

English

KS2

2016

# Year 5 Reading Assessment Marking Scheme

question	answer	marks	notes
1.	The story is mainly told from the perspective of...		
	Alice	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.	At the start of the extract both girls are...		
	sitting	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.	Alice fell...		
	down a deep well	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.	The first three paragraphs are set...		
	in the countryside	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.
5.	Order these events as they happen in the story. Number them 1, 2, 3, 4.		
	Alice was sitting on the bank. – 1 Alice saw a white rabbit run close by. – 2 Alice went down a rabbit hole. – 3 Alice landed at the bottom of a deep well. – 4	Up to 2	<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, <b>1 mark</b> for two correct.
6.	<i>'In another moment down went Alice after it, never once considering how in the world she was to get out again.'</i> Explain two things that the sentence suggests about Alice.		
	<ul style="list-style-type: none"> <li>References to Alice feeling excited so forgetting to think about her own safety.</li> <li>References which suggest that Alice was brave, daring or adventurous.</li> <li>For suggestions that Alice wasn't very sensible/street wise because she wasn't aware of the danger.</li> </ul>	Up to 2	<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 of the following points, up to a maximum of <b>two marks</b>:</p> <ul style="list-style-type: none"> <li>References to Alice feeling excited so forgetting to think about her own safety.</li> <li>References which suggest that Alice was brave, daring or adventurous.</li> <li>For suggestions that Alice wasn't very sensible/ street wise because she wasn't aware of the danger.</li> </ul>

7.	Why do you think the rabbit didn't stop to talk to Alice?		
	Answers which recognise that the rabbit was in a hurry.	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 which recognise that the rabbit was in a hurry e.g.</p> <ul style="list-style-type: none"> <li>• He was looking at his watch and worrying about being late.</li> <li>• He was dashing/ rushing to be somewhere.</li> <li>• He didn't have the time to stop to talk.</li> </ul>
8.	How old do you think Alice is? Explain your answer.		
	Answers that contain <b>both</b> an appropriate reference to Alice's age, inferred from the text, and a development in the form of a relevant quote/example(s).	Up to 2	<p><b>Content domain:</b> 2d - make inferences from the text/ explain and justify inferences with evidence from the text.</p> <p><b>Award 2 marks</b> for answers that contain <b>both</b> an appropriate reference to Alice's age, inferred from the text, and a development in the form of a relevant quote/ example(s), e.g.</p> <ul style="list-style-type: none"> <li>• Alice is younger than her sister. We know this because the text tells us that, 'once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it.' This tells us that Alice found her sister's book boring because it didn't have pictures in. Books with pictures are usually aimed at younger children.</li> <li>• Alice is quite young, you can tell this because of the misunderstandings about the world that Alice has, such as 'I wonder if I shall fall right through the earth! How funny it'll seem to come out among the people that walk with their heads downward.'</li> </ul> <p><b>Award 1 mark</b> for identifying Alice as being young with some evidence inferred from the text e.g. 'I think Alice is young because she likes picture books.'</p> <p><b>Also award 1 mark</b> for quotations alone.</p> <p><b>Do not award a mark</b> for references to age alone e.g. 'Alice was young.'</p>
9.	Which words does the author use to show how Alice is feeling as she runs across the field after the rabbit?		
	'burning with curiosity.'	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 'burning with curiosity.'</p>

10.	What do these words tell you about the way she was feeling?		
	Answers which interpret either burning or curiosity.	1	<p><b>Content domain:</b> 2a - give/explain the meaning of words in context.</p> <p><b>Award 1 mark</b> for answers which interpret <b>either</b> burning or curiosity e.g.</p> <ul style="list-style-type: none"> <li>• She couldn't wait to discover/find out what the rabbit was doing.</li> <li>• Alice was eager to know or learn about something.</li> <li>• She was hot/like a flame with interest/inquisitiveness.</li> </ul>
11.	What time of year do you think the story is set? Explain your answer.		
	Answers which refer to summer with supporting evidence from the text.	Up to 2	<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 which refer to summer and <b>1 mark</b> for supporting evidence from the text e.g.</p> <ul style="list-style-type: none"> <li>• The story is set in the summer. We know this because the text tells us that, 'the hot day made her feel very sleepy and stupid.' This tells us that the weather is hot therefore this would be in the summer months.</li> </ul>
12.	Throughout the story Alice feels a range of feelings. Find and copy <b>one</b> sentence from the text that shows she was feeling <b>bored</b> . Find and copy <b>one</b> sentence that shows she was feeling <b>drowsy</b> .		
	<ul style="list-style-type: none"> <li>• 'Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do.'</li> <li>• 'And here Alice began to get rather sleepy, and went on saying to herself, in a dreamy sort of way,'</li> <li>• 'So she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid)'</li> </ul>	Up to 2	<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 'Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do.'</p> <p><b>Award 1 mark</b> for 'And here Alice began to get rather sleepy, and went on saying to herself, in a dreamy sort of way,'</p> <p><b>or</b></p> <p>'So she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid)'</p>

