

English

KS2

2016

# Year 6 Reading Assessment Fiction 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 24 to 35 are about 'Moonfleet'

Look at the first extract.

24. Find and copy a word which means a shallow stretch of water, shut off from the sea.

---

1 mark

25. Explain why the village was really named Moonfleet and why the character thought it had been given the name, when he was a child.

---

---

---

---

2 marks

26. What had happened to John Trenchard's mother and father?

---

1 mark

27. Who did John live with?

---

1 mark

total for

Look at the second extract.

28. What was the actual name of the pub and the name it was more commonly known by in the story? Explain each, giving evidence from the text to support your answer.

---

---

---

---

---

---

---

3 marks

29. What evidence is there to suggest that the Mohune family were at one time very wealthy and well-regarded in the village? Include evidence from both extracts to support your answer.

---

---

---

---

---

---

---

2 marks

Look at the paragraph beginning *'My heart was in my mouth...'*

30. How do you think the character felt when using the phrase, *'My heart was in my mouth...'*?

---

1 mark

total for this page

31. How old was Elzevir Block?

---

1 mark

32. Which of these languages does the extract say Elzevir could speak? Tick **one**.

- |               |                          |               |                          |
|---------------|--------------------------|---------------|--------------------------|
| <b>German</b> | <input type="checkbox"/> | <b>Mohune</b> | <input type="checkbox"/> |
| <b>Dutch</b>  | <input type="checkbox"/> | <b>French</b> | <input type="checkbox"/> |

1 mark

Look at the lines '*...if people loved to tell stories of his strength, they would speak also of widows helped, and sick comforted with unknown gifts, and hint that some of them came from Elzevir Block*'

33. Identify two types of people helped with acts of kindness by Elzevir Block?

---

1 mark

34. In the second extract, the pub is described as having very few customers.

**Find** and **copy** evidence from more than one different paragraph to support this.

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

---

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

---

---

2 marks

total for

2 marks

35. At the end of the extract, John Trenchard and Ratsey have just entered the pub. Do you think Elzevir Block would be pleased to see them? Use evidence from the text to support your answer.

Yes

No

Yes and No

---

---

---

---

---

---

---

**End of questions about 'Moonfleet'**



**\*\*END OF TEST\*\***

total for

English

KS2

2016

# **Year 6 Reading Assessment Marking Scheme for Fiction**

question	answer	marks	notes
24.	Find and copy a word which means a shallow stretch of water, shut off from the sea.		
	lagoon	1	<b>Content domain:</b> 2a - give/explain the meaning of words in context. <b>Award 1 mark</b> for the correct answer indicated.
25.	Explain why the village was really named Moonfleet and why the character thought it had been given the name, when he was a child.		
	The village was named Moonfleet as it was short for 'Mohune-fleet', after the great family. The boy originally thought that name came from the moon always shining very brightly on the lagoon.	Up to 2	<b>Content domain:</b> 2f - identify/explain how information/narrative content is related and contributes to meaning as a whole. <b>Award 1 mark</b> for each part of the correct answer.
26.	What had happened to John Trenchard's mother and father?		
	They had both died/been dead for years	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.
27.	Who did John live with?		
	With his aunt, Miss Arnold	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 indicated.
28.	What was the actual name of the pub and the name it was more commonly known by in the story? Explain each, giving evidence from the text to support your answer.		
	The pub was called the Mohune Arms, named after the family that owned the village. It was more commonly known as 'The Why Not?' because the family emblem on the sign over the door was a large black 'Y'. A former landlord had called it the 'Why Not?' and the name had stuck.	Up to 3	<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 both correct names. <b>Award 2 marks</b> for an additional simple explanation of either name. <b>Award 3 marks</b> for a full or extended explanation of both names and their origins.

