

English

KS2

2016

# Year 6 Reading Assessment Marking Scheme

question	answer	marks	notes
1.	According to the introduction, how many people in the UK are estimated to be going jogging at least once a week?		
	Six million people	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 answer.
2.	Look at the ' <b>Beginner's Guide</b> ' <b>Find</b> and <b>copy</b> the information to complete this table with the correct amounts of time.		
	Gentle warm-up before each activity <b>5 minutes</b>  Start by walking any amount that feels comfortable <b>10–30 minutes</b>  Short running intervals to begin including <b>1 or 2 minutes</b>  Cool down by walking or gently stretching <b>5–10 minutes</b>	2	<b>Content domain:</b> 2b—retrieve and record information/identify key details from fiction and non-fiction <b>Award 2 marks</b> for all four answers filled out correctly.
3.	Look at the sentence: <i>It is always a good idea to build your fitness gradually.</i> What does the word <i>gradually</i> tell you?		
	Gradually means slowly or a little at a time.	1	<b>Content domain:</b> 2a—give /explain the meaning of words in context. <b>Award 1 mark</b> for any answer that shows understanding of the meaning.
4.	Look at the section ' <b>Staying Motivated</b> '. Which of these ideas are suggested in the text to help with motivation?		
	Set yourself regular targets Run with a friend or group Run once every week Mix up routes and distances	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 all four options correctly ticked. <b>Award 1 mark</b> for 2 or 3 options correctly ticked.

5.	What does the guide suggest you might write in a running diary?		
	Award one mark for any of the following: <ul style="list-style-type: none"> <li>• route</li> <li>• distance</li> <li>• time</li> <li>• how you felt</li> </ul>	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 a correct answer.</p>
6.	Look at the section ' <b>Different Distances and Types</b> ' Draw lines to match up the headings with the correct explanations.		
	<p><b>Track Running</b> Over specified distances on an oval running track.</p> <p><b>Road Running</b> Safely on pavements or in events where roads are closed to all vehicle traffic.</p> <p><b>Cross Country Running</b> Over open or rough terrain which may include grass, mud, woodlands, hills or water.</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 lines correctly drawn.</p>
7.	Look at the sentence: ' <i>This could be running safely along pavements.</i> ' Why does the author use the word 'safely' in this section?		
	The section is about 'road running' so the author is trying to keep the runner safe.	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 any mention of: extra care or caution should be taken when running near roads. More care is needed when running on pavements due to the danger passing traffic and/or pedestrians compared to running on a track or in open terrain.</p>
8.	What is the distance given for a half marathon?		
	13.1 miles	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 the correct answer.</p>
9.	Look at the section ' <b>Specialist Gear and Gadgets</b> ' Explain why a good pair of running shoes are the most important equipment recommended for running?		
	<ul style="list-style-type: none"> <li>• Reduce the risk of injury</li> <li>• Avoid slipping and sliding that can lead to blisters</li> <li>• Reduce amount of shock that travels up your leg</li> </ul>	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 any correctly given answer.</p>

10.	Identify one other item of equipment that the author suggests for 'as your running advances'.		
	digital sports watch <b>or</b> heart-rate monitor	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 any correctly given answer.</p> <p><i>Do not accept technical sports fabric.</i></p>
11.	Look at the section ' <b>Running for Kids</b> ' The author encourages children to 'make your first rule to be running for fun'. What is the purpose of this statement?		
	To help children view running as an enjoyable activity	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 the correctly ticked box.</p>
12.	<b>Find</b> and <b>copy</b> a word that means: providing satisfaction or offering a worthwhile experience:		
	rewarding	1	<p><b>Content domain:</b> 2a—give /explain the meaning of words in context</p> <p><b>Award 1 mark</b> for the correct answer.</p>
13.	Based on the whole text, how does the author encourage people to take up running? Give <b>two</b> examples.		
	<ul style="list-style-type: none"> <li>• running is free / doesn't have to cost anything</li> <li>• you can do it almost anywhere</li> <li>• has many potential health benefits (e.g. improve fitness, reduce illness, maintain healthy lifestyle)</li> <li>• exciting challenge</li> <li>• doesn't have to require much equipment</li> <li>• can be rewarding and enjoyable (without any competition)</li> </ul>	up to 2 marks	<p><b>Content domain:</b> 2c—Summarise main ideas from more than one paragraph</p> <p><b>Award 1 mark</b> each for any two examples from the listed suggestions.</p>

