

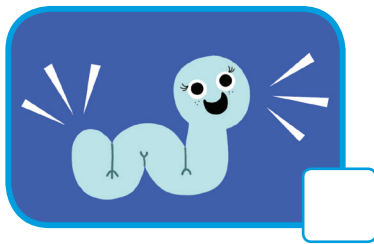
Year 1 Sample Reading Paper Materials

Section 1: Aural comprehension

The teacher reads aloud a story while pupils listen. After reading the story, the teacher asks questions, which pupils answer by ticking multiple-choice options in their own booklets.

1 Teacher reads:

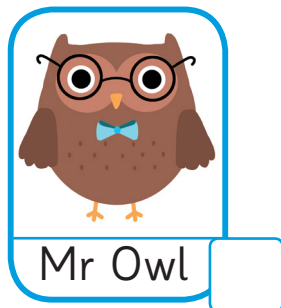
What two things did Mervyn see on his way home?
Remember to tick two pictures.



1 mark

2 Teacher reads:

Who took Mervyn to see Mr Specs?



1 mark

3 Teacher reads:

Who was David? Tick the words that show who David was.

Mervyn's
dad

Mervyn's
brother

Mervyn's
friend

the eye
doctor

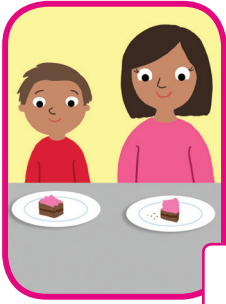
1 mark

Section 2: Word and sentence comprehension

Teacher reads:

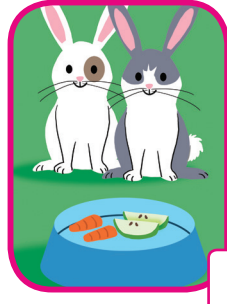
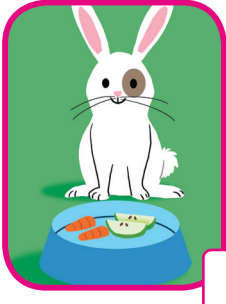
Your job is to read the words and to tick the picture that goes with those words. We will do the first one together, but then you're going to do the rest by yourself.

- 1 Ali is helping Mum to make a cake.



1 mark

- 2 Both rabbits are eating carrots and apples.

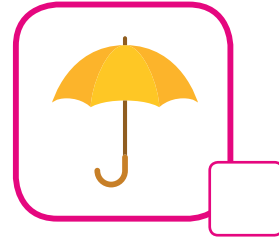
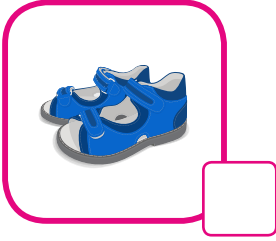


1 mark

Teacher reads:

Your job is to tick the picture that fills the gap in the sentence. Let's do the first one together, but then you're going to do the rest by yourself.

3 I wear my _____ to the park when it is rainy.



1 mark

Teacher reads:

This is the same as the last question – except you have to tick a word to fill the gap in the sentence, instead of a picture.

4 Hurry up! You will _____ the school bus!

see

late

miss

lose

1 mark

Year 1 Reading Paper Sample Materials

1

PoS
1B

Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

1m Award 1 mark for:

➤

Diagnostic commentary

Correct 47%

Overview of performance

This question requires pupils to locate, understand and recall key details from a narrative text. The ability to recall and select key pieces of information in a text is an important reading skill across both fiction and non-fiction texts in Years 1 and 2. This question was designed to be accessible for all pupils, presenting them with pictorial rather than word answer options to minimise pressure on developing decoding skills. In order to gain the mark, pupils are required to select two answer options, which adds a level of challenge to the question. Pupil performance on this question indicated that this was slightly more challenging than other questions, with just under 50 per cent achieving the mark.

Specific aspect of performance

Selecting the picture of the moon

34 per cent of pupils made this error

The most popular incorrect option selected was the picture of the moon. It is possible that pupils making this error answered by using their extrinsic knowledge of what can be seen at night, rather than the textual evidence of what Mervyn saw. It is also possible that pupils have selected this answer in consideration of the correct option of the stars, as they are used to seeing both the moon and the stars together.

2

PoS
1D

Make inferences from the text

1m Award 1 mark for:



Grandad



Mr Owl



Mrs Owl



Grandma

Diagnostic commentary

Correct 52%

Overview of performance

This question focuses on pupils' ability to make inferences based on what is said and done, a statutory objective in the Year 1 Programme of Study.

As one of the initial questions in this section, it is intended to be accessible and engaging for all pupils. As such, all answer options contain pictures as well as words to support those pupils with less developed decoding skills.