29.	What evidence is there to suggest that the Mohune family were at one time very wealthy and well-regarded in the village? Include evidence from both extracts to support your answer.		
	<p>From first extract:</p> <p>the village name of Moonfleet was named after the Mohune family</p> <p>the Mohunes were a 'great family who were once lords of all these parts'</p> <p>From second extract:</p> <p>the Mohunes had once owned the whole of the village</p> <p>they used to have a mansion on the hillside above the village</p> <p>the family had their own shield/ badge/emblem</p> <p>everyone knew the Mohune 'Y' for miles around</p>	Up to 2	<p><b>Content domain:</b> 2c - summarise main ideas from more than one paragraph.</p> <p><b>Award 1 mark</b> for any evidence from the first extract and <b>1 mark</b> for any evidence from the second extract, up to <b>2 marks</b> in total.</p> <p>Evidence must be from both extracts to be awarded both marks.</p>
30.	Look at the paragraph beginning ' <i>My heart was in my mouth...</i> ' How do you think the character felt when using the phrase, ' <i>My heart was in my mouth...</i> '?		
	nervous/afraid/scared/worried	1	<p><b>Content domain:</b> 2a - give/explain the meaning of words in context.</p> <p><b>Award 1 mark</b> for an answer to convey feelings such as nervous/afraid/scared/worried.</p>
31.	How old was Elzevir Block?		
	(He was a man of) fifty	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 indicated.</p> <p><b>Also accept</b> 50 written in figures.</p>
32.	Which of these languages does the extract say Elzevir could speak? Tick <b>one</b> .		
	Dutch	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 option indicated.</p>
33.	Identify two types of people helped with acts of kindness by Elzevir Block?		
	widows (helped) and sick (comforted)	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 indicated.</p>



34.	In the second extract, the pub is described as having very few customers. <b>Find and copy</b> evidence from more than one different paragraph to support this.		
	<p>Award one mark for any of the following:</p> <p>at other times... there was no company</p> <p>there had been little drinking in the inn since that time</p> <p>He had never courted customers and now he scowled on any that came [men] went to drink at the Three Choughs at Ringstave</p> <p>Award one mark for any of the following:</p> <p>folks often wondered how it was he kept the 'Why Not?' on so little custom</p> <p>Elzivir Block was sat alone in the pub when they arrived</p>	Up to 2	<p><b>Content domain:</b> 2c - summarise main ideas from more than one paragraph.</p> <p><b>Award 1 mark</b> for each piece of evidence from each of the two lists.</p> <p>Evidence must be referenced from both lists to gain both marks.</p>
35.	At the end of the extract, John Trenchard and Ratsey have just entered the pub. Do you think Elzevir Block would be pleased to see them? Use evidence from the text to support your answer.		
	<p>Yes:</p> <p>Elzivir was alone and would therefore be pleased with the company of his friend, Ratsey</p> <p>Elzivir and Ratsey played backgammon together</p> <p>Elzivir's son had died, so he may be pleased to see 15-year old John</p> <p>No:</p> <p>Elzivir did not like new customers/ did not court customers/scowled at customers</p> <p>John may remind Elzivir of his own son, who had died</p> <p>Elzivir's 'face darkened' when he saw John</p> <p>Elzivir had become grim/silent /morose</p>	Up to 2	<p><b>Content domain:</b> 2e - predict what might happen from details stated and implied.</p> <p><b>Award 1 mark</b> for each relevant response, up to a total of <b>2 marks</b>.</p> <p>Evidence must be used from the text to achieve both marks.</p>
		Total 18	

# Reading Booklet

Year 6 Reading Assessment - Fiction

# Moonfleet



# Moonfleet

By John Meade Falkner

This text features two separate extracts from the novel *Moonfleet*, an adventure story about a group of smugglers, set in the eighteenth century on the south coast of England.

The village of Moonfleet lies half a mile from the sea on the right or west bank of the Fleet stream. This rivulet, which is so narrow as it passes the houses that I have known a good jumper clear it without a pole, broadens out into salt marshes below the village, and loses itself at last in a lake of brackish water. The lake is good for nothing except sea-fowl, herons, and oysters, and forms such a place as they call in the Indies a lagoon; being shut off from the open Channel by a monstrous great beach or dike of pebbles, of which I shall speak more hereafter. When I was a child I thought that this place was called Moonfleet, because on a still night, whether in summer, or in winter frosts, the Moon shone very brightly on the lagoon; but learned afterwards that 'twas but short for 'Mohune-fleet', from the Mohunes, a great family who were once lords of all these parts.

My name is John Trenchard, and I was fifteen years of age when this story begins. My father and mother had both been dead for years, and I boarded with my aunt, Miss Arnold, who was kind to me in her own fashion, but too strict and precise ever to make me love her.



