

# 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](mailto:welsh-test-orders@nfer.ac.uk)



Llywodraeth Cymru  
Welsh Government

# Teachers' version

Years 4–6



Llywodraeth Cymru  
Welsh Government

## Notes to teachers

Learners will be presented with one test booklet which contains both the reading texts and questions. In total, they will be required to read and answer questions about three texts. Learners will read one text and then complete the associated questions before moving on to the next text and so on. Typically, learners will be asked to complete 8–12 questions about each text and they should read a whole text before attempting to answer any of the questions. They will have up to 60 minutes to complete the whole test.

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.

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

**1** Draw **three** lines to show what each part of the bicycle brake does.

brake cable	used to apply the brakes
brake lever	connects different parts of the brake
brake pad	presses on the wheel to stop it moving

---

**2** Find and copy **two** things you should avoid wearing when riding a bicycle.

1. \_\_\_\_\_

2. \_\_\_\_\_

### 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.

### Find and copy

Learners must refer to the text to find the answer for this type of question.

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 printed in bold text). Some questions ask learners to find and copy single words, but some may ask for phrases.

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

### Sample markscheme

- 2** Award **1 mark** for each of the following, up to a maximum of **2 marks**:
- long skirt
  - flimsy shoes
  - baggy clothing
  - open-toed shoes.
- (2 marks)

3 According to the text, in which parts of a bicycle can clothes get caught?

Tick **two**.

- |             |                                     |           |                                     |
|-------------|-------------------------------------|-----------|-------------------------------------|
| handle bars | <input type="checkbox"/>            | chain     | <input checked="" type="checkbox"/> |
| gears       | <input checked="" type="checkbox"/> | wheel rim | <input type="checkbox"/>            |
| saddle      | <input type="checkbox"/>            |           |                                     |

3  
1m

4 Choose the **best** word or group of words to fit the passage and tick your choice.

It is best to learn how to cycle

- a) **in a large, open area**     **on a steep slope**     **around tight corners**     **near traffic**

and to wear

- b) **a warm coat**     **baggy clothing**     **a helmet**     **open-toed shoes**

for protection.

4a  
1m  
4b  
1m

*please turn over*

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, as in this example. The number of ticks required is always in bold type.

### Cloze passage

This is similar to multiple choice, but takes the form of sentence completion and is often used to examine learners' understanding of the text as a whole.

Learners should read the whole passage before going back to tick the best option in each group to complete the sentences.

5 Look at the text in the box below.

**Underline the phrase** that tells you that cycling keeps you fit.

Riding a bike is fantastic: the freedom to explore, going fast down hills, the wind in your hair – and it's good exercise. Here are some instructions and tips for learning how to ride your bicycle. And once you learn to ride, you never forget.

**Sample markscheme**

5 Award **1 mark** for:

- (and it's) good exercise.

(1 mark)

## Underline

Learners should make sure that they follow the instructions in the question very carefully so that they underline only what is asked for (the number of words/phrases required is usually stated in bold text). Some questions ask learners to underline single words, some ask for phrases to be underlined (as in the example given).

Learners should be made aware that underlining too much text (e.g. several words or phrases or a whole sentence) may mean that their answers will not be given credit.

Words in brackets in the markscheme (as shown) indicate words that may be included but are not necessary for the mark. For example, 1 mark could be awarded for any of the following:

- and it's good exercise
- it's good exercise
- good exercise.

However, the mark would not be given for 'exercise' on its own.

6 Number these instructions from 1 to 4 to show the order in which they should be carried out.

One has been done for you.

Find a sensible place to practise.

Check your bike is in good order.

When confident, try going faster.

Practise gliding, braking, balancing.

6  
1m

7 Put ticks to show which statements are **true** and which are **false**.

	True	False
You should only practise riding a bike on level ground.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Balancing and steering are important skills for cycling.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The derailleur moves the chain to change gears.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
It is easy to forget how to ride a bicycle.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

7  
1m

End of sample materials.

Sample materials

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Learners' version

### Sequencing

Learners need to number the statements to sequence them in a given order. One number is often provided as a starting point.

### 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.