Pupil performance was generally average on this question, with just over 50 per cent achieving the mark.

Specific aspect of performance

Selecting Mrs Owl

34 per cent of pupils made this error

A number of pupils mistakenly thought that Mrs Owl rather than Mr Owl took Mervyn to the opticians. This was the most common incorrect option selected.

It is possible that pupils have selected this option based on the fact that it is Mrs Owl who expresses concern about Mervyn's sight at the beginning of the story. Additionally, the text does not explicitly state that Mr Owl will take Mervyn, instead pupils need to infer this from Mrs Owl's statement to her husband: *Tomorrow, you must fly over to Mr Specs.*

It may be helpful for pupils to continue practising their skills at simple inference generation, as this will help them to gain deeper understanding of the texts that they read.

3

PoS
1D

Make inferences from the text

1m Award 1 mark for:



Mervyn's dad

Mervyn's brother

Mervyn's friend

the eye doctor

1m Award 1 mark for:

➤

Diagnostic commentary

Correct

74%

Overview of performance

This question requires pupils to comprehend a whole sentence in order to select the picture that illustrates the meaning. This question was designed to be an easy opening question that is accessible to all pupils and as such all the answer options are pictorial rather than word based. Pupils performed well with over 70 percent achieving the mark.

Common error(1) / Specific aspect(s) of performance

Selecting picture of Ali and mum buying a cake

11 per cent of pupils made this error

The most commonly selected incorrect option was the picture of Ali and his mum buying, rather than making, a cake.

Pupils making this error have understood that Ali is helping his mum, but not what he is helping her to do. This answer is the most logical of the incorrect options since it involves the concept of helping and the presence of cake. It is also possible that pupils struggling to answer this question selected this option because it has a different background to the other three options, and perhaps therefore stood out on initial glance.

It is worth noting that there is a level of complexity to this sentence, since it contains two verbs (*helping, make*) for pupils to identify. It is possible that pupils making this error have focused on the verb *helping* rather than *make* due to its prominence at the beginning of the sentence.

It might be helpful for pupils to practise the comprehension of complex sentences, in particular those containing more than one verb, in order to deepen their understanding of the texts that they encounter.

1m

Award 1 mark for:

➤

Diagnostic commentary

Correct

66%

Overview of performance

This question requires pupils to identify two key aspects of meaning (number of rabbits and their two pieces of food), in order to select the picture that represents the overall sentence meaning. Pupils generally performed well on this question with over 60 per cent achieving the mark.

Specific aspect of performance

Selecting the picture of two rabbits eating carrots and salad leaves

13 per cent of pupils made this error

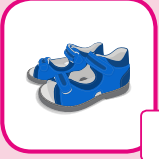



The most commonly selected incorrect option was the picture of two rabbits eating carrots and salad leaves. These pupils have correctly identified the number of rabbits but only one of the two food types. It is possible that these pupils had not read to the end of the sentence, or that they found it difficult to retain all three pieces of information while reading.

It might be worth discussing with pupils the strategy of re-reading a sentence in order to ensure they have extracted all necessary pieces of information. Continued work on developing pupils' working memory capacities, for example through simple memory games, might also be useful.

1m

Award 1 mark for:

➤

			
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Diagnostic commentary

Correct

62%

Overview of performance

This question formed part of a section requiring pupils to read an incomplete sentence and then select a picture to represent a missing word.

To gain the mark, pupils needed to take into account information found in both halves of the sentence. After selecting a picture, they also needed to re-read the sentence to check its appropriacy.

Pupils generally performed well on this question, with just over 60 per cent achieving the mark.

Specific aspect of performance

Selecting the picture of the umbrella

18 per cent of pupils made this error

A number of pupils selected the picture of the umbrella rather than the picture of the wellington boots. Although the umbrella is appropriate for the type of weather expressed in the phrase *when it is rainy*, it does not fit with the verb *wear*. It is possible that pupils making this error have either not noticed the verb *wear* or have not checked the appropriacy of their answer against both parts of the sentence.

It might be helpful to discuss with pupils the importance of reading the whole sentence to ensure they have understood the sentence meaning. Additionally the importance of checking their answer against the original sentence when completing reading comprehension exercises.

1m Award 1 mark for:

➤

see	late	miss	lose
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Diagnostic commentary

Correct

51%

Overview of performance

This question is similar to the preceding question, in that it requires pupils to understand the context and detail in a given sentence to select an appropriate option to fill the gap. This question provides an additional level of challenge however, as it requires pupils to read, decode and select a word option instead of a pictorial one. Pupils generally performed well on this question with just over 50 per cent achieving the mark.