'The Why Not?' was not the real name of the inn; it was properly the Mohune Arms. The Mohunes had once owned, as I have said, the whole of the village; but their fortunes fell, and with them fell the fortunes of Moonfleet. The ruins of their mansion showed grey on the hillside above the village; their almshouses stood half-way down the street, with the quadrangle deserted and overgrown; the Mohune image and superscription was on everything from the church to the inn, and everything that bore it was stamped also with the superscription of decay. And here it is necessary that I say a few words as to this family badge; for, as you will see, I was to bear it all my life, and shall carry its impress with me to the grave. The Mohune shield was plain white or silver, and bore nothing upon it except a great black 'Y'. I call it a 'Y', though the Reverend Mr. Glennie once explained to me that it was not a 'Y' at all, but what heralds call a *cross-pall*.



*Cross-pall* or no *cross-pall*, it looked for all the world like a black 'Y', with a broad arm ending in each of the top corners of the shield, and the tail coming down into the bottom. You might see that cognizance carved on the manor, and on the stonework and woodwork of the church, and on a score of houses in the village, and it hung on the signboard over the door of the inn. Everyone knew the Mohune 'Y' for miles around, and a former landlord having called the inn the '*Why Not?*' in jest, the name had stuck to it ever since.

More than once on winter evenings, when men were drinking in the '*Why Not?*', I had stood outside, and listened to them singing '*Ducky-stones*', or '*Kegs bobbing One, Two, Three*', or some of the other tunes that sailors sing in the west. Such songs had neither beginning nor ending, and very little sense to catch hold of in the middle. One man would crone the air, and the others would crone a solemn chorus, but there was little hard drinking, for Elzevir Block never got drunk himself, and did not like his guests to get drunk either. On singing nights the room grew hot, and the steam stood so thick on the glass inside that one could not see in; but at other times, when there was no company, I have peeped through the red curtains and watched Elzevir Block and Ratsey playing backgammon at the trestle-table by the fire. It was on the trestle-table that Block had afterwards laid out his son's dead body, and some said they had looked through the window at night and seen the father trying to wash the blood-matting out of the boy's yellow hair, and heard him groaning and talking to the lifeless clay as if it could understand. Anyhow, there had been little drinking in the inn since that time, for Block grew more and more silent and morose. He had never courted customers, and now he scowled on any that came, so that men looked on the '*Why Not?*' as a blighted spot, and went to drink at the Three Choughs at Ringstave.

My heart was in my mouth when Ratsey lifted the latch and led me into the inn parlour. It was a low sanded room with no light except a fire of seawood on the hearth, burning clear and lambent with blue salt flames. There were tables at each end of the room, and wooden-seated chairs round the walls, and at the trestle table by the chimney sat Elzevir Block smoking a long pipe and looking at the fire. He was a man of fifty, with a shock of grizzled hair, a broad but not unkindly face of regular features, bushy eyebrows, and the finest forehead that I ever saw. His frame was thick-set, and still immensely strong; indeed, the countryside was full of tales of his strange prowess or endurance. Blocks had been landlords at the '*Why Not?*' father and son for years, but Elzevir's mother came from the Low Countries, and that was how he got his outland name and could speak Dutch. Few men knew much of him, and folks often wondered how it was he kept the '*Why Not?*' on so little custom as went that way. Yet he never seemed to lack for money; and if people loved to tell stories of his strength, they would speak also of widows helped, and sick comforted with unknown gifts, and hint that some of them came from Elzevir Block for all he was so grim and silent.

He turned round and got up as we came in, and my fears led me to think that his face darkened when he saw me.



English

KS2

2016

# Year 6 Reading Assessment Non-Fiction 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 1 to 14 are about 'Endangered'

1. According to the introduction of the text, how many species have now been classified as 'Extinct in the Wild'?

---

1 mark

2. How tall was the dodo bird thought to be?

---

1 mark

3. What other animals does the text list as being now extinct? Tick **three**.

- |                          |                          |                 |                          |
|--------------------------|--------------------------|-----------------|--------------------------|
| passenger pigeon         | <input type="checkbox"/> | Tasmanian tiger | <input type="checkbox"/> |
| West African black rhino | <input type="checkbox"/> | black rhino     | <input type="checkbox"/> |
| mountain gorilla         | <input type="checkbox"/> | giant panda     | <input type="checkbox"/> |

2 marks

4. Look at this sentence:

*"Some animals, like the bald eagle and the American alligator, were once on the brink of extinction but are now known to be recovering."*

What is the meaning of the word **brink** in this sentence?