13.	<b>'Alice is very clever.'</b> Do you agree with this? Explain your answer using evidence from the text.		
	An appropriate explanation supported by evidence from the text.	Up to 3	<p><b>Content domain:</b> 2c – summarise main ideas from more than one paragraph.</p> <p><b>Award 1 mark</b> for each appropriate explanation supported by evidence from the text, to a maximum of <b>3 marks</b>.</p> <p><b>Do not</b> award marks for quotes from the text alone without a supporting explanation.</p> <p>Yes e.g.</p> <ul style="list-style-type: none"> <li>• Alice is well educated, 'Let me see: that would be four thousand miles down , I think--' (for, you see, Alice had learnt several things of this sort in her lessons in the schoolroom,'</li> <li>• Alice knows some difficult words, 'that's about the right distance--but then I wonder what Latitude or Longitude I've got to?'</li> <li>• Alice speaks articulately showing she is clever.</li> </ul> <p>No e.g.</p> <ul style="list-style-type: none"> <li>• It isn't very clever going down a rabbit hole without thinking about how to get out 'In another moment down went Alice after it, never once considering how in the world she was to get out again.'</li> <li>• Alice thinks that people in Australia and New Zealand walk on their heads because they are on the other side of the world to her. This shows a lack of understanding about the world, 'How funny it'll seem to come out among the people that walk with their heads downward! The Antipathies, I think--'</li> <li>• Alice doesn't know what latitude and longitude mean, '(Alice had no idea what Latitude was, or Longitude either, but thought they were nice grand words to say.)'</li> <li>• She didn't know whether cats ate bats, 'But do cats eat bats, I wonder?'</li> <li>• Alice thinks mice are like bats when they are completely different, 'but you might catch a bat, and that's very like a mouse, you know.'</li> </ul>
14.	<b>'Oh my ears and whiskers, how late it's getting!'</b> Find and copy another sentence that supports the idea that the rabbit was late for something.		
	<p>'Oh dear! Oh dear! I shall be late!'</p> <p><b>or</b></p> <p>'took a watch out of its waistcoat-pocket, and looked at it, and then hurried on,'</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</p> <ul style="list-style-type: none"> <li>• 'Oh dear! Oh dear! I shall be late!'</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• 'took a watch out of its waistcoat- pocket, and looked at it, and then hurried on,'</li> </ul>

15.	<i>'There was nothing so very remarkable in that.'</i> Give another word with the same meaning as <b>remarkable</b> that could have been used instead.	
	extraordinary, amazing, notable, outstanding, noteworthy, significant, incredible, astonishing.	<p><b>Content domain:</b> 2a - give/explain the meaning of words in context.</p> <p><b>Award 1 mark</b> for appropriate synonyms: extraordinary, amazing, notable, outstanding, noteworthy, significant, incredible, astonishing.</p>
16.	Based on what you have read in the story, explain why <i>'Alice was not a bit hurt,'</i> when she finally landed at the bottom of the well.	
	<p>Responses which support to the idea that Alice was not hurt because she was only dreaming.</p> <p><b>or</b></p> <p>Responses which suggest that Alice's landing was cushioned by the leaves and sticks.</p>	<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 following, up to a maximum of <b>2 marks</b>.</p> <ul style="list-style-type: none"> <li>• Responses which support to the idea that Alice was not hurt because she was only dreaming.</li> <li>• Responses which suggest that Alice's landing was cushioned by the leaves and sticks.</li> </ul>
		Total 24

