Year 3 Reading Assessment Marking Scheme
<table>
<thead>
<tr>
<th>question</th>
<th>answer</th>
<th>marks</th>
<th>notes</th>
</tr>
</thead>
</table>
| 1. Who was Oliver? | an owner | 1 | **Content domain:** 2b—retrieve and record information/identify key details from fiction and non-fiction  
**Award 1 mark** for the correct option indicated. |
| 2. Which one of these did George like to eat? | grass and hay | 1 | **Content domain:** 2b—retrieve and record information/identify key details from fiction and non-fiction  
**Award 1 mark** for the correct option indicated. |
| 3. Who was Jack? | Grandpa | 1 | **Content domain:** 2b—retrieve and record information/identify key details from fiction and non-fiction  
**Award 1 mark** for the correct option indicated. |
| 4. He was quite a rare type of tortoise... Draw the line to show the phrase that is closest in meaning to quite a rare type of tortoise. | quite an unusual type of tortoise | 1 | **Content domain:** 2a—give/explain the meaning of words in context  
**Award 1 mark** for the correct option indicated. |
| 5. Where did George live? | Answers referring to the shed. | 1 | **Content domain:** 2b—retrieve and record information/identify key details from fiction and non-fiction  
**Award 1 mark** for answers referring to the shed. |
| 6. How did George feel towards his owner? | grateful | 1 | **Content domain:** 2b—retrieve and record information/identify key details from fiction and non-fiction  
**Award 1 mark** for the correct option indicated. |
<table>
<thead>
<tr>
<th>Question</th>
<th>Instructions</th>
<th>Mark Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Look at the text again. Find and copy the information from the text to complete the fact file below about George.</td>
<td><strong>Content domain:</strong> 2b—retrieve and record information/identify key details from fiction and non-fiction. <strong>Award 2 marks</strong> for three correct answers. <strong>Award 1 mark</strong> for two correct answers. <strong>Award 0 marks</strong> for one correct answer. Answers for 'Favourite Foods' must include 2 or more of the items listed to qualify for 1 mark.</td>
</tr>
<tr>
<td><strong>Type of tortoise</strong></td>
<td>Giant and/or rare</td>
<td>up to 2 marks</td>
</tr>
<tr>
<td><strong>Owner</strong></td>
<td>Oliver and/or Grandpa Jack</td>
<td></td>
</tr>
<tr>
<td><strong>Favourite Foods</strong></td>
<td>Grass, hay, dandelions and lettuce</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Who could not enter the 'Perfect Pet Competition'?</td>
<td><strong>Content domain:</strong> 2b—retrieve and record information/identify key details from fiction and non-fiction. <strong>Award 1 mark</strong> for the answer 'tortoise(s)'.</td>
</tr>
<tr>
<td></td>
<td>tortoise(s)</td>
<td>1</td>
</tr>
<tr>
<td>9.</td>
<td>Look at the paragraph beginning As summer approached... Find and copy a word from this paragraph that means yearly.</td>
<td><strong>Content domain:</strong> 2a—give/explain the meaning of words in context. <strong>Award 1 mark</strong> for the answer 'annual'.</td>
</tr>
<tr>
<td></td>
<td>'annual'</td>
<td>1</td>
</tr>
<tr>
<td>10.</td>
<td>Describe how George managed to enter the competition. Give two ways.</td>
<td><strong>Content domain:</strong> 2c—summarise main ideas from more than one paragraph. <strong>Award 1 mark</strong> for identifying any of the correct answers, up to a maximum of 2 marks. Also accept answers using quotations from the text.</td>
</tr>
</tbody>
</table>
| | • He decided to break the (competition) rules  
• He dug a hole/tunnel  
• He kept digging every night  
• He arrived at the competition using his tunnel | up to 2 marks |
| 11. | Look at the paragraph beginning 'Just furry creatures?'... Find and copy one phrase which shows that George was not supposed to be out in the garden alone. | **Content domain:** 2d—make inferences from the text/explain and justify inferences with evidence from the text. **Award 1 mark** for the answer 'before anyone noticed he was gone'. |
| | 'before anyone noticed he was gone' | 1 |
### Year 3 Fiction Mark Scheme