---

1 mark

total for this page

5. Complete this table of information about some of the animals' features in the text:

3 marks

Animal	Status	Population
Mountain Gorilla	Critically Endangered	
	Critically Endangered	More than 5,000
Giant Panda		1800 in the wild



Look at the section about the **South China Tiger**.

6. In what year did the Chinese government introduce a hunting ban?

1 mark

---



7. According to the text, why is this species of tiger considered to be 'functionally extinct'?

1 mark

---

---



8. **Find** and **copy** a word which means reducing or getting smaller in number.

1 mark

---



total for this page

Look at the section about the **Giant Panda**.

9. Why might it be surprising that the giant panda is endangered? Give **two** reasons.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

2 marks

10. Why are the pandas important for the bamboo forests?

\_\_\_\_\_  
\_\_\_\_\_

1 mark

11. How do pandas living in the wild benefit other animal species?

\_\_\_\_\_  
\_\_\_\_\_

1 mark

12. Match these facts with the correct animal in the text. One has been done for you.

**Bald Eagle**

**Mountain Gorilla**

**Black Rhino**

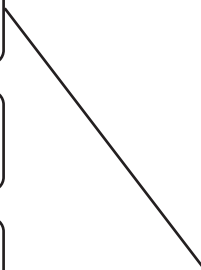
**Dodo**

**Killed for the illegal trade of their horn**

**Flightless bird, now extinct**

**Once at risk of extinction but now recovering**

**Suffered from years of war, hunting, habitat destruction and disease**



1 mark

total for this page



13. Give **two** reasons why animals should be saved from extinction. Use evidence from the text to support your answer.

2 marks

---

---

---

---

14. Look at the section called '**What causes endangerment or extinction?**'

The text says: '*Animal extinction can occur due to natural or human causes.*'

Which reason do you think is more likely to be responsible for species becoming extinct in recent years? Give evidence from the text to support your answer.

2 marks

---

---

---

---

**End of questions about 'Endangered'**

\*\*END OF TEST\*\*

total for this page

English

KS2

2016

# **Year 6 Reading Assessment Marking Scheme for Non-Fiction**

question	answer	marks	notes
1.	According to the introduction of the text, how many species have now been classified as 'Extinct in the Wild'?		
	69	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.
2.	How tall was the dodo bird thought to be?		
	About 1 metre tall	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.
3.	What other animals does the text list as being now extinct? Tick <b>three</b> .		
	passenger pigeon West African black rhino Tasmanian tiger	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 all three ticked correctly and no others ticked. <b>Award 1 mark</b> for one or two ticked correctly and/or other options incorrectly ticked.
4.	Look at this sentence: <i>"Some animals, like the bald eagle and the American alligator, were once on the brink of extinction but are now known to be recovering."</i> What is the meaning of the word <b>brink</b> in this sentence?		
	the edge/verge/threshold nearly occurring about to happen	1	<b>Content domain:</b> 2a - give/explain the meaning of words in context. <b>Award 1 mark</b> for answers which indicate the meaning of brink.
5.	Complete this table of information about some of the animals' features in the text.		
	Black Rhino Endangered 880	Up to 3	<b>Content domain:</b> 2b - retrieve and record information/ identify key details from fiction and non-fiction. <b>Award 1 mark</b> for each box correctly completed.
6.	In what year did the Chinese government introduce a hunting ban?		
	1979	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.

