Year 3 Reading Assessment
Marking Scheme for Fiction
<table>
<thead>
<tr>
<th>question</th>
<th>answer</th>
<th>marks</th>
<th>notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What were the names of the four little rabbits?</td>
<td>Flopsy, Mopsy, Cottontail and Peter</td>
<td>Up to 2</td>
<td>Content domain: 2b - retrieve and record information/identify key details from fiction and non-fiction. Award 2 marks for all four correct answers: Flopsy, Mopsy, Cottontail and Peter Award 1 mark for three correct answers. Award 0 marks for two or less correct answers.</td>
</tr>
<tr>
<td>2. What happened to Peter Rabbit's father?</td>
<td>dead / killed</td>
<td>1</td>
<td>Content domain: 2b - retrieve and record information/identify key details from fiction and non-fiction. Award 1 mark for answers that refer to Peter's father being dead/killed.</td>
</tr>
<tr>
<td>3. Why were the rabbits left alone?</td>
<td>Mrs Rabbit was going to get some food/to the baker's and Mr Rabbit was dead.</td>
<td>Up to 2</td>
<td>Content domain: 2b - retrieve and record information/identify key details from fiction and non-fiction. Award 2 marks for reference to the fact that Mrs Rabbit was going to get some food/to the baker's and that Mr Rabbit was dead. Award 1 mark for an answer that refers to either Mr Rabbit being dead or Mrs Rabbit needing to get food.</td>
</tr>
<tr>
<td>4. Find and copy a phrase which tells the reader that Flopsy, Mopsy and Cottontail were well behaved.</td>
<td>[who were] good [little bunnies]</td>
<td>1</td>
<td>Content domain: 2d - make inferences from the text/explain and justify inferences with evidence from the text. Award 1 mark for the answer [who were] good [little bunnies].</td>
</tr>
<tr>
<td>5. Where did Flopsy, Mopsy and Cottontail go after their mother had left?</td>
<td>to gather blackberries.</td>
<td>1</td>
<td>Content domain: 2b - retrieve and record information/identify key details from fiction and non-fiction. Award 1 mark for the answer to gather blackberries.</td>
</tr>
<tr>
<td>6. In paragraph 4, what does the phrase feeling rather sick imply about Peter?</td>
<td>eaten too much / overindulged / been greedy</td>
<td>1</td>
<td>Content domain: 2a - give/explain the meaning of words in context. Award 1 mark for answers referring to the fact that he may have eaten too much/overindulged/been greedy. Do not accept answers that refer only to Peter feeling ill or unwell.</td>
</tr>
</tbody>
</table>
7. Look at the paragraph beginning *Peter was most dreadfully frightened...* Choose another phrase in the text that creates a feeling of panic.

- he rushed
- forgotten the way back
- lost one of his shoes
- went faster
- he might have got away altogether if he had not...
- run into a gooseberry net
- got caught by the large buttons
- gave himself up for lost
- Mr. McGregor came up with a sieve
- just in time
- He began to turn them over

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

**Award 2 marks** for any of the phrases indicated.

**Do not accept** any sentences or individual words.

8. Look at the paragraph beginning *Mr. McGregor was after him in no time...* Find and copy three phrases or sentences that show that Peter was uncomfortable.

- Peter sat down to rest
- he was out of breath
- trembling with fright
- he was very damp

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

**Award 1 mark** for any 3 of the phrases indicated.

**Do not accept** sitting in that can.

9. Match the following pieces of lost clothing to the places where they were left.

- first shoe = in the cabbages
- second shoe = amongst the potatoes
- blue jacket with brass buttons = gooseberry net

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

**Award 1 mark** for all six options matched correctly.

10. Number the events below to show the order in which they happened in the story. The first one has been done for you.

- Peter sneezed. - 5
- Peter left his clothes behind in the garden. - 4
- Once upon a time there were four little Rabbits. - 1
- Peter ran to Mr. McGregor’s garden. - 3
- Peter had camomile tea in bed. - 7
- Mr. McGregor was hoeing some onions. - 6
- Mrs Rabbit went through the wood to the baker’s. - 2

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

**Award 2 marks** for five or six answers numbered correctly.

**Award 1 mark** for 3 or 4 answers numbered correctly.

**Award 0 marks** for less than 3 answers numbered correctly.
<table>
<thead>
<tr>
<th>11.</th>
<th>How does Peter Rabbit’s mother react to the state of her son?</th>
</tr>
</thead>
<tbody>
<tr>
<td>She looked after him/sent him to bed/gave him tea</td>
<td>1</td>
</tr>
</tbody>
</table>

**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 she looked after him/sent him to bed/gave him tea.  
*Do not accept* answers that mention that she was worried/concerned about him.

