



Reading

Parent workshop
October 2023

WELCOME

Aims of the session

- Explain the recent test procedures for reading
- Discuss how we will be preparing the children at school
- Have a look at some examples
- Review what you can do at home to help and using the new target sheets

Reading Test

- Each test will have 3 unrelated texts of increasing difficulty
- There will be a mixture of text types
- There will be a mixture of answer types

Instructions

Questions and answers

You have one hour to complete this test, answering the questions in the answer booklet. Read one text and answer the questions about that text before moving on to read the next text. There are three texts and three sets of questions.

In this booklet, there are different types of question for you to answer in different ways. The space for your answer shows you what type of answer is needed. Write your answer in the space provided. Do not write over any barcodes.

Short answers

Some questions are followed by a short line or box. This shows that you need only write a word or a few words in your answer.

Several line answers

Some questions are followed by a few lines. This gives you space to write more words or a sentence or two.

Longer answers

Some questions are followed by a large box. This shows that a longer, more detailed answer is needed to explain your opinion. You can write in full sentences if you want to.

Selected answers

For some questions you do not need to write anything at all and you should tick, draw lines to, or put a ring around your answer. Read the instructions carefully so that you know how to answer the question.

Types of question

- Thinking about types of questions we are likely to be asked:
 - ❖ Give / explain the meaning of words in context.
 - ❖ Retrieve and record information / identify key details from fiction and non-fiction.
 - ❖ Summarise main ideas from more than one paragraph.
 - ❖ Make inferences from the text / explain and justify inferences with evidence from the text.
 - ❖ Predict what might happen from details stated and implied.
 - ❖ Identify / explain how information / narrative content is related and contributes to meaning as a whole.
 - ❖ Identify / explain how meaning is enhanced through choice of words and phrases.
 - ❖ Make comparisons within the text.

How you can help

- Read with your child –at least once a week
- Ask questions after hearing your child read to you
- Have a go at writing your own questions to go with a piece of text
- Read as wide a variety of text types as possible
 - ❖ Poetry
 - ❖ Non-fiction (newspapers, information books etc)
 - ❖ Fiction of all genres (sci fi, diaries, fantasy, horror)

The 2023 Reading scoring system

A scaled score of 100 or more shows the pupil has met the expected standard in the test.

Level	Raw Score Out of 50	Scaled Score Out of 120
Above Age Group Expectation	38 - 50 76%	110 - 120
Achieved Age Group Expectation	24 - 37 48%	100 - 109
Below Age Group Expectation	0 - 27	80 - 99

The 2022 Reading scoring system

A scaled score of 100 or more shows the pupil has met the expected standard in the test.

Level	Raw Score Out of 50	Scaled Score Out of 120
Above Age Group Expectation	41 - 50 82%	110 - 120
Achieved Age Group Expectation	28 - 40 56%	100 - 109
Below Age Group Expectation	0 - 27	80 - 99

Reading KPIs

1)

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- Highlight a key phrase or line. By writing a line in this way, what effect has the author created?
- In this story, 'x' is mentioned a lot. Why?
- The writer uses words like... to describe... What does this tell you about a character or setting?
- What other words or phrases could the author have used?
- The writer uses... words/phrases... to describe... How does this make you feel?
- How has the writer made you and/or character feel... happy/sad/angry/frustrated/lonely/bitter etc?

2)

- Where does the story take place?
- When did the story take place?
- What did he/she/it look like?
- Who was he/she/it?
- Who are the characters in the book?
- Where in the book would you find...?
- What do you think is happening here?
- What happened in the story?
- What might this mean?
- Through whose eyes is the story told?
- Which part of the story best describes the setting?
- What words and/or phrases do this?
- What part of the story do you like best?
- What evidence do you have to justify your opinion?

