

Teachers' version

Guidance

These materials are provided to **exemplify the types of text and questions** that are used for the statutory National Reading Tests.

There are four reading tests in English and four reading tests in Welsh (these are unique tests, not translations) for use in May which will be used across pairs of year groups – Years 2/3, Years 4/5, Years 6/7 and Years 8/9.

However, **for the purposes of these samples**, materials are presented in the following way, with a view to making it easier for use in schools.

- Years 2/3 – learner version and teacher version.
- Years 4/5/6 (primary materials) – learner version and teacher version.
- Years 7/8/9 (secondary materials) – learner version and teacher version.

The **materials are intended to be used together** – with the learner version and the teacher version complementing each other.

Each learner version consists of a **text and associated questions**. This can be downloaded and used with learners in class – either as printed copies or electronically, for example, on an interactive whiteboard.

Each teacher version consists of an **annotated copy of the learner version**. This provides information about the purpose of each question type as well as explaining ways in which the questions should be approached in order for learners to show the best of their ability. The teacher version can be downloaded and printed or used electronically.

Please note: these sample materials are not intended to represent a whole test, merely to exemplify the style of questioning that will be employed.

Modified sample materials are being produced to support learners with visual impairment or learners who normally use large print as part of their normal classroom practice.

All materials are available in Modified Large Print (B4 sized, 18 point font) or Braille (Grade 2). Materials for learners in Years 4 to 9 are also available in Enlarged Print format (B4 sized, 14 point font).

If you have ordered modified tests and would like to receive a copy of these sample materials in their modified form, please contact the Test Order Helpline on 01753 637270 or at welsh-test-orders@nfer.ac.uk



Llywodraeth Cymru
Welsh Government

Teachers' version

Years 7–9



Llywodraeth Cymru
Welsh Government

Notes to teachers

Learners will be presented with one test booklet which contains both the reading texts and questions. In total, they will be required to read and answer questions about three texts. Learners will read one text and then complete the associated questions before moving on to the next text and so on. Typically, learners will be asked to complete 8–12 questions about each text and they should read a whole text before attempting to answer any of the questions. They will have up to 60 minutes to complete the whole test.

In the right-hand margin, each question has a mark box. This indicates how many marks are available for each question.

When introducing the learners to the test, establish clear principles about what they should do if they want to change an answer. This should reflect your usual classroom practice, e.g. use of an eraser or crossing out and replacing an answer.

Please use these notes alongside the learner version of the sample materials.

These sample materials provide an example of one text and associated questions. There are seven different question types that may appear in a test and these are exemplified here, together with an explanation about how to approach them.

- 1 Look at the text in the box below. **Underline the phrase of two words** that tells us that many people do like rats.

SO, DO YOU LIKE RATS? Or do you hate them? Of all the pet shop animals, they are one of the most popular. However, after spiders and snakes, they are the creature that human beings hate the most!



- 2 *But how can rats be so well-loved and – at the same time – so disliked?*
What does this mean?

Many people like rats, but rats do not enjoy human company.
Most people cannot make up their mind whether they love or hate rats.
People tend to have extreme opinions about rats.
Rats have both appealing and repulsive habits.

Tick **one**.



- 3 In what ways are rats similar to humans?

Tick **two**.

They are very popular. Their skeletons are similar.
They also hate spiders and snakes. They sweat when hot.
They are mammals.




Underline

Learners should make sure that they follow the instructions in the question very carefully so that they underline only what is asked for (the number of words/phrases required is usually stated in bold text). Some questions ask learners to underline single words, some ask for phrases to be underlined (as in the example given). Learners should be made aware that underlining too much (e.g. several words or phrases or a whole sentence) may mean that their answers will not be given credit.

Multiple choice

Learners should make sure that they follow the instructions in the question very carefully so that they tick the correct number of options. The majority of questions ask learners to tick one option, but there may be some questions which require them to tick more than one (see question 3). The number of ticks required is always in bold type.

4 **Find and copy** another name for the human tailbone.
 coccyx

5  A group of rats is called a mischief.
 Look at the other rat facts at the end of the article.
Find and copy two words that tell us rats like to do things in groups.

1. collectively

2. huddle

4m

5m

please turn over

Sample materials 3 Learners' version

Find and copy

Learners must refer to the text to find the answer for this type of question. Learners should make sure that they follow the instructions in the question very carefully so that they copy what is asked for (the number of words/phrases required is usually stated in bold text). Some questions ask learners to find and copy single words (as in the examples), but some may ask for phrases.

Learners should be made aware that copying too much (e.g. several words or phrases or a whole sentence) may mean that their answers will not be given credit. Learners may also fail to score a mark if their answer is a paraphrase rather than a direct copy.

Words in brackets in the markscheme indicate words that may be included but are not necessary for the mark. For example, 1 mark can be awarded for:

- a huddle
- or
- huddle

but inclusion of any other words would result in an award of 0 marks for this part of the answer.

Sample markscheme

5 Award **1 mark** for each of the following, up to a maximum of **2 marks** :

- collectively
- (a) huddle.

(2 marks)

6 Draw **four** lines to show which word matches each definition.

<i>rodere</i>		a common species of rat
<i>muridae</i>		the animal family to which rats belong
<i>mischief</i>		the origin of the word rodent
<i>Rattus rattus</i>		a group of rats

6
1m

7 Put ticks to show which statements are **true** and which are **false**.

	True	False
Rats are the creature that human beings hate the most.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rats enjoy living alone.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rats' tails prevent them from becoming overheated.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Rats look after their companions if they are ill.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

7
1m

Matching

Learners should read the instruction carefully to make sure that they draw the number of lines that are needed. It is possible that one line may already be provided as an example. Learners will need to complete the whole of the matching exercise correctly to obtain a mark.

True or False

After reading each statement, learners should put a tick next to each one to show whether they think it is 'true' or 'false'.

All statements will need to be correctly ticked to obtain full marks. However, if two marks are available, one mark may be awarded for a partially correct answer.

8

Look again at the text.

Show the order in which the following aspects are presented in the text by numbering them from 1 to 5. One has been done for you.

- emotional characteristics
- similarities between humans and rats
- dental care
- popularity of rats
- origin/meaning of their name



Sequencing

Learners need to number the statements to match the order in the text they have read.

One number is often provided as a starting point.

Sample materials

4

Learners' version

9 Choose the **best** word or group of words to fit the passage and tick your choice.

The passage is about rats and their relationship to human beings. The main purpose of the passage is to

- a) **provide information.** **highlight the differences.** **translate from Latin text.** **prove the similarities.**

It presents a selection of

- b) **scientific** **exaggerated** **factual** **controversial**

statements which may delight or disgust the reader depending on

- c) **whether they believe them or not.** **how they feel about rats.** **whether they have heard them before.** **how difficult they are to understand.**

9a

1m

9b

1m

9c

1m

End of sample materials.

Cloze passage

This is similar to multiple choice, but takes the form of sentence completion and is often used to examine learners' understanding or overview of the text as a whole. Learners should tick the best answer in each group to complete the sentences.

