

# Reading Assessment Overview



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## Guidance on Using the Assessments

The Twinkl reading assessments have been written to support teachers in assessing children's progress within the different content areas of the programmes of study for the 2014 English national curriculum.

The assessments reflect the content of the KS2 English sample reading tests, published July 2015. Questions and accepted responses in each set of assessments reflects year group expectations. If necessary, children working significantly below or above expectations may be assessed using materials for year groups above or below that to which they belong. (Although it should be noted that the government has specified that children should be adding depth and breadth to their knowledge and engaging in using and applying rather than accelerated content).

As part of the reforms brought in with the latest version of the national curriculum (2014), there are no longer national threshold descriptors (i.e. 'levels') to follow. This has been done to provide teachers greater flexibility in how they plan and assess pupils' learning. Due to this, Twinkl does not include any threshold information with our assessment resources.

## When to Use the Assessments

There is an assessment for each term. The assessments are not progressive, i.e. they are all written at the same level of questioning, enabling them to be used in any order. The assessments may be broken down into mini-tests (fiction, non-fiction and poetry) if necessary.

The Twinkl reading assessments are intended to be used alongside the tracking spreadsheet. This will enable you to analyse any gaps in understanding and skills for individuals or for your class as a whole.

Each assessment may be used:

- before the start of a new term to assess strengths and weaknesses pupils may have in order to inform planning;
- during a term to assess how pupils are progressing;
- at the end of a term to assess progress within a particular area.

## Content of the Assessments

In line with the KS2 sample tests, the Twinkl reading assessments:

- include a selection of texts (fiction, non-fiction and poetry) totalling between 1500-2300 words
- have a total of 50 marks;
- include a range of one mark, two mark and three mark questions;
- use a range of question types in the proportions as specified by the KS2 sample reading tests (see below);
- address all content domains in the proportions as specified by the KS2 sample reading tests (see below).

## Question Type

Selected Response	10-30% (5 to 15 marks)	Multiple choice, Ranking / ordering; Matching; Labelling
Short Constructed Response	40-60% (20 to 30 marks)	Find and copy; Short response
Extended Constructed Response	20-40% (10 to 20 marks)	Open-ended response

## Content Domain

These are the reading skills identified by the Government to be targeted within assessments.

Content domain reference	
2a give / explain the meaning of words in context	5-10 marks
2b retrieve and record information / identify key details from fiction and non-fiction	8-25 marks
2c summarise main ideas from more than one paragraph	1-6 marks
2d make inferences from the text / explain and justify inferences with evidence from the text	8-25 marks
2e predict what might happen from details stated and implied	0-3 marks
2f identify / explain how information / narrative content is related and contributes to meaning as a whole	0-3 marks
2g identify / explain how meaning is enhanced through choice of words and phrases	0-3 marks
2h make comparisons within the text	0-3 marks

## Delivery of the Assessments

Answers and suggested responses can be found in the mark scheme which accompanies each test.

Each pupil requires a reading booklet and an answer booklet. No additional materials are required in any of the assessments.

All the assessments are suitable for class delivery although they can be given to smaller groups if required.

The Standards and Testing Agency state that a total time of 60 minutes will be allowed for completion of the KS2 Reading Assessment in Y6. This includes time for reading and responding to questions. As the Twinkl reading assessments have been based on the KS2 Reading Assessment sample papers, a similar time may be given, but this is up to you.

## Tracking from the Assessments

Each assessment can be used alongside the corresponding reading assessment spreadsheet to track an individual pupil's progress.

The content domain being tested is clearly referenced on the mark scheme. This links directly to the spreadsheet.

The spreadsheet has been set up with conditional formatting so that inputting the numbers 1/2/3 will turn the cells green/orange/red. Using the colour coding: green for achieved, amber for partly achieved and red for not achieved, teachers will have an 'at a glance' picture of a child's needs or any common areas of strength or weakness within the class in order to inform future planning.

Used alongside teacher judgements and exercise books, a clear picture of a child's progress can be built up and used as evidence for parents, pupil progress meetings or any outside agencies visiting school.

# Reading Booklet

Year 6 Reading Assessment - Poetry



**The Charge of the  
Light Brigade**

# The Charge of the Light Brigade

## I

Half a league, half a league,  
Half a league onward,  
All in the valley of Death  
Rode the six hundred.  
“Forward, the Light Brigade!  
Charge for the guns!” he said.  
Into the valley of Death  
Rode the six hundred.

## II

“Forward, the Light Brigade!”  
Was there a man dismayed?  
Not though the soldier knew  
Someone had blundered.  
Theirs not to make reply,  
Theirs not to reason why,  
Theirs but to do and die.  
Into the valley of Death  
Rode the six hundred.

## III

Cannon to right of them,  
Cannon to left of them,  
Cannon in front of them  
Volleyed and thundered;  
Stormed at with shot and shell,  
Boldly they rode and well,  
Into the jaws of Death,  
Into the mouth of hell  
Rode the six hundred.

**By Alfred,  
Lord Tennyson**

## IV

Flashed all their sabres bare,  
Flashed as they turned in air  
Sabring the gunners there,  
Charging an army, while  
All the world wondered.  
Plunged in the battery-smoke  
Right through the line they  
broke;  
Cossack and Russian  
Reeled from the sabre stroke  
Shattered and sundered.  
Then they rode back, but not  
Not the six hundred.

