

English

KS2

2016

Year 6 Reading Assessment Marking Scheme - Fiction

| question | answer | marks | notes |
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| 1. | Look at the paragraph beginning ' <i>Fuelled by rage...</i> ' Find and copy two phrases which suggest the destruction of the landscape. | | |
| | <ul style="list-style-type: none"> • ruins of the ancient Gunders Wood • smouldering ashes • (once tall trees) lay forlorn on the forest floor | up to 2 marks | <p>Content domain: 2d–make inferences from the text/ explain and justify inferences with evidence from the text</p> <p>Award 1 mark each for any two of the correct answers.</p> |
| 2. | Look at the paragraph beginning ' <i>There was no doubt...</i> ' Find and copy a word which means 'met unexpectedly' or 'been faced with'. | | |
| | encountered | 1 | <p>Content domain: 2a–give/explain the meaning of words in context</p> <p>Award 1 mark for the correct answer.</p> |
| 3. | Which word is closest in meaning to ' <i>fathom</i> '? | | |
| | understand | 1 | <p>Content domain: 2a–give/explain the meaning of words in context</p> <p>Award 1 mark for the correct answer.</p> |
| 4. | Look at the paragraph beginning ' <i>Casting his mind back...</i> ' <i>'Some days he cursed the gift that his grandmother had given him: not the gift of the box, but the gift that she had passed down in some other way.'</i> What is the meaning of the word ' <i>gift</i> ', the last time that it is used? | | |
| | An answer that indicates reference to something that is not a physical gift like the box, but a power/ability/talent that Anders has inherited from his grandmother. | 1 | <p>Content domain: 2d–make inferences from the text/ explain and justify inferences with evidence from the text</p> <p>Award 1 mark for a correct answer.</p> |

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| 5. | Tick to show which statements are true and which are false . | | | | | | | | |
| | <p>Anders was angry about the destruction of the woodland. True</p> <p>Anders was hungry because he had no food. False</p> <p>The creature was both angry and hungry. True</p> | 1 | <p>Content domain: 2b–retrieve and record information/ identify key details from fiction and non-fiction</p> <p>Award 1 mark for all three statements ticked correctly.</p> | | | | | | |
| 6. | Number these events (1-5) from the story to order them chronologically. The first one has been done for you. | | | | | | | | |
| | <p>1. Anders was given a box by his grandma</p> <p>2. Gunders Wood was destroyed</p> <p>3. Anders came face to face with the klingenot</p> <p>4. Anders decided to put down his sword</p> <p>5. Anders created a tapping noise on the window to distract the creature</p> | 1 | <p>Content domain: 2b–retrieve and record information/ identify key details from fiction and non-fiction</p> <p>Award 1 mark for all four boxes numbered correctly.</p> | | | | | | |
| 7. | Using evidence from the text, complete the table with phrases to describe each of these creatures in the story. | | | | | | | | |
| | <p>squib like a jellyfish but shuffled awkwardly on land</p> <p>belcher identified by burping, gurgling sound</p> | up to 2 marks | <p>Content domain: 2b–retrieve and record information/ identify key details from fiction and non-fiction</p> <p>Award 1 mark for each correct phrase.</p> | | | | | | |
| 8. | Using evidence from two or more different paragraphs, describe the physical appearance of the creature in the story known as a klingenot. | | | | | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">four-legged / four legs</td></tr> <tr><td style="padding: 2px;">stegosaurus-like spine</td></tr> <tr><td style="padding: 2px;">flaring nostrils</td></tr> <tr><td style="padding: 2px;">bulging eyes</td></tr> <tr><td style="padding: 2px;">writhing head</td></tr> <tr><td style="padding: 2px;">large pointed ears</td></tr> </table> | four-legged / four legs | stegosaurus-like spine | flaring nostrils | bulging eyes | writhing head | large pointed ears | up to 2 marks | <p>Content domain: 2c–Summarise main ideas from more than one paragraph</p> <p>Award 2 marks for any two of the evidence, but no more than one piece of evidence from the same section (as noted opposite)</p> |
| four-legged / four legs | | | | | | | | | |
| stegosaurus-like spine | | | | | | | | | |
| flaring nostrils | | | | | | | | | |
| bulging eyes | | | | | | | | | |
| writhing head | | | | | | | | | |
| large pointed ears | | | | | | | | | |