7.	According to the text, why is this species of tiger considered to be 'functionally extinct'?		
	Because it has not been seen in the wild for more than 25 years.	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.
8.	<b>Find and copy</b> a word which means reducing or getting smaller in number.		
	decreasing or decline	1	<b>Content domain:</b> 2a - give/explain the meaning of words in context. <b>Award 1 mark</b> for either decreasing or decline.
9.	Why might it be surprising that the giant panda is endangered? Give <b>two</b> reasons.		
	1. Considerable efforts have gone into conservation. 2. The animals have no natural predators.	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 reason indicated.
10.	Why are the pandas important for the bamboo forests?		
	Spread seeds/encourage new growth	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 indicated.
11.	How do pandas living in the wild benefit other animal species?		
	Other species of animals live in the forest so they need it to keep growing. Without the pandas spreading bamboo seeds, the forests would not grow so well and it is the home of the other species. The forest is home to other animal species which rely on the pandas spreading the seeds to encourage new growth.	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 answers which explain the need for regrowth of the bamboo forest as a habitat for other species, which occurs through the pandas spreading seeds.
12.	Match these facts with the correct animal in the text. One has been done for you.		
	Bald Eagle - Once at risk of extinction but now recovering Black Rhino - Killed for the illegal trade of their horn Dodo - Flightless bird, now extinct	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 animals and facts correctly matched.

13.	Give <b>two</b> reasons why animals should be saved from extinction. Use evidence from the text to support your answer.		
	<p>Plants and animals can be extremely important for the ecosystem of the Earth.</p> <p>Species depend on each other for survival.</p> <p>We want to be able to enjoy the beauty of nature.</p> <p>Once a species becomes extinct, it has gone forever.</p>	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 each reason given, up to two marks. Quotations or information taken directly from the text should be evident.</p>
14.	<p>Look at the section called '<b>What causes endangerment or extinction?</b>'</p> <p>The text says: '<i>Animal extinction can occur due to natural or human causes.</i>'</p> <p>Which reason do you think is more likely to be responsible for species becoming extinct in recent years? Give evidence from the text to support your answer.</p>		
	<p>Human causes are more likely as they include examples such as hunting or habitat destruction which have happened more recently.</p> <p>Human causes because the text says 'In more modern times, the most common causes are from human intervention.'</p> <p>or</p> <p>Natural causes because governments have introduced new laws, such as in China in 1979, to reduce the decline of animals like the giant panda.</p> <p>Natural causes because 'increased conservation efforts' have helped to save species such as the mountain gorilla, bald eagle or American alligator.</p>	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 the answer 'human causes', along with appropriate evidence from the text.</p> <p>Alternatively <b>award 2 marks</b> for the answer 'natural causes' if the evidence refers to a change of attitude or laws in recent times.</p>
		Total 20	

The background of the page is a detailed illustration of a lush forest. In the foreground, a stream flows over several large, grey rocks. The water is depicted with simple lines and a light blue-grey color. On the left bank, there are several large, brown tree trunks, some with patches of green moss. The right bank is dominated by tall, thin plants with star-shaped, green leaves. The background is filled with various shades of green, representing dense foliage and trees. The overall style is a clean, cartoonish illustration with bold outlines and flat colors.

# Reading Booklet

Year 6 Reading Assessment - Non-Fiction

# Endangered

# Endangered

## Introduction

Endangered animals are those species that are considered likely to become extinct, based on a current population trend. Their numbers known in the wild are low and thought to be decreasing.

Sadly, some species of animals are already now considered Extinct or Extinct in the Wild, including the famous dodo, a flightless bird thought to have been about one metre tall. Further examples include the passenger pigeon, the Tasmanian tiger and recently the West African black rhino.

According to a recent update of the 'Red List' produced by the International Union for Conservation of Nature (IUCN), 834 different species have now been classified as 'Extinct' with another 69 as 'Extinct in the Wild'.

Some other species are currently classed as Endangered or Critically Endangered, if facing a high or extremely high risk of extinction. There are further categories including Vulnerable and Near-Threatened for species which may face a risk of endangerment in the near future.

A large proportion of primates (such as apes, lemurs and monkeys) are at risk. However, there are success stories too. Some animals, like the bald eagle and the American alligator were once on the brink of extinction but are now known to be recovering.

## What causes endangerment or extinction?

Animal extinction can occur due to natural or human causes. Natural causes include change of climate or sea levels. In more modern times, the most common causes are from human intervention such as hunting or habitat destruction. There are other possibilities too such as pollution, new diseases, new predators or a single catastrophic event.

## Why save them?

Plants and animals can be extremely important for the ecosystem of the Earth. Species depend on each other for survival. Aside from this, we want to be able to enjoy the beauty of nature and, once a species becomes extinct, it has gone forever.

