

Grey A Test 2 Marking Guidance: The Recorder Concert

Recommended for: Year 4 Term 1

Qu.	Skill Area and Strand	Objective	Answers	Marks	Possible Errors	Advice
1	Inference: Making Inferences Grey A	Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence.	She was scared of her.	1	Some of the wrong answers may be based on wording in the paragraph; pupils may just see some linked text and assume that is the right answer.	Re-read the paragraph carefully. Remember the answer may not use exactly the same words as in the text, but it will mean the same thing.
2	Inference: Making Inferences Grey A	Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence.	Accept any of the following: People want to be her friend, but she is not very nice to them. Jess isn't really sure / doesn't understand why Emma is popular. Jess doesn't think Emma is very nice.	1	Some pupils may not take on board that the author says 'sort of' and assume Emma Walsh's popularity is based on her attractiveness and her ability to make people do what she wants them to do.	Re-read the paragraph carefully and piece together the evidence about the character. Think about why some people might want to be friends with Emma Walsh, even if she's not very nice.
3	Language for Effect: Literary Language Grey A	Discuss words and phrases from a page they have read and, with prompts if necessary, can explain how they capture the reader's interest and imagination.	She had a fluttery feeling in her stomach.	1	Pupils may not be familiar with the idiom: 'butterflies'.	When reading, look out for expressions that are not true, but help to explain how someone feels or how something happens, e.g. <i>I have butterflies in my stomach</i> (means you are nervous).

4	Inference: Prediction Grey A	Predict what might happen in a story and, when directed to a relevant page, can find stated and clearly implied evidence to justify the prediction.	Accept any two of the following: Jess had butterflies / was anxious. She hadn't practised enough. Jess's plan to mime wasn't going to work. She was afraid of insulting Emma Walsh.	2	Pupils may not pick up on all the clues in the paragraph.	Re-read the relevant text carefully, keeping the question in mind as you read.
5	Inference: Making Inferences Grey A	Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence.	Jess is being sarcastic and doesn't think Emma's job is as important as Emma thinks it is.	1	Some children may not pick up on the fact that Jess is being sarcastic.	Re-read the text again. Do you think that Jess <i>really</i> thinks that holding the music is an important job?
6	Literal Comprehension: Accuracy Grey A	Automatically track meaning of text during reading, self-correcting as part of the reading process (often without this being apparent to listener). With occasional support, make a good estimate of meaning of an unfamiliar word in context.	Ready to march to my fate	1	Some pupils may not be familiar with the idiom 'march to my fate'.	In Independent Reading note any phrases with which you are unfamiliar and ask or look up their meaning.

7	Literal Comprehension: Accuracy Grey A	Automatically track meaning of text during reading, self-correcting as part of the reading process (often without this being apparent to listener). With occasional support, make a good estimate of meaning of an unfamiliar word in context.	She was worried about upsetting Emma Walsh. It was fate / the world playing a trick on her because she had not done the right thing and picked Joanne / she had upset her best friend. (Award 1 mark for each answer. Do not award a mark if the pupil has just copied the phrases from the text.)	2	Some pupils may find it difficult to paraphrase 'the universe's way of getting me back'.	Try to explain something from a story in your own words. You can use character's names and places but don't use the exact text from the story.
8	Language for Effect: Literary Language Grey A	Discuss words and phrases from a page they have read and, with prompts if necessary, can explain how they capture the reader's interest and imagination.	Tumbled into the pond in the wild-flower garden like a dolphin doing a trick (N.B. Pupils do not have to identify this as a simile to achieve the mark.)	1	Pupils may not recognise the imagery / simile.	Look out for times when the author helps you picture a scene by comparing it with something else.

9	Literal Comprehension: Accuracy Grey A	Automatically track meaning of text during reading, self-correcting as part of the reading process (often without this being apparent to listener). With occasional support, make a good estimate of meaning of an unfamiliar word in context.	First performance	1	Pupils may not be familiar with the word 'debut'.	When working out an unfamiliar word, think about which word would fit into the context of the sentence and what you already know about the text.
10	Inference: Making Inferences Grey A	Draw inferences such as characters' feelings, thoughts and motives from their actions, and with support can sometimes justify inferences with evidence.	Squeak their way through	1	Some pupils may not be good at reading between the lines to link squeaking with poor playing.	Think carefully about the words the author has chosen. Often the author does not directly tell you something. You have to work out what is meant.
11	Inference: Prediction Grey A	Predict what might happen in a story and, when directed to a relevant page, can find stated and clearly implied evidence to justify the prediction.	"I thought it was hilarious."	1	Some pupils may not know 'hilarious' as a synonym for 'really funny'.	Re-read the paragraph carefully and pick out the information given to you by the author.

12	Literal Comprehension: Literal Comprehension Grey A	With support, identify main ideas drawn from more than one paragraph.	Accept any reasonable answers based on the text, for example: She is scared of Emma Walsh. She is lazy (didn't practise). She has good ideas (plans on miming). She is nervous before the performance. She is brave ('ready to march to her fate'). She is forgetful (forgets her jumper). She is clumsy (falls into the pond). (Award 1 mark for any two correct answers, and 2 marks for all three correct.)	2	Pupils may not be good at tracking back over a piece of writing to collect evidence.	When asked for evidence across a whole text, go carefully back over each paragraph to check for relevant information.
			Total:	15		