Year 3 Reading Assessment Marking Scheme for Fiction

Year 3 Reading Assessment Fiction

question	answer	marks	notes
1.	What were the names of the three children?		
	Roberta (or Bobbie), Phyllis and Peter	1	**Content domain:** 2b - retrieve and record information / identify key details from fiction and non-fiction. **Award 1 mark** for the correct answer indicated.
2.	Where was the house that they had moved to?		
	near a railway line	1	**Content domain:** 2b - retrieve and record information / identify key details from fiction and non-fiction. **Award 1 mark** for the correct answer indicated.
3.	Why did the children have their lunch with them?		
	because the tunnel was far away	1	**Content domain:** 2b - retrieve and record information / identify key details from fiction and non-fiction. **Award 1 mark** for answers that refer to the fact that the tunnel was far away from the children's home.
4.	Draw a line to match what might be found in the places being described.		
	The sides of the cutting - Grey, rough stone The top part of the cutting - A little neutral glen Among the rocks - Grass and flowers Near the tunnel - A flight of steps	Up to 2	**Content domain:** 2c - summarise main ideas from more than one paragraph. **Award 2 marks** for all four correctly matched. **Award 1 mark** for three correctly matched. **Award 0 marks** for two or less correctly matched.
5.	Who hears the earth moving first?		
	Bobbie / Roberta	2	**Content domain:** 2b - retrieve and record information / identify key details from fiction and non-fiction. **Award 2 marks** for the correct answer indicated.
6.	What ideas are we given about Phyllis's personality in this part of the text?		
	Possible answers include references to Phyllis's personality being: • Nervous / cowardly / cautious / easily frightened • vulnerable / not liking being on her own • young / inexperienced	Up to 2	**Content domain:** 2d - make inferences from the text / explain and justify inferences with evidence from the text. **Award 2 marks** for any two of the answers indicated. **Award 1 mark** for any one of the answers indicated.

7.	The author describes the trees as if they were people. Find and copy **two** words that show this.		
	Possible answers include: • walking • leaned/leaning • stood • shivered • hesitate	Up to 2	**Content domain:** 2a - give/explain the meaning of words in context. **Award 2 marks** for any two of the answers indicated. **Award 1 mark** for any one of the answers indicated.
8.	Find and copy one phrase which shows that Peter was starting to become very scared.		
	...face looked whiter than they had even seen it.	1	**Content domain:** 2g - identify/explain how meaning is enhanced through choice of words and phrases. **Award 1 mark** for the correct answer indicated.
9.	Why do the children decide not to run to the station to warn the adults about the fallen trees?		
	they do not have enough time/another train is coming soon/it is too far away to get there in time	1	**Content domain:** 2b - retrieve and record information/identify key details from fiction and non-fiction. **Award 1 mark** for the correct answer indicated.
10.	Draw a line to show the phrase that is closest in meaning to how the children are feeling.		
	scared	1	**Content domain:** 2d - make inferences from the text/explain and justify inferences with evidence from the text. **Award 1 mark** for the correct option indicated.
11.	Why do you think the author has chosen the word 'cry' to describe Bobbie at this moment?		
	Possible answers include: • she wants to be heard easily • she has just realised/is shocked/surprised that she has something red • she is relieved that she can help • she was very worried before she saw the red petticoats	Up to 2	**Content domain:** 2a - give/explain the meaning of words in context. **Award 2 marks** for any two of the answers indicated. **Award 1 mark** for any one of the answers indicated.
12.	Find and copy a phrase near the end of the story that shows that the children risked danger.		
	• dragged Phyllis back by the arm • engine looked enormous	1	**Content domain:** 2a - give/explain the meaning of words in context. **Award 1 mark** for either one of the answers indicated.