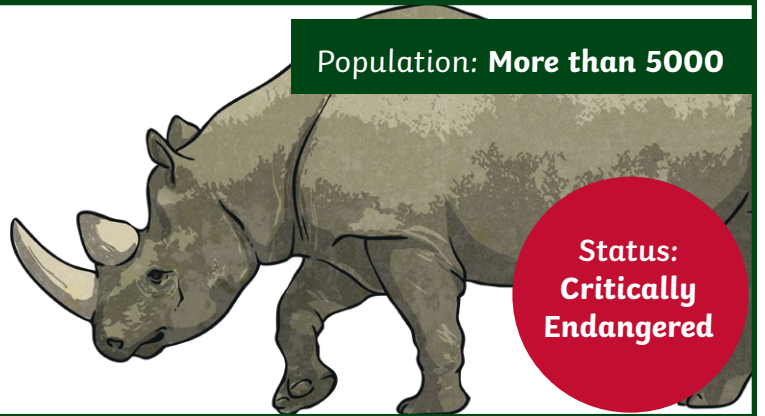


Endangered

## Black Rhino

Hunted for food or simply entertainment, the black rhino population went into decline due to European settlers in Africa during the 20<sup>th</sup> century. Despite being one of the oldest groups of mammals on the planet, their habitats have been destroyed and for many years, they have been killed for the illegal trade of their horn.

Population: More than 5000

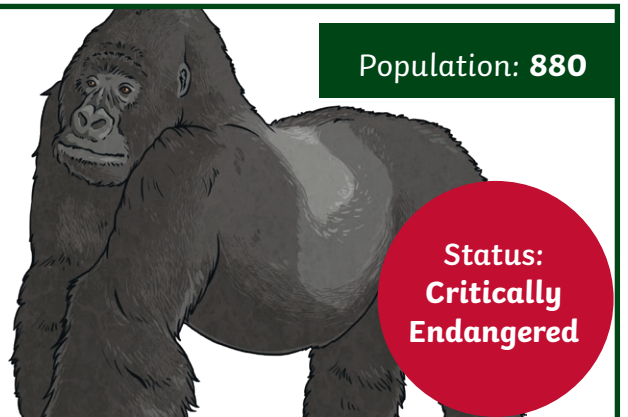


Status:  
Critically  
Endangered

## Mountain Gorilla

Most surviving mountain gorillas currently live in the African country of Uganda. The population has suffered from years of war, hunting, habitat destruction and disease. At one point, scientists thought that the species would be extinct some years ago. Fortunately, due to increased conservation efforts, their numbers have been increasing again in recent decades.

Population: 880

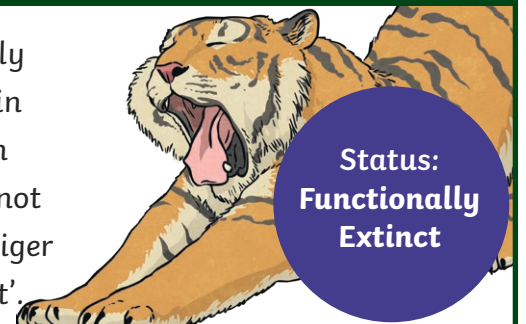


Status:  
Critically  
Endangered

## South China Tiger

In the 1950s, there were estimated to be around 4000 of the South China tigers living in the wild. After decreasing rapidly for decades, the Chinese government introduced a hunting ban in 1979 to prevent further decline. However, by 1996 the population was estimated to be just around 50 individuals. Now, as it has not been seen in the wild for more than 25 years, the South China tiger has instead been considered by scientists as 'functionally extinct'.

Population: Non identified in the wild



Status:  
Functionally  
Extinct

## Giant Panda

Considerable efforts have gone into conservation of the giant panda in recent years both in the wild as well as captivity. Although the animals have little in the way of natural predators, they have seen their habitat destroyed by roads, railways and other construction. Pandas play an important role in the bamboo forests where they roam and spread seeds to encourage growth of new plants. In turn, this area remains home to many other animal species that rely on the environment.

Population: 1800 in the wild



Status:  
Endangered



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?

\_\_\_\_\_

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.

\_\_\_\_\_

1 mark

18. Which word is used to rhyme with brigade?

\_\_\_\_\_

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?

---

---

---

---

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?

---

---

---

---

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.