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| 9. | Look at the paragraph beginning: <i>'Visions from the past flashed into his brain...'</i> Find and copy one phrase which suggests the other creatures were not afraid of the presence of the klingenots. | | |
| | (Creatures of other varied shapes and sizes wandered amongst them), unharmed and in no anticipation of any danger. | 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. |
| 10. | Look at the paragraph beginning: <i>'Turning tentatively to the right...'</i> What does the word <i>'tentatively'</i> suggest about the way Anders moved? | | |
| | e.g. he was hesitant/not confident/ worried about taking his eyes off the creature/uncertain whether he was doing the right thing/cautious about turning his head | 1 | Content domain: 2d–make inferences from the text/ explain and justify inferences with evidence from the text Award 1 mark for an answer which acknowledges Anders' uncertainty, caution or lack of confidence in turning his head away. |
| 11. | <i>'Anders focused all his energy onto the misty window...'</i> What was Anders trying to do? | | |
| | create a tapping noise to distract the creature / make it look away | 1 | Content domain: 2a–give/explain the meaning of words in context Award 1 mark for the correct answer. |
| 12. | Compare Anders' feelings at the beginning of the extract with those at end. What is the difference between the way he acts? Use evidence from the text to support your answer. | | |
| | e.g. At the beginning of the text Anders was 'fuelled by rage and revenge'. He was not thinking clearly due to his overwhelming anger. However at the end of the extract, he was thinking more clearly and planning his actions. He 'put down his sword' and concentrated on trying to distract the creature rather than attack it. | 2 | Content domain: 2h Award 1 mark for identifying a contrast in Anders' actions from aggression/anger to being more methodical/in control. Award 1 mark for appropriate supporting evidence from the text. |

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| 13. | Using evidence from the text, predict what has happened to the woods in the story and what Anders might do next. | | |
| | <p>Any appropriate predictions linked to the text.</p> <p>e.g. The woodlands might have been destroyed by the creature, as it was 'huge' and 'angry'. After Anders has tricked the creature into turning its head away, he may pick up his sword again as the extract says he had 'the sole responsibility to defeat it'.</p> <p>Or</p> <p>The woodlands may have been destroyed by other people or enemies of the klingenots as the text says that the klingenots had been 'roaming peacefully in pairs through the surroundings ... eating the leaves and foliage from the branches'. Anders may try to escape from the creature after distracting it as it says he 'knew that this was his chance and he seized it'.</p> | up to 3 marks | <p>Content domain: 2e–predict what might happen from details stated and implied</p> <p>Award 1 mark for a prediction of what had already happened to the woodlands; 1 mark for a prediction as to what Anders might do next and 1 mark for use of relevant evidence for each prediction. Answer must include all three elements to achieve all three marks.</p> |

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| 14. | How do you think Anders feels about his surroundings in the extract? Give two feelings, with evidence from the text to support your answer. | | |
| | <p>e.g.</p> <p>angry ('furious to see the destruction of the once beautiful woodland')</p> <p>confused ('trying to fathom how those happenings linked to and influenced his ordinary school life' / 'to answer his millions of questions')</p> <p>happy ('he couldn't imagine life any different to the way that it had become' / 'this wonderful world had been revealed to him')</p> <p>annoyed ('some days he cursed the gift that his grandmother had given him')</p> <p>privileged ('as privileged as Anders felt to frequent their world')</p> <p>determined ('focused all his energy onto the misty window' / 'knew that this was his chance and he seized it')</p> | up to 2 marks | <p>Content domain: 2d–make inferences from the text/ explain and justify inferences with evidence from the text</p> <p>Award 1 mark each for appropriate inference of any two feelings, linked to evidence in the text.</p> |
| | Total 21 | | |