

English

KS2

2016

# Year 3 Reading Assessment Marking Scheme for Fiction

question	answer	marks	notes
1.	What were the names of the three children?		
	Roberta (or Bobbie), Phyllis and Peter	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.	Where was the house that they had moved to?		
	near a railway line	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.	Why did the children have their lunch with them?		
	because the tunnel was far away	1	<b>Content domain:</b> 2b - retrieve and record information / identify key details from fiction and non-fiction. <b>Award 1 mark</b> 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	<b>Content domain:</b> 2c - summarise main ideas from more than one paragraph. <b>Award 2 marks</b> for all four correctly matched. <b>Award 1 mark</b> for three correctly matched. <b>Award 0 marks</b> for two or less correctly matched.
5.	Who hears the earth moving first?		
	Bobbie /Roberta	2	<b>Content domain:</b> 2b - retrieve and record information / identify key details from fiction and non-fiction. <b>Award 2 marks</b> 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: <ul style="list-style-type: none"> <li>Nervous /cowardly /cautious / easily frightened</li> <li>vulnerable /not liking being on her own</li> <li>young /inexperienced</li> </ul>	Up to 2	<b>Content domain:</b> 2d - make inferences from the text / explain and justify inferences with evidence from the text. <b>Award 2 marks</b> for any two of the answers indicated. <b>Award 1 mark</b> for any one of the answers indicated.

<b>7.</b>	The author describes the trees as if they were people. Find and copy <b>two</b> words that show this.		
	Possible answers include: <ul style="list-style-type: none"> <li>walking</li> <li>leaned/leaning</li> <li>stood</li> <li>shivered</li> <li>hesitate</li> </ul>	Up to 2	<b>Content domain:</b> 2a - give /explain the meaning of words in context. <b>Award 2 marks</b> for any two of the answers indicated. <b>Award 1 mark</b> for any one of the answers indicated.
<b>8.</b>	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	<b>Content domain:</b> 2g - identify /explain how meaning is enhanced through choice of words and phrases. <b>Award 1 mark</b> for the correct answer indicated.
<b>9.</b>	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	<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>10.</b>	Draw a line to show the phrase that is closest in meaning to how the children are feeling.		
	scared	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.
<b>11.</b>	Why do you think the author has chosen the word 'cry' to describe Bobbie at this moment?		
	Possible answers include: <ul style="list-style-type: none"> <li>she wants to be heard easily</li> <li>she has just realised / is shocked / surprised that she has something red</li> <li>she is relieved that she can help</li> <li>she was very worried before she saw the red petticoats</li> </ul>	Up to 2	<b>Content domain:</b> 2a - give /explain the meaning of words in context. <b>Award 2 marks</b> for any two of the answers indicated. <b>Award 1 mark</b> for any one of the answers indicated.
<b>12.</b>	Find and copy a phrase near the end of the story that shows that the children risked danger.		
	<ul style="list-style-type: none"> <li>dragged Phyllis back by the arm</li> <li>engine looked enormous</li> </ul>	1	<b>Content domain:</b> 2a - give /explain the meaning of words in context. <b>Award 1 mark</b> for either one of the answers indicated.

<b>13.</b>	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	<b>Content domain:</b> 2d - make inferences from the text / explain and justify inferences with evidence from the text. <b>Award 2 marks</b> for all four correctly sequenced. <b>Award 1 mark</b> for three correctly sequenced. <b>Award 0 marks</b> for two or less correctly sequenced.								
<b>14.</b>	Explain what kind of boy Peter is. Give evidence from the text.										
	Possible answers include: <ul style="list-style-type: none"> <li>• caring/protective/sensible/responsible for/of his sisters and the passengers that could be in danger</li> <li>• bossy/decisive/takes control of the situation</li> <li>• brave (for deciding to stay and help to prevent an accident)</li> <li>• inventive/clever/good at coming up with solutions/ideas/solved problems</li> </ul>	Up to 2	<b>Content domain:</b> 2d - make inferences from the text / explain and justify inferences with evidence from the text. <b>Award 2 marks</b> for any two of the answers indicated. <b>Award 1 mark</b> for any one of the answers indicated.								
<b>15.</b>	Fill in the table below. The first one has been done for you.										
	<table border="1"> <tr> <td>The tunnel is far from home – how will the children eat?</td> <td>Mother let them take their lunch with them.</td> </tr> <tr> <td><b>A mound of earth, trees and stones fall onto the railway track.</b></td> <td>The children decide to run to tell the station staff.</td> </tr> <tr> <td>There is not enough time to alert the train staff before the next train (the 11.29) uses the tracks.</td> <td><b>The children decide to stay and warn the train driver somehow.</b></td> </tr> <tr> <td>The children need something red to wave.</td> <td><b>Bobbie and Phyllis realise that their petticoats are red.</b></td> </tr> </table>	The tunnel is far from home – how will the children eat?	Mother let them take their lunch with them.	<b>A mound of earth, trees and stones fall onto the railway track.</b>	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.	<b>The children decide to stay and warn the train driver somehow.</b>	The children need something red to wave.	<b>Bobbie and Phyllis realise that their petticoats are red.</b>	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 any two or more of the answers indicated. <b>Award 1 mark</b> for any one of the answers indicated.
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		Total 23									