## V

Cannon to right of them,  
Cannon to left of them,  
Cannon behind them  
Volleyed and thundered;  
Stormed at with shot and shell,  
While horse and hero fell.  
They that had fought so well  
Came through the jaws of Death,  
Back from the mouth of hell,  
All that was left of them,  
Left of six hundred.

## VI

When can their glory fade?  
O the wild charge they made!  
All the world wondered.  
Honour the charge they made!  
Honour the Light Brigade,  
Noble six hundred!

English

KS2

2016

# Year 6 Reading Assessment Poetry Answer Booklet

<b>First Name</b>						
<b>Middle Name</b>						
<b>Last Name</b>						
<b>Date of Birth</b>	<b>Day</b>		<b>Month</b>		<b>Year</b>	
<b>School Name</b>						
<b>DfE Number</b>						

**Questions 15 to 23 are about 'The Charge of the Light Brigade'**

15. How many soldiers 'rode' in verse I?

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1 mark

16. 'Half a league, half a league, / Half a league onward'

These lines use the repetition of a phrase for effect.

**Find** and **copy** two more phrases that are repeated in verse I.

1. \_\_\_\_\_

2. \_\_\_\_\_

2 marks

Look at verse II

17. **Find** and **copy** a phrase which suggests a mistake had been made.

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1 mark

18. Which word is used to rhyme with brigade?

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1 mark

total for this page



19. Look at these lines:

*'Theirs not to make reply,  
Theirs not to reason why,  
Theirs but to do and die.'*

What does this tell you about the attitude of the soldiers?

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2 marks

20. Look at these lines:

*'Boldly they rode and well,  
Into the jaws of Death'*

What do you think is meant by this?

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2 marks

Look at verse VI

21. **Find** and **copy** a word which suggests the poet believes we should admire the soldiers and regard them with great respect.

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1 mark

total for this page

22. Order these events from the poem. The first one has been done for you.

1 mark

The brigade rode back but some men had been killed.

The soldiers all followed the order and rode forward.

The order was given to charge forward.

The enemy were waiting and shot at the soldiers.

23. Look at these lines:

*'Cannon to right of them,  
Cannon to left of them,  
Cannon behind them  
Volleyed and thundered'*

Which of these statements best summarise the situation being described? Tick **one**.

1 mark

The soldiers did not have any cannons.

The brigade did not know about the enemy cannons.

The soldiers were surrounded by enemy cannons.

There was a storm with thunder and lightning.

End of questions about *'The Charge of the Light Brigade'*

\*\*END OF TEST\*\*

total for this page

English

KS2

2016

# Year 6 Reading Assessment Marking Scheme for Poetry

question	answer	marks	notes
15.	How many soldiers 'rode' in verse 1?		
	600/six hundred	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 indicated. <b>Accept</b> answer in words or figures.
16.	'Half a league, half a league, / Half a league onward' These lines use the repetition of a phrase for effect. <b>Find</b> and <b>copy</b> two more phrases that are repeated in verse 1.		
	The valley of death Rode the six hundred	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 correct phrase.
17.	<b>Find</b> and <b>copy</b> a phrase which suggests a mistake had been made.		
	Someone had blundered	1	<b>Content domain:</b> 2a - give /explain the meaning of words in context. <b>Award 1 mark</b> for the correct answer indicated.
18.	Which word is used to rhyme with brigade?		
	Dismayed	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 indicated.
19.	Look at these lines: 'Theirs not to make reply, / Theirs not to reason why, / Theirs but to do and die.' What does this tell you about the attitude of the soldiers?		
	the soldiers' attitude was to follow any orders given, even if they did not agree with them  the soldiers were not allowed to question the orders or disagree with them, they just had to do as they were told.  the soldiers were willing to die for their country, following the orders or They had to follow orders	Up to 2	<b>Content domain:</b> 2g - Identify /explain how meaning is enhanced through choice of words and phrases. <b>Award 2 marks</b> for an answer that conveys the unquestioning commitment of the soldiers to follow orders, regardless of the consequences. <b>Award 1 mark</b> if the attitude is mentioned without reference to the consequence.

20.	Look at these lines: <i>'Boldly they rode and well, / Into the jaws of Death'</i> What do you think is meant by this?		
	The soldiers were brave and rode well, even though they were likely to be killed.  Riding into the jaws of death tells us that the brigade were doomed but they still showed courage.	Up to 2	<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 acknowledging the soldiers' courage or bravery.  <b>Award 1 mark</b> for referencing the inevitable death or fatal consequences for the brigade.  <b>Do not accept</b> answers which copy directly from the text, without offering further explanation.
21.	<b>Find and copy</b> a word which suggests the poet believes we should admire the soldiers and regard them with great respect.		
	honour	1	<b>Content domain:</b> 2a - give / explain the meaning of words in context.  <b>Award 1 mark</b> for the correct answer indicated.
22.	Order these events from the poem. The first one has been done for you.		
	The brigade rode back but some men had been killed - 4  The soldiers all followed the order and rode forward - 2  The order was given to charge forward - 1  The enemy were waiting and shot at the soldiers - 3	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 events correctly ordered.
23.	Look at these lines: <i>'Cannon to right of them, / Cannon to left of them, / Cannon behind them / Volleyed and thundered'</i> Which of these statements best summarise the situation being described? Tick <b>one</b> .		
	The soldiers were surrounded by enemy cannons.	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.
		Total 12	