<table>
<thead>
<tr>
<th>12.</th>
<th>Look at the paragraph beginning <em>When the day of the fair arrived...</em> Find and copy one phrase in this paragraph that suggests something special or unusual.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>'record-breaking'</td>
</tr>
</tbody>
</table>
| | **Content domain:** 2a–give/explain the meaning of words in context  
**Award 1 mark** for the answer 'record-breaking'. |

<table>
<thead>
<tr>
<th>13.</th>
<th>Order these events as they happen in the story. Number them 1, 2, 3, 4. The first one has been done for you.</th>
</tr>
</thead>
</table>
| | 1. The ‘Perfect Pet Competition’ is advertised.  
2. George begins to dig a hole.  
3. George emerges in front of the stage.  
4. George wins a big blue rosette. |
| | **Content domain:** 2h–make comparisons within the text.  
**Award 1 mark** for all four correct answers. |

| --- | --- |
| | • The audience was excited/surprised/pleased to see George  
• The audience was frightened  
• The audience wanted/was curious to know what was happening  
• The audience enjoyed seeing Oliver and George reunited  
• George had accomplished much more than the other competitors — Daisy and Colin |
| | **Content domain:** 2d–make inferences from the text/explain and justify inferences with evidence from the text.  
**Award 1 mark** for identifying any of the answers, up to a maximum of 2 marks.  
Do not accept answers giving direct quotation from the text e.g. ‘Everyone stopped in amazement to look, wondering what was beneath it.’ |

<table>
<thead>
<tr>
<th>15.</th>
<th>Find and copy a phrase that tells us that Oliver was keen to see his pet at the end of this story.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>‘(Oliver leapt over to his pet) with a smile’</td>
</tr>
</tbody>
</table>
| | **Content domain:** 2d–make inferences from the text/explain and justify inferences with evidence from the text.  
**Award 1 mark** for the answer ‘(Oliver leapt over to his pet) with a smile’. |

**Total 18**
<table>
<thead>
<tr>
<th>question</th>
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</tr>
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</table>
| 16. | What allows sharks to be flexible? | Identify the importance of cartilage. | 1 | **Content domain:** 2b—retrieve and record information/identify key details from fiction and non-fiction  
**Award 1 mark** for answers identifying the importance of cartilage. |
| 17. | How many varieties of shark are there? | more than/greater than/larger than/at least 350. | 1 | **Content domain:** 2b—retrieve and record information/identify key details from fiction and non-fiction  
**Award 1 mark** for the answers such as more than/greater than/larger than/at least 350. |
| 18. | Draw a line to match the heading with the information provided in each text box of Shark Infested Facts | A Shark's Body  
a description of the different body parts, including statements about them  
Fun Facts  
simple statements about sharks  
What Are Sharks  
an explanation of what sharks are  
Going Back In Time...  
a short description of the range of shark species and their history  
Terrifying Teeth  
an explanation about how sharks are designed to find and eat their prey | up to 2 marks | **Content domain:** 2c—summarise main ideas from more than one paragraph  
**Award 2 marks** for three correct answers.  
**Award 1 mark** for two correct answers.  
**Award 0 marks** for one correct answer. |
| 19. | Look at the section headed: Going Back in Time... Find and copy a phrase that proves that sharks are older than dinosaurs. | ‘been around for more than 420 million years’ | 1 | **Content domain:** 2a—give/explain the meaning of words in context  
**Award 1 mark** for the answer ‘been around for more than 420 million years’.
## 20. Why do you think the sawshark has its name?

Identify that the sawshark has a very long snout, which makes it look like a saw.

