p>Content domain: 2b—retrieve and record information/identify key details from fiction and non-fiction</p> <p>Award 1 mark for identifying any of the correct answers, up to a maximum of 2 marks.</p>

24.	Look at the section headed: A Shark's Body . Find and copy one phrase that shows that a nurse shark has gills that perform two jobs.		
	'can not only' or 'but also'	1	Content domain: 2d—make inferences from the text /explain and justify inferences with evidence from the text Award 1 mark for the answer 'can not only' or 'but also'.
25.	What does the word 'jagged' mean?		
	imply 'rough', 'sharp' or 'pointed'	1	Content domain: 2a—give /explain the meaning of words in context Award 1 mark for any answer implying 'rough', 'sharp' or 'pointed'.
26.	Look at the text again. Tick to show which statements about sharks are true and which are false .		
	Sharks' skeletons are made of cartilage. - True The Great White Shark can eat large mammals. - True Sharks' teeth cannot be replaced once broken. - False A set of bongo drums was once found in a hammerhead shark's stomach. - False	up to 2 marks	Content domain: 2b—retrieve and record information /identify key details from fiction and non-fiction Award 2 marks for four correct answers. Award 1 mark for two or three correct answers. Award 0 marks 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>Features that help sharks to escape prey</p> <ul style="list-style-type: none"> • Cartilage allows a shark’s skeleton to be light and flexible. • 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. • Tail fins help the shark to swim quickly. • A dogfish has sharp spines in its fins. </td> <td style="width: 35%;"></td> <td style="width: 30%;"></td> </tr> <tr> <td style="padding: 5px;"> <p>Features that help sharks to catch prey</p> <ul style="list-style-type: none"> • Cartilage allows a shark’s skeleton to be light and flexible. • Powerful teeth for killing large mammals. Teeth adapted to suit their environment e.g. hornshark can crack and grind shells. • ‘Conveyor belt’ system of teeth so that they are always equipped to kill their prey. • Fins help the shark to turn,swim up or down and stop it rolling from side to side. • Tail fins help the shark to swim quickly. • A shark’s nose has tiny holes in it that help the shark to find fish swimming nearby. </td> <td style="vertical-align: middle; text-align: center;"> <p>up to 2 marks</p> </td> <td style="padding: 5px;"> <p>Content domain: 2h–make comparisons within the text.</p> <p>Award 1 mark for all four correct answers.</p> <p>OR</p> <p>Award 2 marks for 1 key point, with an appropriate example given to explain the answer.</p> <p>Do not accept examples without a key point having been made.</p> <p>Also accept examples from the children’s own knowledge, if accompanied by a key point.</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>Features that help sharks perform basic functions e.g. breathing</p> <ul style="list-style-type: none"> • To breathe, the gills on a nurse shark allow it to suck in water. </td> <td></td> <td></td> </tr> </table>	<p>Features that help sharks to escape prey</p> <ul style="list-style-type: none"> • Cartilage allows a shark’s skeleton to be light and flexible. • 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. • Tail fins help the shark to swim quickly. • A dogfish has sharp spines in its fins. 			<p>Features that help sharks to catch prey</p> <ul style="list-style-type: none"> • Cartilage allows a shark’s skeleton to be light and flexible. • Powerful teeth for killing large mammals. Teeth adapted to suit their environment e.g. hornshark can crack and grind shells. • ‘Conveyor belt’ system of teeth so that they are always equipped to kill their prey. • Fins help the shark to turn,swim up or down and stop it rolling from side to side. • Tail fins help the shark to swim quickly. • A shark’s nose has tiny holes in it that help the shark to find fish swimming nearby. 	<p>up to 2 marks</p>	<p>Content domain: 2h–make comparisons within the text.</p> <p>Award 1 mark for all four correct answers.</p> <p>OR</p> <p>Award 2 marks for 1 key point, with an appropriate example given to explain the answer.</p> <p>Do not accept examples without a key point having been made.</p> <p>Also accept examples from the children’s own knowledge, if accompanied by a key point.</p>	<p>Features that help sharks perform basic functions e.g. breathing</p> <ul style="list-style-type: none"> • To breathe, the gills on a nurse shark allow it to suck in water. 		
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<p>Features that help sharks perform basic functions e.g. breathing</p> <ul style="list-style-type: none"> • To breathe, the gills on a nurse shark allow it to suck in water. 										
	<p>Total 17</p>									

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

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"> • The words 'have to' indicate that the author is reluctant / doesn't want to go / is being forced to go to bed. • The injustice / unfairness of the birds being allowed to hop around whilst the poet must go to bed. • The contrast with the liveliness of the birds against the end of the day for the poet. • The indication of torture / struggle for the lively child who wants to continue to be active but must go to bed. 	up to 2 marks	<p>Content domain: 2g—identify / explain how meaning is enhanced through choice of words and phrases.</p> <p>Award 1 mark for identifying any of the correct answers, up to a maximum of 2 marks.</p>
32.	Use the text below to answer questions 5 (a) and (b). (a). Underline the verb that shows what the poet would prefer to be doing. (b). Find and copy the phrase that suggests that the poet does not want to go to bed.		
a	'play'	1	<p>Content domain: 2a—give / explain the meaning of words in context</p> <p>Award 1 mark for selecting the word 'play' only.</p>
b	'have to'	1	<p>Content domain: 2a—give / explain the meaning of words in context</p> <p>Award 1 mark 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"> • The language of being forced against one's will e.g. 'have to' • 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. • The unfairness/powerlessness that the adults are making the decision about bedtime on behalf of the child. • The confusion/ misunderstanding between levels of light and time of day in winter and in summer through the child's eyes. • The polite tone of the child is endearing – 'I should like so much to play'. 	up to 3 marks	<p>Content domain: 2f– identify /explain how information/narrative content is related and contributes to meaning as a whole.</p> <p>Award 1 mark for identifying each of the correct answers, up to a maximum of 3 marks.</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>Content domain: 2c–summarise main ideas from more than one paragraph.</p> <p>Award 1 mark 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. Find and copy one sentence that shows that the poet is young.		
	'(hear the) grown-up people's (feet)'	1	<p>Content domain: 2d–make inferences from the text /explain and justify inferences with evidence from the text.</p> <p>Award 1 mark for selecting the phrase '(hear the) grown-up people's (feet)'.</p>
		Total 15	