13.	Order the events to show what happened in the story. The first one has been done for you.		
	Peter tears the petticoats to make red flags. - 4 Trees are seen moving down the hill. - 2 The children head off for a picnic. - 1 The girls realise that their petticoats are red. - 3 The children wave their flags to make the train stop. - 5	Up to 2	**Content domain:** 2d - make inferences from the text / explain and justify inferences with evidence from the text. **Award 2 marks** for all four correctly sequenced. **Award 1 mark** for three correctly sequenced. **Award 0 marks** for two or less correctly sequenced.
14.	Explain what kind of boy Peter is. Give evidence from the text.		
	Possible answers include: • caring / protective / sensible / responsible for / of his sisters and the passengers that could be in danger • bossy / decisive / takes control of the situation • brave (for deciding to stay and help to prevent an accident) • inventive / clever / good at coming up with solutions / ideas / solved problems	Up to 2	**Content domain:** 2d - make inferences from the text / explain and justify inferences with evidence from the text. **Award 2 marks** for any two of the answers indicated. **Award 1 mark** for any one of the answers indicated.
15.	Fill in the table below. The first one has been done for you.		

The tunnel is far from home – how will the children eat?	Mother let them take their lunch with them.	Up to 2	**Content domain:** 2b - retrieve and record information / identify key details from fiction and non-fiction. **Award 2 marks** for any two or more of the answers indicated. **Award 1 mark** for any one of the answers indicated.	
A mound of earth, trees and stones fall onto the railway track.	The children decide to run to tell the station staff.			
There is not enough time to alert the train staff before the next train (the 11.29) uses the tracks.	**The children decide to stay and warn the train driver somehow.**			
The children need something red to wave.	**Bobbie and Phyllis realise that their petticoats are red.**			
		Total 23		

Year 3 Reading Assessment Marking Scheme for Non-Fiction

question	answer	marks	notes
16.	In which continent can people find India?		
	Asia	1	**Content domain:** 2b - retrieve and record information / identify key details from fiction and non-fiction. **Award 1 mark** for the correct answer indicated.
17.	What is special about the Himalayan Mountains?		
	...the highest mountain range in the world.	1	**Content domain:** 2b - retrieve and record information / identify key details from fiction and non-fiction. **Award 1 mark** for the correct answer indicated.
18.	Look at *The People and Their Religions*. Find and copy a word that means the same as 'fast'.		
	rapid	1	**Content domain:** 2a - give / explain the meaning of words in context. **Award 1 mark** for the correct answer indicated.
19.	Why are animals and farming important to India?		
	because India is a growing population	1	**Content domain:** 2d - make inferences from the text / explain and justify inferences with evidence from the text. **Award 1 mark** for answers that refer to India being a growing population / a population that will need to be fed in the future.
20.	According to *The People and Their Religions*, what may happen if Indian farming does not continue to produce more and more food into the future?		
	there will not be enough food to feed the population	1	**Content domain:** 2e - predict what might happen from details stated and implied. **Award 1 mark** for answers that refer to a food shortage / not enough food.

21.	Look at the text about *Diwali – The Festival of Light*. How do Hindus prepare for this festival? Give **three** examples.		
	• burning clay lamps • cleaning homes • decorating homes / jasmine flowers / decorating cities • making Indian sweets / special food • sharing (special) food with family and friends • visit temples • dressing in fine clothes • firework displays • light firecrackers / frighten off evil spirits • presents • parties	Up to 2	**Content domain:** 2b - retrieve and record information / identify key details from fiction and non-fiction. **Award 2 marks** for any three of the answers indicated. **Award 1 mark** for any two of the answers indicated.
22.	How does the goddess Lakshmi know to come into people's homes?		
	lights / clay lamps	1	**Content domain:** 2b - retrieve and record information / identify key details from fiction and non-fiction. **Award 1 mark** for answers that refer to using lights / clay lamps.
23.	Why do Hindus light firecrackers?		
	...frighten off evil spirits.	1	**Content domain:** 2b - retrieve and record information / identify key details from fiction and non-fiction. **Award 1 mark** for the correct answer indicated.
24.	Fill in the table below.		