3)

- What's the main point in this paragraph?
- Can you sum up what happens in these three/four/five... paragraphs?
- You've got 'x' words; sum up these paragraphs...
- Sort the information in these paragraphs.
- Do any of them deal with the same information?
- Make a table/chart to show the information in these paragraphs
- Which is the most important point in these paragraphs? How many times is it mentioned?

Year 6 KPIs (Key Performance Indicators)	Question Sets
Applies knowledge of root words, prefixes and suffixes as listed in the National Curriculum to determine the meaning of new words	1
Clarifies understanding by exploring and discussing the meaning of new vocabulary and technical terms in context	1
Understands and uses the majority of grammatical and technical terms needed for discussion such as figurative language, analogy, style and effect	1, 7
Summarises orally and in writing the main ideas, identifying key themes and conventions from what is read	3
Retrieves, records and presents information from non-fiction in a variety of formats	2
Uses inference to deepen understanding of characters' feelings, thoughts and motives, and offers explanations	4
Provides reasoned justifications orally and in writing for their views about a text and uses relevant quotes	4, 5
Summarises orally and in writing key ideas drawn from within and across texts	3
Makes predictions based on what is stated and implied and adjusts understanding in the light of new information	5
Explains how language, structure and presentation contribute to meaning	6, 7
Compares characters, considers different accounts of the same event and discusses viewpoints (authors and characters), within and across texts	8
Distinguishes between fact and opinion	all

Acceptable Points	Likely evidence (accept paraphrase)
inoffensive	
1. acted like children / playful	<ul style="list-style-type: none"> • <i>little ones played round their parents</i> • <i>unwieldy gambols</i> • <i>bounding into the air</i>
2. they are herbivores / vegetarians	<ul style="list-style-type: none"> • <i>reaching a bunch of foliage</i>
3. being together as a family / looking after their young	<ul style="list-style-type: none"> • <i>little ones played round their parents</i> • <i>followed by its mate and its three enormous infants</i>
4. the men don't find them frightening / they don't harm the men	<ul style="list-style-type: none"> • <i>I do not know how long we stayed gazing</i> • <i>this marvellous spectacle</i>
5. slow movement	<ul style="list-style-type: none"> • <i>slowly lurched</i>
brutes	
6. strength	<ul style="list-style-type: none"> • <i>tore it down as if it had been a sapling</i> • <i>the strength of the parents seemed to be limitless</i>
7. huge size	<ul style="list-style-type: none"> • <i>dull thuds</i> • <i>its three enormous infants</i> • <i>put his forelegs round the trunk of the tree</i> • <i>their heads high above the brushwood</i> • <i>tore it down as if it had been a sapling</i> • <i>lurched</i>
8. the way they move	<ul style="list-style-type: none"> • <i>unwieldy gambols</i> • <i>dull thuds</i> • <i>lurched off</i>



Any questions?

Examples

Questions 1–15 are about *Space Tourism* (pages 4–6).

1 Look at the introduction.

Why is space tourism *impossible* for most people?

1 mark

2 How would you get from the spacecraft to the space hotel?

1 mark

3 Look at page 4.

According to the text, what could you do on your space holiday?

Give **two** examples:

1. _____
2. _____

2 marks

Space Tourism

In 1969, a man walked on the Moon for the first time. After this, many people thought that space travel would be available by the year 2000 and that we would all be space tourists. However, here we are in 2015 and space tourism is still an impossible dream for most of us. It is a reality for only a very few, very rich, people.

How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

Fact: The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people can stay. The ISS was built in 1998 and is so big that it can

What would a space holiday be like?

Once in the hotel, you could admire the unique views of Earth and space and enjoy the endless entertainment of being



How it's marked

- Make inferences from the text / explain and justify inferences with evidence from the text.
- Award 1 mark for explaining that it is impossible for most people because it costs too much, e.g.
 - most people can't afford it
 - it is too expensive.