Specific aspect of performance

Selecting see

17 per cent of pupils made this error

A number of pupils mistakenly selected the word *see*, the most commonly selected incorrect option. It is possible that these pupils have misunderstood the meaning of the sentence, thinking that the child is being told to hurry up, because the parent can already see the bus. This might be due to pupils' own experiences of being late or missing a bus. It is worth noting that the pupils making this error tended to be those with lower overall scores on the assessment.

Specific aspect of performance

Selecting late

16 per cent of pupils made this error

The second most commonly selected incorrect option was the word *late*. It is possible that the pupils selecting this option focused on the consequence of not hurrying up or missing the bus, rather than on finding a word to grammatically fit the sentence. Pupils making this error tended to be those with mid-range scores on the assessment as a whole. It might be useful to discuss with pupils the importance of checking their answer against the original sentence. Modelling this strategy to pupils during whole class guided work might also be beneficial.

Year 1 Sample Reading Materials – Paper 1

Section 1: Aural comprehension

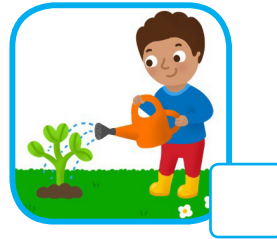
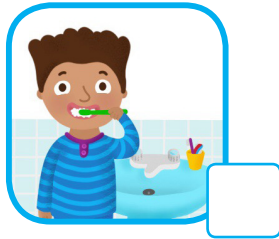
The teacher reads aloud a story while pupils listen. After reading the story, the teacher asks questions, which pupils answer by ticking multiple-choice options in their own booklets.

Teacher reads:

After a very enjoyable day out with friends, Max was very tired. Before going to bed, Max managed to brush his teeth but he was so tired that he fell asleep in his clothes on top of his bed.

1 Teacher reads:

Tick one picture to show what Max managed to do before falling asleep.



1 mark

2 Teacher reads:

Where did Max fall asleep?

under his bed

in his bed

on top of his bed

in the bathroom

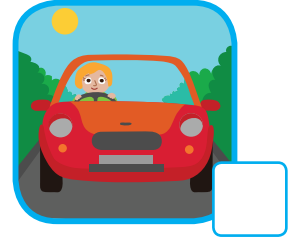
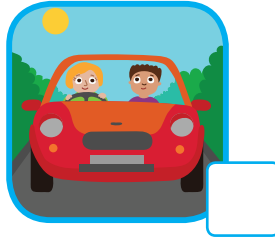
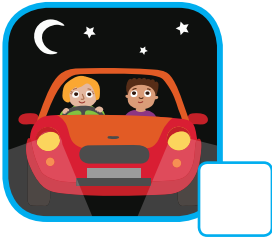
1 mark

Section 2: Word and sentence comprehension

1 Teacher reads:

Your job is to read the words and to tick the picture that goes with those words. We will do the first one together, but then you're going to do the rest by yourselves.

They are driving back home at night.

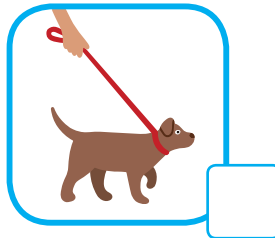
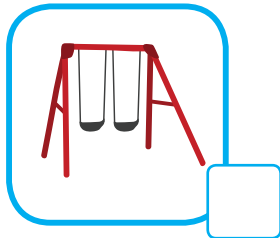
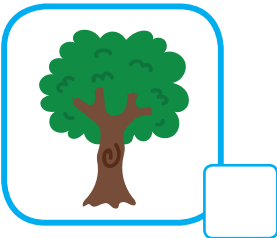


1 mark

2 Teacher reads:

Your job is to tick the picture that fills the gap in the sentence. Let's do the first one together, but then you're going to do the rest by yourselves.

Dad took the _____ for a walk in the park.

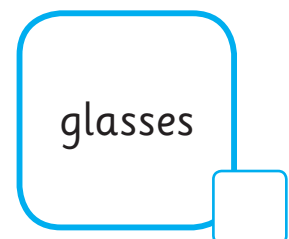
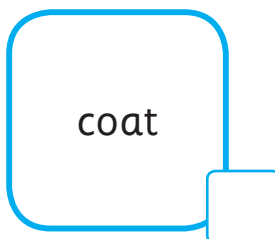
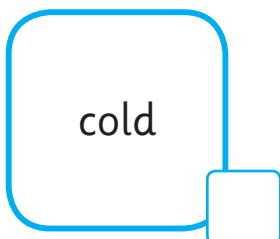
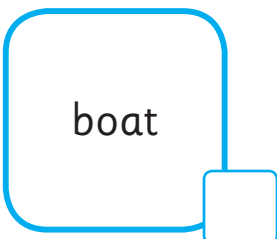


1 mark

3 Teacher reads:

This is the same as the last question – except you have to tick a word to fill the gap in the sentence, instead of a picture.