<table>
<thead>
<tr>
<th>12.</th>
<th>In what ways is Peter Rabbit a hero?</th>
</tr>
</thead>
</table>
| • He was brave to go into Mr. McGregor’s garden  
• He was clever to escape  
• He wants to show Mr. McGregor that the rabbits won’t be beaten by him  
• He never gives up | 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 two or more of the answers indicated.  
*Award 1 mark* for one of the answers indicated.  
*Award 0 marks* for answers that use only quotations from the text.

| 13. | Look at the paragraph beginning *Mr. McGregor was after him in no time...*  
Find and copy one phrase which shows that Peter was scared of Mr. McGregor. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Trembling with fright</td>
<td>1</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 trembling with fright.

<table>
<thead>
<tr>
<th>14.</th>
<th>What do the rabbits eat at the end of the story?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bread, milk and blackberries</td>
<td>1</td>
</tr>
</tbody>
</table>

**Content domain:** 2a - give/explain the meaning of words in context.  
*Award 1 mark* for the complete answer: bread, milk and blackberries.

<table>
<thead>
<tr>
<th>15.</th>
<th>Find and copy a phrase near the end of the story that shows the author cares about Peter Rabbit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am sorry [to say that]…</td>
<td>1</td>
</tr>
</tbody>
</table>

**Content domain:** 2a - give/explain the meaning of words in context.  
*Award 1 mark* for the answer I am sorry [to say that]…

**Total 20**
Year 3 Reading Assessment
Marking Scheme for Non-Fiction
<table>
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<th>question</th>
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</tr>
</thead>
</table>
| 16. | Explain what a cowboy is. | 1 | **Content domain:** 2a - give/explain the meaning of words in context.  
**Award 1 mark** for answers identifying that cowboys were men who often lived in the American west (during the 19th century)/men who lived/live and worked/work in open country on horseback/men who herded/herd and trailed/trail cattle across America. |
| 17. | What ideas are we given about cowgirls? | 1 | **Content domain:** 2d - make inferences from the text/ explain and justify inferences with evidence from the text.  
**Award 1 mark** for answers identifying that cowgirls were not written about very often/people who recorded information about this time in history may have been more interested in men/women were viewed very differently in the past. |
| 18. | Draw a line to match each heading with the correct information. | Up to 2 | **Content domain:** 2c - summarise main ideas from more than one paragraph.  
**Award 2 marks** for three or four correct answers.  
**Award 1 mark** for two correct answers.  
**Award 0 marks** for one correct answer. |
| 19. | Find and copy one phrase in the introduction that tells us that cowboys did not live in cities. | 1 | **Content domain:** 2b - retrieve and record information/ identify key details from fiction and non-fiction.  
**Award 1 mark** for the answer *(The land where they lived was an)* enormous open space... |
| 20. | What is a ‘trail drive’? | 1 | **Content domain:** 2b - retrieve and record information/ identify key details from fiction and non-fiction.  
**Award 1 mark** for answers that refer to either of the points indicated. |
21. Name **one** characteristic a cowboy might have.

- adventurous, hard-working, fun-loving etc.

**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 a character trait inferred to in the text: adventurous, hard-working, fun-loving etc.
- **Do not accept** a direct quote from the text.

22. Fill in the table below.

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Cowboy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transport</td>
<td>horse(back)</td>
</tr>
</tbody>
</table>

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

- **Award 2 marks** for three correct answers.
- **Award 1 mark** for two correct answers.
- **Award 0 marks** for one correct answer.

- **Do not accept** hard, dry and often wild conditions, dying of thirst, wanting freedom or adventures, long or tiring work, selling cows/cattle.

<table>
<thead>
<tr>
<th>The Life of a Cowboy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Herding cows / guarding cows from rustlers / cattle trails</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tasks that a Cowboy completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lonely / alone / using technology / training from the age of 12 or 13 / quick gun shooters / having fun / caused trouble / low pay / camping / looking after cows or cattle</td>
</tr>
</tbody>
</table>

23. Look at the paragraph headed *How Did Cowboys Travel Around?*

Find and copy **one** phrase which shows that nobody knows for sure.

- ‘It is said that’

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

- **Award 1 mark** for the answer ‘It is said that’.

24. **They were companions on the long, lonely cattle trail drives...**

Draw a line to the word that is closest in meaning to the word **companion**.