question	answer	marks	notes
17.	What type of fishing is the information mainly about?		
	coarse fishing	1	<b>Content domain:</b> 2b - retrieve and record information/ identify key details from fiction and non-fiction. <b>Award 1 mark</b> for coarse fishing.
18.	Draw lines to match the correct information.		
	game - trout and salmon sea - pollock and bass coarse - perch and bream	1	<b>Content domain:</b> 2b - retrieve and record information/ identify key details from fiction and non-fiction. <b>Award 1 mark</b> for all three correctly linked.
19.	<b>'Game fishing relates to the pursuit of trout and salmon'</b> Give another word with the same meaning as <b>pursuit</b> that could have been used instead.		
	chase, hunt, search, quest <b>or</b> detection	1	<b>Content domain:</b> 2a - give/explain the meaning of words in context. <b>Award 1 mark</b> for any of the following: chase, hunt, search, quest, detection.
20.	How/where can you buy your rod licence?		
	Post Offices, by telephone <b>and</b> online.	1	<b>Content domain:</b> 2b - retrieve and record information/ identify key details from fiction and non-fiction. <b>Award 1 mark</b> for all three correct - Post Offices, by telephone, online.
21.	<b>'The welfare of the fish is vital to the future of fishing and all fish that are caught must be returned to the water without injury'</b> Explain why you think this is.		
	3 different points which show how looking after the fish allows fishing to carry on.	Up to 3	<b>Content domain:</b> 2d - make inferences from the text / explain and justify inferences with evidence from the text. <b>Award up to three marks</b> for each different point which shows how looking after the fish allows fishing to carry on. • <b>Award 1 mark</b> for reference to: taking care of fish correctly means that the fish survive. • <b>Award 1 mark</b> for reference to: taking care of fish means that other anglers can try to catch the same fish. • <b>Award 1 mark</b> for reference to: taking care of fish means that the fish can re-produce so there are enough fish for other anglers.

22.	<p><i>'All fish are covered with a protective layer of slime and this acts as the first line defence against parasitic infections, bacteria, and other diseases that a fish may contract.'</i></p> <p>In this sentence, what is the word <b>defence</b> closest in meaning to? Tick <b>one</b> box.</p>		
	guard	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 option indicated.</p>
23.	<p><i>'Get Hooked'</i></p> <p>Explain the meaning of the words in this context.</p>		
	<p>reference to: getting caught on something.</p> <p>reference to: getting addicted/dependent on something.</p>	Up to 2	<p><b>Content domain:</b> 2a - give/explain the meaning of words in context.</p> <p><b>Award up to 2 marks</b> for the two different meanings.</p> <ul style="list-style-type: none"> <li>• <b>Award 1 mark</b> for reference to: getting caught on something.</li> <li>• <b>Award 1 mark</b> for reference to: getting addicted/dependent on something.</li> </ul>
24.	<p>According to the posters, what are the three key things you must <b>not</b> do when fishing?</p>		
	<ul style="list-style-type: none"> <li>• take the fish home</li> <li>• cook/eat the fish</li> <li>• harm/hurt the fish</li> <li>• fish without a license</li> </ul>	Up to 3	<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 response up to 3 marks.</p> <ul style="list-style-type: none"> <li>• take the fish home</li> <li>• cook/eat the fish</li> <li>• harm/hurt the fish</li> <li>• fish without a license</li> </ul> <p><b>Do not</b> award a mark for 'must not cheat on angling.'</p>
25.	<p>Why is the poster an effective way of explaining the rules about fishing?</p>		
	<p>reference to: the poster summarising the information.</p> <p>reference to: the visual appealing features.</p>	Up to 2	<p><b>Content domain:</b> 2g - identify/explain how meaning is enhanced through choice of words and phrases.</p> <p><b>Award up to 2 marks.</b></p> <p><b>Award 1 mark</b> for reference to: the poster summarising the information e.g.</p> <ul style="list-style-type: none"> <li>• It summarises a lot of information/uses a short slogan/title to get across key messages.</li> <li>• It clearly and concisely shows you everything you need to know.</li> </ul> <p><b>Award 1 mark</b> for reference to: the visual appealing features e.g.</p> <ul style="list-style-type: none"> <li>• The images attract people into reading the information.</li> <li>• The images show key information without needing to read the text.</li> </ul>