Different types of question

8 Look at Anousheh's blog entry for September 25th.

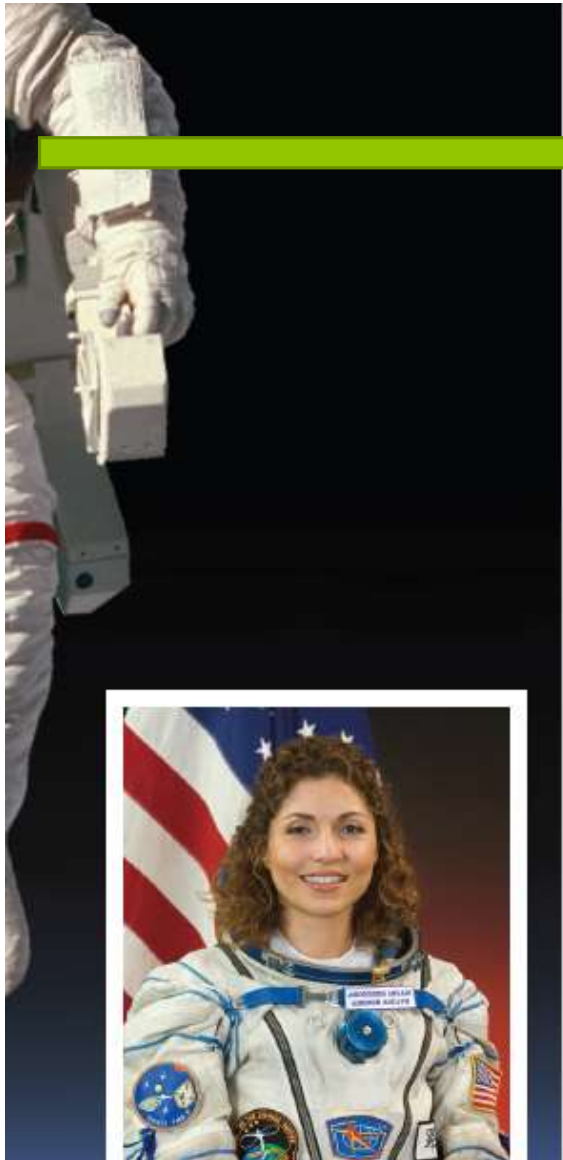
Find and **copy** a group of words that shows that Anousheh wrote her blog for others to read.

1 mark

9 Look at Anousheh's blog entry for September 27th.

Explain how Anousheh felt about being in space that day.

2 marks



Anousheh's Space Blog

September 25th

Everyone wants to know: how do you take a shower in space? How do you brush your teeth? Well my friends, I must admit keeping clean in space is not easy! There is no shower with running water. Water does not 'flow' here, it 'floats' – which makes it a challenging act to clean yourself. There are wet towels, wet wipes and dry towels that are used. Now brushing your teeth in space is another joy. You cannot rinse your mouth and spit after brushing, so you end up rinsing and swallowing. Astronauts call it the 'fresh mint effect'.

September 27th

Being weightless has some wonderful advantages. You can lift a really heavy object with one hand and move it around with one finger. You can fly and float around instead of walking. You can do somersaults at any age. Everything is effortless. If you want to move forward, you slightly touch a wall with one finger and you start moving in the opposite direction. If you have left your book at the other side of the module, no problem – you ask someone close to it to send it to you. That means they pick it up and very gently push it towards you, and here it is – your book flying to you all the way from the other side.

How it's marked

- Make inferences from the text / explain and justify inferences with evidence from the text.
- **Award 1 mark** for either of the following:
 - *(Well) my friends*
 - *Everyone wants to know.*
- **Do not accept** longer quotations from the text.

Now time for those really tricky questions!

- The booklet will increase in difficulty as the children progress.
- Questions are mostly worth 1 or 2 marks but there are usually a couple of 3 mark questions towards the end of the paper.

29

The iguanodons are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.

Blank writing area with horizontal lines for the student's answer.

3 marks