- partner

**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.

25. Explain why young men might have wanted to become cowboys. Give **two** reasons.

- The chance to be alone
- The desire for adventures e.g. having fun in towns, shooting guns
- The love of (riding) animals e.g. horses, cattle

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

- **Award up to 2 marks** for any two of the answers indicated.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>26.</strong></td>
<td>Name <strong>one</strong> piece of clothing that a cowboy wore.</td>
<td></td>
</tr>
</tbody>
</table>
|   | • Big hats  
|   | • Lassos  
|   | • Tall brown leather boots  
|   | • Spurs | 1 |
|   | **Content domain:** 2b - retrieve and record information / identify key details from fiction and non-fiction.  
|   | **Award 1 mark** for any of the answers indicated. |   |
| **27.** | Find and copy **one** word that means **small, jagged discs of metal**. |   |
|   | spurs | 1 |
|   | **Content domain:** 2a - give / explain the meaning of words in context.  
|   | **Award 1 mark** for the answer ‘spurs’. |   |
| **28.** | Name **one** actor who has played the role of a cowboy. |   |
|   | John Wayne or Clint Eastwood | 1 |
|   | **Content domain:** 2b - retrieve and record information / identify key details from fiction and non-fiction.  
|   | **Award 1 mark** for either John Wayne or Clint Eastwood. |   |
|   | Total 16 |   |
Year 3 Reading Assessment
Marking Scheme for Poetry
<table>
<thead>
<tr>
<th>question</th>
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</tr>
</thead>
<tbody>
<tr>
<td>29.</td>
<td>Find and copy a word that means to eat hungrily.</td>
<td>gobble</td>
<td>1</td>
</tr>
<tr>
<td>30.</td>
<td>In this version of the poem, which animals did the author want to be? Give two examples.</td>
<td>an owl, a woodpecker, a puma, [a hunter]</td>
<td>2</td>
</tr>
<tr>
<td>31.</td>
<td>Where would the poet live, if she became an owl?</td>
<td>in a hole in a hollow tree</td>
<td>1</td>
</tr>
<tr>
<td>32.</td>
<td>What does the word ‘scold’ mean in the second verse?</td>
<td>telling off, chastising or shouting at someone</td>
<td>1</td>
</tr>
<tr>
<td>33.</td>
<td>What ideas are we given about the nature of a woodpecker in this poem?</td>
<td>rebellious/naughty nature of a woodpecker/busy nature of a woodpecker/lack of stillness or quiet of a woodpecker/doing what one wants to do/selfish behaviour</td>
<td>Up to 2</td>
</tr>
<tr>
<td>34.</td>
<td>How does the puma move in this poem?</td>
<td>slinking [sly-foot] or slink[s]</td>
<td>1</td>
</tr>
</tbody>
</table>
35. Look at the verse beginning *Or I might be a puma...*  
Find and copy **two** words that show that the puma is dangerous.

| fierce and kills | 1 |

**Content domain:** 2b - retrieve and record information/identify key details from fiction and non-fiction.  
**Award 1 mark** for the answers ‘fierce’ and ‘kills’.  
**Do not accept** ‘singe-coloured’, ‘slinking’ or ‘sly-foot’.

36. **And he’d never eat any more antelope if he once met up with me!**  
What is the poet trying to tell us about the red Indian and the puma?

| the red Indian/Native American may kill/hunt the puma | 1 |

**Content domain:** 2d - make inferences from the text/explain and justify inferences with evidence from the text.  
**Award 1 mark** for comments that refer to the fact that the red Indian/Native American may kill/hunt the puma.  
**Also accept** references to the Native American being a predator.

37. **Do you think the poet is happy being herself?**

| • the title of the poem suggests that the poet would rather be something else  
• the poet repeats that she would rather be several different animals  
• the language suggests that the poet is having fun whilst she is living as the different animals  
• the poet can think of lots of different animals which suggests that she would easily live as an animal | 1 |

**Content domain:** 2h - make comparisons within the text.  
**Award 1 mark** for any of the answers indicated.

38. **What does the poem tell us about life in the wild? Use the text to explain your answer.**

| Reasons  
• danger  
• freedom  
• native people may live there  
Evidence to prove danger  
• A slinking, sly-foot puma/As fierce as fierce could be/And I’d wait by the waterholes where antelope drink/And I do not think/That ever any antelope could get away from me  
• Hunters  
• I’d have a bow  
• A flint tipped/eagle feathered arrow  
• For a puma kills  
Evidence to prove freedom  
• I’d take my dinner in chipmunk town  
• And I’d never take a look/At a lesson or a book  
• And I’d scold like a pirate on the sea  
Evidence to prove native people live there  
• A red Indian hunter | Up to 3 |

**Content domain:** 2g - identify/explain how meaning is enhanced through choice of words and phrases.  
**Award up to 3 marks** for any three of the reasons indicated.  
**Award 2 marks** for two reasons or for one reason with evidence from the text.  
**Award 1 mark** for one reason.  
**Do not accept** just evidence from the text.

Total 14