---

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'*

1 mark

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

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

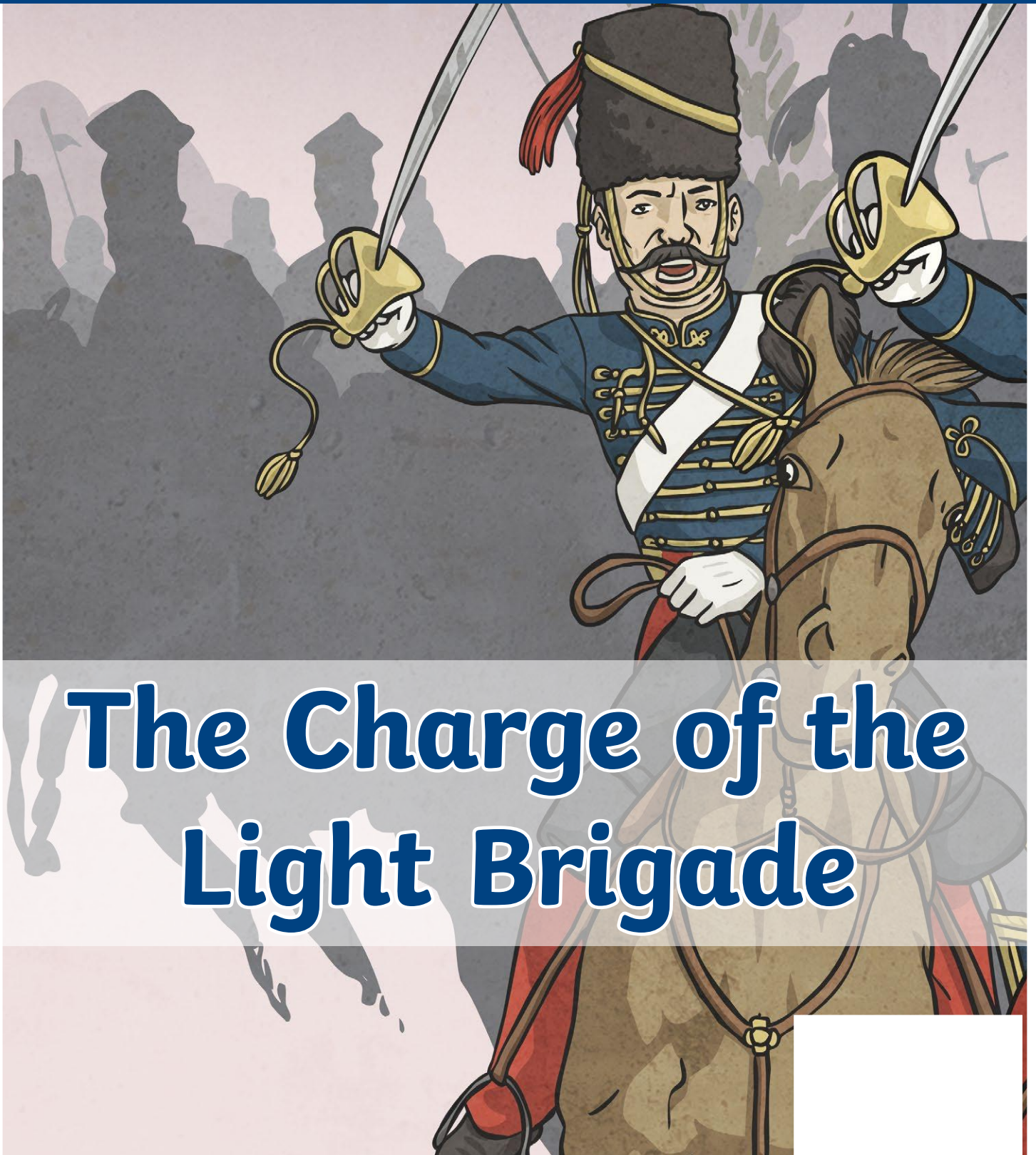
# **Year 6 Reading Assessment Marking Scheme for Poetry**

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 and 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 and 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	

# Reading Booklet

Year 6 Reading Assessment - Poetry



## The Charge of the Light Brigade



# The Charge of the Light Brigade

By Alfred,  
Lord Tennyson

## 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.

## 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!



# Reading Assessment Overview



**KS2**

---

## 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.