**Content domain:** 2d–make inferences from the text / explain and justify inferences with evidence from the text

**Award 1 mark** for answers identifying that the sawshark has a very long snout, which makes it look like a saw.

## 21. How does having many rows of teeth help a shark to survive?

- The teeth act as a weapon
- Without the teeth a shark would starve / not catch prey
- The teeth can be replaced easily (using a ‘conveyor belt’ system)

**Content domain:** 2d–make inferences from the text / explain and justify inferences with evidence from the text

**Award 1 mark** for identifying any of the correct answers, up to a maximum of 2 marks.

**Do not accept** answers referring to the violence of a shark’s attack.

**Do not accept** answers referring to how a shark’s teeth are adapted to suit its environment.

## 22. Fill in the table below.

<table>
<thead>
<tr>
<th>Whale Shark</th>
<th>Sawshark</th>
<th>Hornshark</th>
</tr>
</thead>
<tbody>
<tr>
<td>This can grow as large as a bus.</td>
<td>This has a very long snout.</td>
<td>(This) cracks and grinds shells.</td>
</tr>
</tbody>
</table>

**Content domain:** 2b–retrieve and record information / identify key details from fiction and non-fiction

**Award 1 mark** for completing all of the answers.

## 23. Explain why you think sharks are seen as terrifying.

Explain fully, referring to the text in your answer.

- Sharks are predators to man/carnivores / powerful predators / eat large mammals
- Sharks are known for their huge, jagged teeth
- Sharks are successful predators – they have been around for more than 420 million years
- Sharks can act violently
- Sharks have much bigger teeth than humans

**Content domain:** 2b–retrieve and record information / identify key details from fiction and non-fiction

**Award 1 mark** for identifying any of the correct answers, up to a maximum of 2 marks.
24. **Look at the section headed: A Shark’s Body.**  
*Find and copy* one phrase that shows that a nurse shark has gills that perform two jobs.

| ‘can not only’ or ‘but also’ | 1 | **Content domain:** 2d—make inferences from the text / explain and justify inferences with evidence from the text  
Award 1 mark for the answer ‘can not only’ or ‘but also’. |

25. **What does the word ‘jagged’ mean?**

| imply ‘rough’, ‘sharp’ or ‘pointed’ | 1 | **Content domain:** 2a—give / explain the meaning of words in context  
Award 1 mark for any answer implying ‘rough’, ‘sharp’ or ‘pointed’. |

26. **Look at the text again.**  
Tick to show which statements about sharks are **true** and which are **false**.

| Statement | True/False | **Content domain:** 2b—retrieve and record information / identify key details from fiction and non-fiction  
Award 2 marks for four correct answers.  
Award 1 mark for two or three correct answers.  
Award 0 marks for one correct answer. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharks’ skeletons are made of cartilage.</td>
<td><strong>True</strong></td>
<td>up to 2 marks</td>
</tr>
<tr>
<td>The Great White Shark can eat large mammals.</td>
<td><strong>True</strong></td>
<td></td>
</tr>
<tr>
<td>Sharks’ teeth cannot be replaced once broken.</td>
<td><strong>False</strong></td>
<td></td>
</tr>
<tr>
<td>A set of bongo drums was once found in a hammerhead shark’s stomach.</td>
<td><strong>False</strong></td>
<td></td>
</tr>
</tbody>
</table>
27. What ideas are we given about how a shark’s body is adapted to help it survive?

**Features that help sharks to escape prey**
- Cartilage allows a shark’s skeleton to be light and flexible.
- Fins help the shark to turn, swim up or down and stop it rolling from side to side so it can escape quickly / not be trapped.
- Tail fins help the shark to swim quickly.
- A dogfish has sharp spines in its fins.

**Features that help sharks to catch prey**
- Cartilage allows a shark’s skeleton to be light and flexible.
- Powerful teeth for killing large mammals. Teeth adapted to suit their environment e.g. hornshark can crack and grind shells.
- ‘Conveyor belt’ system of teeth so that they are always equipped to kill their prey.
- Fins help the shark to turn, swim up or down and stop it rolling from side to side.
- Tail fins help the shark to swim quickly.
- A shark’s nose has tiny holes in it that help the shark to find fish swimming nearby.

**Features that help sharks perform basic functions e.g. breathing**
- To breathe, the gills on a nurse shark allow it to suck in water.