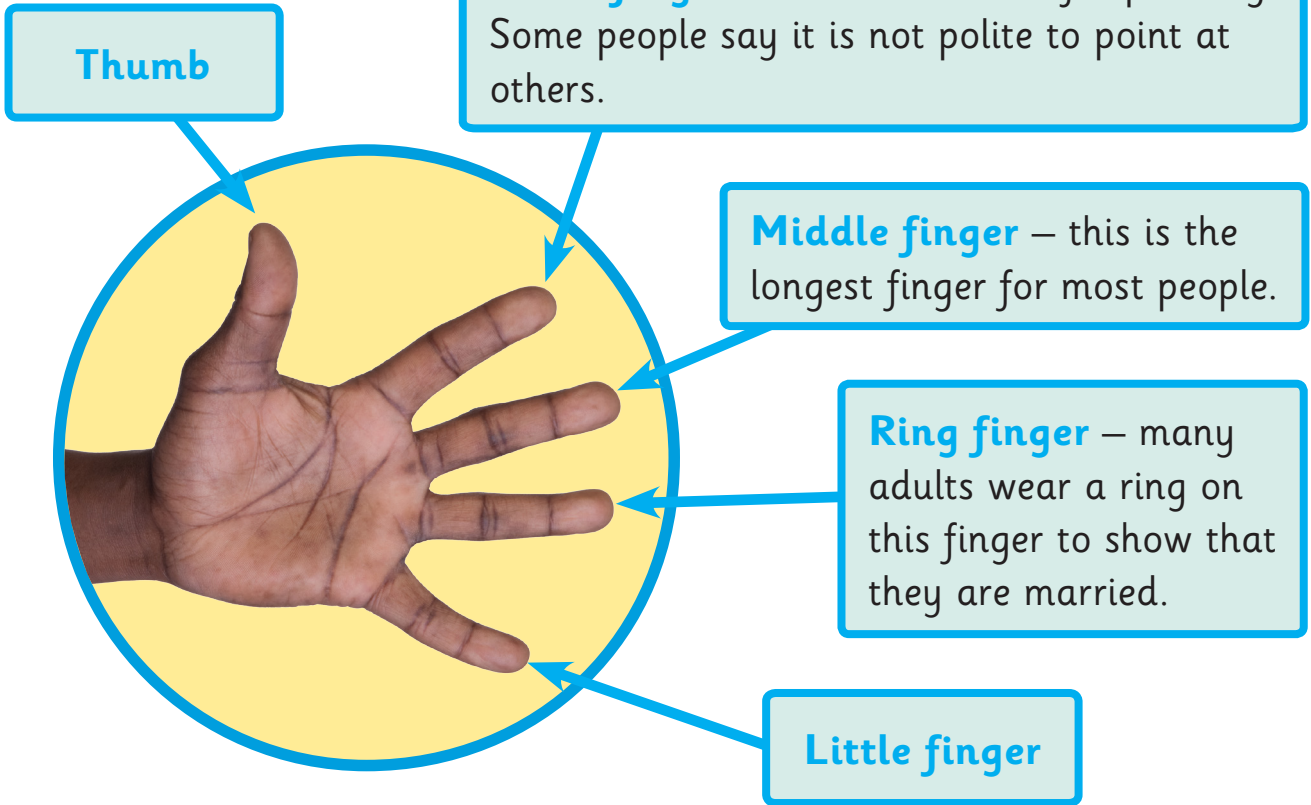
Jen put her _____ on the peg.



1 mark

Section 3: Reading comprehension

Your Fingers



1 This is a picture of a hand.

Draw an arrow to show the finger that people use for pointing.



1 mark

2 ...it is not polite to point...

Which word means the same as *not polite*?

Tick (✓) **one**.

clever rude

polite cross

1 mark

Year 1 Sample Reading Materials – Paper 2

Jessy to the rescue

It was the end of a long school day. Jessy and her mother were walking home. Jessy needed a snack and a long rest.

As they were walking along, they noticed a duckling all on its own. It looked very upset, quacking as loud as it could (which was not very loud). It was running around in circles. It was lost.



1 Why was Jessy tired?



1 mark

2 What animal did Jessy see on her way home?

Tick (✓) **one**.

a mother duck

a chicken

a baby duck

a lost dog



1 mark

3 How did Jessy know the animal was upset?

Write **two** answers.

1. _____

2. _____



1 mark