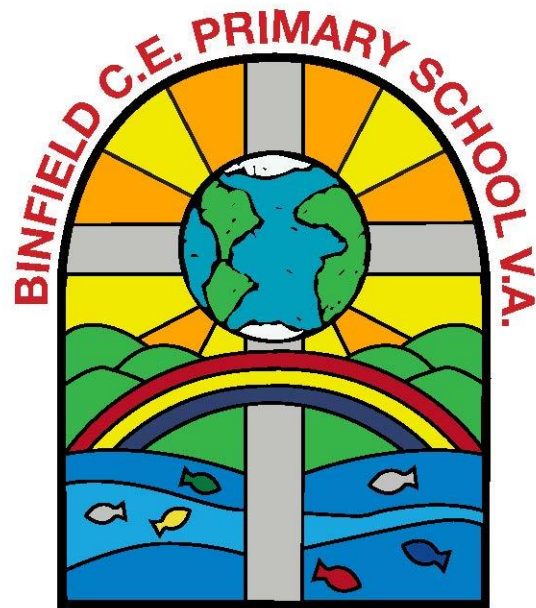


Reading Assessment




"Learning in a caring Christian community"

Reading SATs paper

- ▶ Marked externally
- ▶ 1 hour to include reading time and answering / checking time
- ▶ It will contain a reading booklet with 1,500-2,300 words in total across a selection of texts (usually 3) of fiction, non-fiction and poetry texts
- ▶ An answer booklet with questions roughly in order of difficulty and in sections mirroring the reading booklet

Raw scores and scaled scores. What is the expected standard?

- ▶ 50 marks in total
- ▶ Awarded over a range of 1, 2 and 3 mark questions depending on the level of detail or depth needed in the response
- ▶ Raw score converted to a scaled score where 100 represents the expected standard.



2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

▶ Multiple choice

▶ Ranking/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.

▶ Matching

▶ Labelling

22

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

setting

past events

action

lesson

For a while Martine had defied her

In the instant before her body parted company

Dawn was casting spun-gold threads

That would teach her to show off

1 mark

► Find and copy

30

Look at the paragraph beginning: *Then, in 2005...*

Find and **copy one** word or group of words that shows that scientists were not sure what happened to most of the animals during the drought on Mauritius.

1 mark

► Short response

(b) What evidence is there of Martine being determined when she met the warthogs?

1 mark

▶ Extended response

21

In what ways might Martine's character appeal to many readers?

Explain fully, referring to the text in your answer.

3 marks

So I returned to the bookcase to make a thorough search. I looked behind every book and even used my hand to sweep out the shallow gap under the bottom shelf. There must have been ten years' worth of assorted debris under there. Finally I began to edge the entire bookcase away from the wall. It was extremely heavy and it took me some time to get it out far enough to look behind.

There was a thick network of cobwebs and dust. I thought for a moment and plunged my hand in the gap. There was something there, a fat box. It was covered with grime and falling apart.

Opening it, I found a board, counters, cards, and a number of little figures. I wiped away the dirt from the lid and made out the title. Albion's Dream it said. At that moment I heard Em Sharp's voice coming up the stairs.

Teacher assessment

- ▶ A more rounded view
- ▶ Includes elements that are not easily testable in written paper test including:
 - ▶ read age-appropriate books with confidence and fluency
 - ▶ read aloud with expression

What are we doing?

- ▶ Familiarity with questions and format
- ▶ Using a range of texts
- ▶ Teach strategies to understand different questions and how to respond to them
- ▶ Additional groups

What can you do to help your child?

- ▶ Encourage them to read a range of texts.
- ▶ Encourage them to practise reading in their head for a sustained period of time.
- ▶ Hear them read aloud.
- ▶ Encourage them to visualise the action.
- ▶ Ask them to summarise what has happened.
- ▶ Ask them to explain words or phrases, using the context to help.
- ▶ Ask them why they think the author might have chosen that word or phrase and not a different one.
- ▶ Help them use their reading records effectively.



Thank you



Thank you for coming to the Year 6 assessment information evening today.
If you have any questions, or there is anything further you would like more information on,
please note it below. We will put together a list of common questions and answers and email
this out to you.

On a scale of 1-5, how useful have you found this evening? 1 2 3 4 5
(1 being unhelpful, 5 being very helpful)