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**Content domain:** 2h—make comparisons within the text.  
**Award 1 mark** for all four correct answers.  
**OR**  
**Award 2 marks** for 1 key point, with an appropriate example given to explain the answer.  
**Do not accept** examples without a key point having been made.  
**Also accept** examples from the children’s own knowledge, if accompanied by a key point.
### Year 3 Poetry Mark Scheme

<table>
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<tr>
<th>question</th>
<th>answer</th>
<th>marks</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>28.</strong></td>
<td>What is this poem about?</td>
<td></td>
<td>Content domain: 2d–make inferences from the text / explain and justify inferences with evidence from the text. Award 1 mark for answers referring to a child being in bed in summer / when it is still light.</td>
</tr>
<tr>
<td></td>
<td>Referring to a child being in bed in summer / when it is still light.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>29.</strong></td>
<td>Choose the best word or group of words to fit the sentences below and put a ring around your choice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>a</strong></td>
<td>winter and summer.</td>
<td>1</td>
<td>Content domain: 2b–retrieve and record information / identify key details from fiction and non-fiction Award 1 mark for each of the correct options indicated. This question can award up to a total of 4 marks.</td>
</tr>
<tr>
<td><strong>b</strong></td>
<td>while it is still light.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>c</strong></td>
<td>birds and people’s feet.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>d</strong></td>
<td>to go to bed while it is light.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>30.</strong></td>
<td>Look at the verse beginning: In winter I get up at night. Find and copy a phrase that indicates that it is dark.</td>
<td></td>
<td>Content domain: 2g–identify / explain how meaning is enhanced through choice of words and phrases. Award 1 mark for the answer ‘dress by yellow candle-light’.</td>
</tr>
<tr>
<td></td>
<td>‘dress by yellow candle-light’</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>31.</td>
<td>I have to go to bed and see The birds still hopping on the tree. (Verse 2) How does this show us the poet’s feelings about going to bed?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **•** The words ‘have to’ indicate that the author is reluctant/doesn’t want to go/is being forced to go to bed.  
**•** The injustice/unfairness of the birds being allowed to hop around whilst the poet must go to bed.  
**•** The contrast with the liveliness of the birds against the end of the day for the poet.  
**•** The indication of torture/struggle for the lively child who wants to continue to be active but must go to bed. | **Content domain:** 2g—identify/explain how meaning is enhanced through choice of words and phrases.  
**Award 1 mark** for identifying any of the correct answers, up to a maximum of 2 marks. |

| 32. | Use the text below to answer questions 5 (a) and (b).  
(a). **Underline** the verb that shows what the poet would prefer to be doing.  
(b). **Find and copy** the phrase that suggests that the poet does not want to go to bed. |
|---|---|
| **a** | ‘play’ | **Content domain:** 2a—give/explain the meaning of words in context  
**Award 1 mark** for selecting the word ‘play’ only. |
| **b** | ‘have to’ | **Content domain:** 2a—give/explain the meaning of words in context  
**Award 1 mark** for selecting the phrase ‘have to’ only. |
33. How does this poem make you feel sorry for the poet? Give three ways.

- The language of being forced against one’s will e.g. ‘have to’
- The contrast between the bedtime being an end to fun and play with the continuing life and energy of the adults and wildlife outside his bedroom.
- The unfairness/powerlessness that the adults are making the decision about bedtime on behalf of the child.
- The confusion/misunderstanding between levels of light and time of day in winter and in summer through the child’s eyes.
- The polite tone of the child is endearing – ‘I should like so much to play’.

Content domain: 2f—identify/explain how information/narrative content is related and contributes to meaning as a whole.

Award 1 mark for identifying each of the correct answers, up to a maximum of 3 marks.

34. What do phrases such as dress by yellow candle-light tell you about this poem?

Refer to the fact that this poem is written in the past/a long time ago/when there was no electricity.

Content domain: 2c—summarise main ideas from more than one paragraph.

Award 1 mark for answers referring to the fact that this poem is written in the past/a long time ago/when there was no electricity.

35. Look at the poem again. Find and copy one sentence that shows that the poet is young.

‘(hear the) grown-up people’s (feet)’

Content domain: 2d—make inferences from the text/explain and justify inferences with evidence from the text.

Award 1 mark for selecting the phrase ‘(hear the) grown-up people’s (feet)’.

Total 15