

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

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Years 2–3



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Notes to teachers

Learners will be presented with one test booklet which contains both the reading texts and questions.

For learners in Years 2 and 3, the test starts with a series of sentence completion questions and then consists of two reading texts and associated questions. Although learners are allowed up to 60 minutes in total to complete the test, this can be split into smaller 'chunks' of time, as appropriate. For example, learners may spend 10 minutes doing the sentence completion task and then have a brief break before spending 25 minutes on the first text and questions. They may then have a longer break before spending 25 minutes on the final part of the test.

The reading texts will be presented over a series of pages with questions relating to a particular section being located beneath the text. At the end of the reading text, there may also be some questions which will require the learners to think about the whole text in order to give their answer. However, for the majority of questions, learners should refer to the text immediately above the question itself in order to find the answer. Learners should be instructed to read **all** of the text before going back to the start to answer the questions. Typically, they will be asked to complete 8–12 questions about each text.

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.

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

Sentence Completion

Look at the sentences below. Each one has a word missing.
Tick the box next to the word that **best** fits the gap.
You do not need to write the word in the gap.

- 1 The fox _____ past the gate.
run ran sat sit rat
- 2 Dylan's lucky number is _____.
tree free these there three
- 3 The _____ had to sweep up all the leaves.
teacher plumber builder gardener doctor
- 4 They all lived _____ ever after.
heavier highest happily hardly happening

1
1m

2
1m

3
1m

4
1m

please turn over

Sentence Completion

The first section of the test will require learners to respond to a series of sentences which have a single word missing. They will be provided with five options and need to choose the **best** word to complete the sentence. They will need to place a tick next to the word they wish to choose and should only tick one word per sentence. Remind learners that they do not need to write the word in the gap.

Now read all of the **boxed text** on pages 4–6.
Then turn back to this page to start answering the questions.

The Big Freeze

Cerys sat in the kitchen on Friday morning and stared out of the window.
The winter sun stared back at her and warmed her cheeks. But this didn't make Cerys feel happy.

It was a frosty December morning and she had been waiting for a long, long time.

It didn't come every year, but it was supposed to come this year.

She had her sledge, hat and gloves ready. But she was getting impatient.

Still the snow hadn't come. Where was it?

"Staring out of the window won't make it snow any quicker. I'm sure it will be here soon. Don't worry," Mum said patiently.

"It's taking ages!" Cerys snapped back.
"I just want to go sledging. And I want to build a snowman with Harvey from next door."



1 What was Cerys waiting for?

Tick **one**.

- sunshine
- Harvey
- snow
- the postman

1
1m

2 What did Cerys get ready before playing outside?

Tick **three**.

- coat hat
- scarf gloves
- sledge

2
1m

Sample materials

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Learners' version

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. The number of ticks required is always in bold type.

Cerys woke up very early the next morning and she knew something was different even before she jumped out of bed. It felt very, very cold and the light was brighter.

"Mum, muuuuuuum!" she screamed with excitement.

It was here, finally!



- 3 **Find and copy one word** which shows that Cerys had waited a long time for the snow.

finally

please turn over



Find and copy

Learners must refer to the text to find the answer for this type of question. They should choose the appropriate word or group of words from the text and copy it into the answer space.

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 example), but some may ask for more.

Learners should be made aware that copying too much (e.g. several words 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.

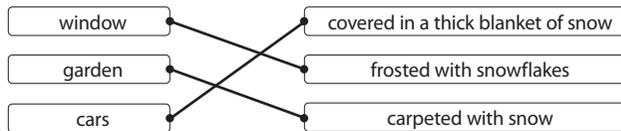
Cerys peeped out of her bedroom window which was frosted with snowflakes. The garden was carpeted with snow and all of the cars on the road were covered in a thick blanket of snow. Just the right amount for making snowballs to throw at Harvey, she thought.

She spotted Harvey heading towards the house and quickly dressed in her warmest clothes.

It had all been worth the wait. It was Saturday and that meant hours and hours of fun outside!



- 4 In the morning, everything looked different outside. Draw **three** lines to show what had happened overnight.



- 5 Put these events in the order that they happened in the story, numbering them from 1 to 5.

One has been done for you.

- Mum tried to cheer Cerys up. 2
- Harvey came to play. 4
- Cerys looked out of the kitchen window. 1
- Cerys put on her hat and gloves. 5
- The snow arrived. 3



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 to obtain a mark.

Sequencing

This type of question is often used to assess learners' ability to summarise or demonstrate an understanding of the whole text. Learners need to re-order the statements to match the order of the text they have read. One number is provided as a starting point.

- 6 Put ticks to show which statements are **true** and which are **false**.
One has been done for you.

	True	False
Cerys waited for a long time.	✓	
It snowed every year.		✓
It had snowed during the night.	✓	
The snow made it darker outside.		✓
Cerys ran to Harvey's house to play in the snow.		✓

6
2m

End of sample materials.

Sample materials

7

Learners' version

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.