26.	How does the information in the posters link to the information in the text?		
	Any comparison made between text-based evidence and the poster.	1	<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 any comparison made between text-based evidence and the poster e.g.</p> <ul style="list-style-type: none"> <li>• Poster 1 says 'Don't cheat on angling – buy a rod licence' and the text supports this by saying 'Any angler aged 12 years or over, fishing for salmon, trout, freshwater fish or eels in England (except the River Tweed), Wales or the Border Esk and its tributaries in Scotland must have an Environment Agency rod licence.'</li> <li>• Poster 1 shows that a licence can be bought at a post office or online 'postoffice.co.uk/rod-fishing-licence' and the text supports this by saying, 'you can buy your rod licence at Post Offices, by telephone or online.'</li> <li>• Poster 2 shows that you should not hurt the fish, take them home or eat them and the text supports this by saying 'The welfare of the fish is vital to the future of fishing and all fish that are caught must be returned to the water without injury.'</li> </ul>
		Total 16	

question	answer	marks	notes
27.	What season is the poem about? Tick <b>one</b> box.		
	autumn	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 option indicated.
28.	In line 29 the author uses 'white bedclothes' to refer to what? Tick <b>one</b> box.		
	snow	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 option indicated.
29.	The poet uses the words 'frolicked' and 'danced' to describe the leaves. What do these words tell you about the way the leaves moved?		
	Responses that interpret both frolicked and danced.	2	<b>Content domain:</b> 2a - give/explain the meaning of words in context. <b>Award 2 marks</b> for responses that interpret <b>both</b> frolicked and danced.  <b>Acceptable points for frolicked:</b> <ul style="list-style-type: none"> <li>joy/happiness</li> <li>scampered, romped, tripped, pranced, leaped, sprung, hopped, jumped, bounced</li> </ul> <b>Acceptable points for danced:</b> <ul style="list-style-type: none"> <li>skipped, pranced, romped, jigged, whirled, twirled, swayed</li> </ul> <b>Do not award marks</b> for references to the leaves blowing in the wind.
30.	Find and copy <b>two</b> sentences from the poem that show the relationship of the tree to the leaves to be similar to a parent and child relationship.		
	<ul style="list-style-type: none"> <li>'The great Tree to his children said.'</li> <li>'It is quite time you went to bed.'</li> <li>'Dear Father Tree, behold our grief.'</li> <li>'Come, children all, to bed," he cried.'</li> <li>'Good-night, dear little leaves" he said.'</li> </ul>	Up to 2	<b>Content domain:</b> 2b - retrieve and record information/ identify key details from fiction and non-fiction. <b>Award 1 mark</b> for each sentence up to a maximum of <b>two</b> marks. <ul style="list-style-type: none"> <li>'The great Tree to his children said'</li> <li>'It is quite time you went to bed'</li> <li>'Dear Father Tree, behold our grief'</li> <li>'Come, children all, to bed," he cried'</li> <li>'Good-night, dear little leaves" he said'</li> </ul>

31.	The poet uses personification to make the leaves seem alive. Find and copy <b>two</b> sentences from the poem that show this.	
	<ul style="list-style-type: none"> <li>• 'Ah!' begged each silly, pouting leaf,'</li> <li>• 'To the great Tree the leaflets clung,'</li> <li>• 'Frolicked and danced and had their way,'</li> <li>• 'Whispering all their sports among, Perhaps the great Tree will forget And let us stay until the spring If we all beg and coax and fret.'</li> <li>• 'And from below each sleepy child Replied "Good-night," and murmured, "It is so nice to go to bed."' '</li> </ul>	<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 sentence up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• 'Ah!" begged each silly, pouting leaf,'</li> <li>• 'To the great Tree the leaflets clung,'</li> <li>• 'Frolicked and danced and had their way,'</li> <li>• 'Whispering all their sports among, Perhaps the great Tree will forget And let us stay until the spring If we all beg and coax and fret.'</li> <li>• 'And from below each sleepy child Replied "Good-night," and murmured, "It is so nice to go to bed." ' '</li> </ul>
32.	<p><i>'It is so nice to go to bed.'</i></p> <p>How does this compare to the way the leaves felt at the beginning of the poem? Explain your answer in full using <b>evidence</b> from the poem.</p>	
	A comparison supported by a relevant quote from the text.	<p><b>Content domain:</b> 2h - make comparisons within the text.</p> <p><b>Award up to 2 marks</b> for a comparison supported by a relevant quote from the text.</p> <p><b>Award 1 mark for a comparison:</b></p> <ul style="list-style-type: none"> <li>• Answers that give detail about the leaves being reluctant to go to sleep at the start and wanting to stay up compared to feeling ready and happy to go to bed at the end.</li> <li>• Answers that refer to the leaves not being tired at the beginning and tired at the end.</li> </ul> <p><b>Award 1 mark for a relevant quote:</b></p> <ul style="list-style-type: none"> <li>• "Ah!" begged each silly, pouting leaf, "Let us a little longer May;</li> <li>• 'Tis such a very pleasant day We do not want to go away."</li> </ul>
		Total 10