Characteristic	How this helps the animal survive	Up to 2	**Content domain:** 2b - retrieve and record information / identify key details from fiction and non-fiction.
Speedy and powerful	Catches prey quickly		**Award 2 marks** for both of the answers indicated.
Thick coat	**Acts like a winter coat / keeps the leopards warm**		**Award 1 mark** for one of the answers indicated.
Big paws	**behave like snow shoes / allow the animal to travel about easily**		

25.	Find and copy one word which shows that there are not many snow leopards.		
	rarest	1	**Content domain:** 2a - give / explain the meaning of words in context. **Award 1 mark** for the correct answer indicated.
26.	Explain where you might find a text similar to this. Tick **one**.		
	Geography book	1	**Content domain:** 2b - retrieve and record information / identify key details from fiction and non-fiction. **Award 1 mark** for the correct option indicated.
27.	Draw a line to match the title to the content.		
	The People and Their Religions - The population of India continues to grow at a rapid rate. Wildlife - Snow leopards' feet act like snow shoes in the wild. Diwali – The Festival of Light - People dress in fine clothes, eat special sweets and light their homes. Food - Indians use their fingers rather than knives and forks when eating. Land - India experiences all sorts of extreme weather conditions.	Up to 2	**Content domain:** 2c - summarise main ideas from more than one paragraph. **Award 2 marks** for all five correctly matched. **Award 1 mark** for three or four correctly matched. **Award 0 marks** for less than three correctly matched.
28.	Name India's longest river.		
	Ganges	1	**Content domain:** 2b - retrieve and record information / identify key details from fiction and non-fiction. **Award 1 mark** for the correct answer indicated.
		Total 16	

Year 3 Reading Assessment Marking Scheme for Poetry

question	answer	marks	notes
29.	Find and copy a word that means that the boat looked great.		
	beautiful	1	**Content domain:** 2a - give / explain the meaning of words in context. **Award 1 mark** for the correct answer indicated.
30.	Where was the honey kept?		
	...wrapped up in a five-pound note.	1	**Content domain:** 2b - retrieve and record information / identify key details from fiction and non-fiction. **Award 1 mark** for the correct answer indicated.
31.	Find a phrase in the first verse that shows how the Owl feels about the Pussy-Cat.		
	• lovely Pussy • my love	1	**Content domain:** 2d - make inferences from the text / explain and justify inferences with evidence from the text. **Award 1 mark** for either of the answers indicated.
32.	What does the word 'fowl' mean in the second verse?		
	bird	1	**Content domain:** 2a - give / explain the meaning of words in context. **Award 1 mark** for answers that refer to birds.
33.	Why does the Pussy-Cat need a ring?		
	to get married	1	**Content domain:** 2d - make inferences from the text / explain and justify inferences with evidence from the text. **Award 1 mark** for answers that refer to the fact that the Owl and the Pussy-Cat are to be married.
34.	What ideas are we given about the place that the Owl and the Pussy-Cat sailed to?		
	• *Magic - To the land where the Bong-Tree grows* • More talking animals	1	**Content domain:** 2g - identify / explain how meaning is enhanced through choice of words and phrases. **Award 1 mark** for references to either of the answers indicated.
35.	Which phrase shows why the Owl and the Pussy-Cat were sailing away?		
	were married next day	1	**Content domain:** 2d - make inferences from the text / explain and justify inferences with evidence from the text. **Award 1 mark** for the correct answer indicated.

36.	Some people think that this poem is about nonsense. Give **two** reasons why this might be true?		
	talking animals and a land of Bong-Trees	1	**Content domain:** 2f - identify / explain how information / narrative content is related and contributes to meaning as a whole. **Award 1 mark** for answers that refer to unrealistic factors, characters or occurrences.
37.	There are many rhymes in this poem. Write the rhyming pair for each word.		
	boat - note married - tarried sing - ring mince - quince	1	**Content domain:** 2b - retrieve and record information / identify key details from fiction and non-fiction. **Award 1 mark** for all four correctly paired.
38.	This poem is a happy poem. Explain why using the text to help you.		
	• Beauty - pea-green boat • Adventure - boat, travelling to a mysterious land • Singing • Love - between the Owl and the Pussy-Cat / all of the animal friends / the marriage • Every time the characters need something, it appears • Dancing	Up to 2	**Content domain:** 2f - identify / explain how information / narrative content is related and contributes to meaning as a whole. **Award 2 marks** for any two of the answers indicated. **Award 1 mark** for any one of the answers indicated.
		Total 11	