14.	What evidence is there to suggest that this text is aimed at people who are not already regular runners or thinking of trying it for the first time?		
	<ul style="list-style-type: none"><li>• includes a beginner's guide</li><li>• 'if you've never been a runner' / 'if you're totally new to running'</li><li>• provides advice on starting by just walking</li><li>• gives guidance on equipment required to get started</li></ul>	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 any example given.
		Total 17	

question	answer	marks	notes
15.	Which three animals are mentioned in the poem?		
	sheep, cows and squirrels	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 answer.
16.	What is the meaning of the word 'boughs'?		
	branches of a tree	1	<b>Content domain:</b> 2a—give / explain the meaning of words in context <b>Award 1 mark</b> for the correctly ticked box.
17.	Several lines start with the repeated phrase 'No time'. What is the purpose of repeating these words?		
	To emphasise the author's suggestion of a lack of time / that people are too busy.	1	<b>Content domain:</b> 2g—identify / explain how meaning is enhanced through choice of words and phrases. <b>Award 1 mark</b> for the correct answer.
18.	What do you think the author means by 'streams full of stars'?		
	Streams reflecting sunlight in the day / water sparkling with light as it moves or flows  The poet is comparing the stream in the daytime to the stars at night.	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 correct answer. <i>Do not accept: a reflection of the stars at night as the poem refers to the context of 'broad daylight'.</i>
19.	<b>Find and copy</b> a phrase which could mean 'too occupied with worry'.		
	full of care	1	<b>Content domain:</b> 2a—give / explain the meaning of words in context <b>Award 1 mark</b> for the correct answer.
20.	Look at the line 'No time to turn at Beauty's glance'. Why is a capital letter used for the word 'Beauty'?		
	A capital letter is used for the word 'Beauty' to show personification / the author refers to 'Beauty' as a name or a person / 'Beauty' is the name that the poet is giving to nature	1	<b>Content domain:</b> 2g—identify / explain how meaning is enhanced through choice of words and phrases. <b>Award 1 mark</b> for the correct answer.

21.	Draw lines to match these parts of the poem with their correct movement or actions:		
	sheep or cows <b>stand and stare</b> squirrels <b>hide nuts in grass</b> Beauty <b>dance and smile</b>	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 correctly matched answers.
22.	In your own words, explain what message the poet is trying to give the reader.		
	<ul style="list-style-type: none"> <li>• people are too busy</li> <li>• that people should make time to appreciate nature</li> <li>• life is not as good if we do not make time to enjoy the natural surroundings</li> </ul>	up to 3 marks	<b>Content domain:</b> 2f—identify / explain how information / narrative content is related and contributes to meaning as a whole <b>Award one mark each</b> for any comments that refer to answers shown opposite.
23.	The title of the poem is ' <i>Leisure</i> '. How does the word ' <i>leisure</i> ' link to the theme of the poem? Use evidence from the text to support your answer.		
	<p>'Leisure' means free time or time spent away from working. The poem refers to views of nature that are usually only appreciated during free time when not at work. The poet suggests we should make more free time or 'leisure' time to appreciate nature.</p>	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 any answer that links the images of 'leisure' to the need to make leisure time. <b>Award 1 mark</b> for any answer that relates the poem's imagery to events that you may see during 'leisure' time.
		Total 12	

question	answer	marks	notes
24.	Look at the paragraph beginning ' <i>Fuelled by rage...</i> ' <b>Find</b> and <b>copy two</b> phrases which suggest the destruction of the landscape.		
	<ul style="list-style-type: none"> <li>ruins of the ancient Gunders Wood</li> <li>smouldering in ashes</li> <li>(once tall trees) lay forlorn on the forest floor</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> each for any two of the correct answers.</p>
25.	Look at the paragraph beginning ' <i>There was no doubt...</i> ' <b>Find</b> and <b>copy</b> a word which means 'met unexpectedly' or 'been faced with'.		
	encountered	1	<p><b>Content domain:</b> 2a—give /explain the meaning of words in context</p> <p><b>Award 1 mark</b> for the correct answer.</p>
26.	Which word is closest in meaning to ' <i>fathom</i> '?		
	Understand	1	<p><b>Content domain:</b> 2a—give /explain the meaning of words in context</p> <p><b>Award 1 mark</b> for the correct answer.</p>
27.	Look at the paragraph beginning ' <i>Casting his mind back...</i> '  'Some days he cursed the gift that his grandmother had given him: not the gift of the box though; the <i>gift</i> she had passed down in some other way.'  What is meant by the word ' <i>gift</i> ' in italics?		
	An answer that indicates reference to something that is not a physical gift like the box, but a power /ability /talent that Anders has inherited from his grandmother.	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 a correct answer.</p>



28.	Tick to show which statements are <b>true</b> and which are <b>false</b> .							
	<p>Anders was angry about the destruction of the woodland. <b>True</b></p> <p>Anders was hungry because he had no food. <b>False</b></p> <p>The creature was both angry and hungry. <b>True</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 all three statements ticked correctly.</p>					
29.	Number these events (1-5) from the story to order them chronologically. The first one has been done for you.							
	<p>1. Anders was given a box by his grandma</p> <p>2. Gunders Wood was destroyed</p> <p>3. Anders came face to face with the Klingenot</p> <p>4. Anders decided to put down his sword</p> <p>5. Anders created a tapping noise on the window to distract the creature</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 all four boxes numbered correctly.</p>					
30.	Using evidence from the text, complete the table with phrases to describe each of these creatures in the story.							
	<p><b>squib</b> like a jellyfish but shuffled awkwardly on land</p> <p><b>belcher</b> Identified by burping, gurgling sound</p>	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 each correct phrase.</p>					
31.	Using evidence from two or more different paragraphs, describe the physical appearance of the creature in the story known as a klingenot.							
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">four-legged / four legs</td> </tr> <tr> <td style="padding: 2px;">stegosaurus-like spine</td> </tr> <tr> <td style="padding: 2px;">dragon-like nostrils</td> </tr> <tr> <td style="padding: 2px;">old looking head</td> </tr> <tr> <td style="padding: 2px;">large pointed ears</td> </tr> </table>	four-legged / four legs	stegosaurus-like spine	dragon-like nostrils	old looking head	large pointed ears	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 any two of the evidence, but no more than one piece of evidence from the same section (as noted opposite)</p>
four-legged / four legs								
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32.	Look at the paragraph beginning: ' <i>Previous visions flashed into his brain...</i> ' <b>Find</b> and <b>copy</b> one phrase which suggests the other creatures were not afraid of the presence of the Klingenots.		
	(Creatures of other varied shapes and sizes wandered amongs them) unharmed and in no anticipation of any danger.	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 correct answer.
33.	Look at the paragraph beginning: ' <i>Turning tentatively to the right...</i> ' What does the word ' <i>tentatively</i> ' suggest about the way Anders moved?		
	<b>e.g.</b> he was hesitant /not confident /worried about taking his eyes off the creature /uncertain whether he was doing the right thing /cautious about turning his head	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 an answer which acknowledges Anders' uncertainty, caution or lack of confidence in turning his head away.
34.	'Anders focused all his energy onto the misty window...' What was Anders trying to do?		
	create a tapping noise to distract the creature / make it look away	1	<b>Content domain:</b> 2a—give /explain the meaning of words in context <b>Award 1 mark</b> for the correct answer.
35.	Compare Anders' feelings at the beginning of the extract with those at end. What is the difference between the way he acts? Use evidence from the text to support your answer.		
	<b>e.g.</b> At the beginning of the text Anders was 'fuelled by rage and revenge'. He was not thinking clearly due to his overwhelming anger. However at the end of the extract, he was thinking more clearly and planning his actions. He 'put down his sword' and concentrated on trying to distract the creature rather than attack it.	2	<b>Content domain:</b> 2h <b>Award 1 mark</b> for identifying a contrast in Anders' actions from aggression /anger to being more methodical /in control. <b>Award 1 mark</b> for appropriate supporting evidence from the text.

36.	Using evidence from the text, predict what has happened to the woods in the story and what Anders might do next.		
	<p>Any appropriate predictions linked to the text.</p> <p><b>e.g.</b> The woodlands might have been burned down by the creature as it had 'dragon-like nostrils'. After Anders has tricked the creature into turning its head away, he may pick up his sword again as the extract says he had 'the sole responsibility to defeat it'.</p> <p><b>Or</b></p> <p>The woodlands may have been destroyed by other people or enemies of the Klingenot as the text says that the Klingenots had been 'roaming peacefully in pairs through the surroundings ... eating the leaves and foliage from the branches'. Anders may try to escape from the creature after distracting it as it says he 'knew this was his chance and he seized it'.</p>	up to 3 marks	<p><b>Content domain:</b> 2e—predict what might happen from details stated and implied</p> <p><b>Award 1 mark</b> for a prediction of what had already happened to the woodlands; <b>1 mark</b> for a prediction as to what Anders might do next and <b>1 mark</b> for use of relevant evidence for each prediction. Answer must include all three elements to achieve all three marks.</p>

37.	How do you think Anders feels about his surroundings in the extract? Give two feelings, with evidence from the text to support your answer.		
	<p><b>e.g.</b></p> <p>angry ('furious to see the destruction of the once beautiful woodland')</p> <p>confused ('trying to fathom how those happenings linked and influenced his ordinary schoolboy life' / 'to answer his millions of questions')</p> <p>happy ('he couldn't imagine life any different to the way it had become' / 'this wonderful world had been revealed to him')</p> <p>annoyed ('some days he cursed the gift that his grandmother had given him')</p> <p>privileged ('as privileged as Anders felt to frequent their world')</p> <p>determined ('focused all his energy onto the misty window' / 'knew this was his chance and he seized it')</p>	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 each</b> for appropriate inference of any two feelings, linked to evidence in the text.</p>
	Total 21		