

Grey B Test 1 Marking Guidance: Fuel Up!

Recommended for: Year 4 Term 3

Qu.	Skill Area and Strand	Objective	Answers	Marks	Possible Errors	Advice
1	Literal Comprehension: Literal Comprehension Grey B	Retrieve and record information from non-fiction.	Food Water	1	Pupils may think good quality food is essential, but that is not what the text says.	Read the second sentence carefully.
2	Literal Comprehension: Literal Comprehension Grey B	Retrieve and record information from non-fiction.	If we eat better food we will feel better. We will have more energy.	1	Pupils may not associate 'good quality' with 'better'. The two reasons are contained within the final sentence and pupils may not identify that two reasons are given here.	Re-read the sentence that starts, 'The better the food we eat ...'
3	Themes and Conventions: Text Structure Grey B	Identify how presentation contributes to meaning.	a) It makes it clearer for the readers to see all five (1 mark). b) Bullet points; using bold type; in a paragraph (1 mark).	2	Pupils may realise that the numbered list refers to the identified five items but not be able to express why the numbered list assists the reader's comprehension.	Imagine how this information would look if it was not in a numbered list. Which is easier to read and understand? Why?
4	Literal Comprehension: Accuracy Grey B	Explain meaning of words in context.	Not less than	1	Some pupils may be unfamiliar with the meaning of the phrase 'not less than'.	Read the whole paragraph. Is it a good idea to eat more or less fruit and vegetables? Which phrase is the best to replace 'at least'?

5	Literal Comprehension: Information Retrieval Grey B	Retrieve and record information from non-fiction.	Carbohydrates = To give us energy; Vitamins and minerals = To keep us healthy and well; Protein = To help us grow	1	The answer to this question is all in one sentence with the facts separated by commas. Some readers may read hastily and not absorb the information.	Re-read the first paragraph carefully. Identify the food type and its benefits.
6	Themes and Conventions: Text Structure Grey B	Identify how presentation contributes to meaning.	It shows us the kind of food we should eat (1 mark) It shows how much of each type of food we should eat (1 mark).	2	Pupils may not identify the two purposes of the eatwell plate.	As well as reading the text, look at the image of the eatwell plate. What does it show? Why is there not the same amount of each type of food?
7	Language for Effect: Literary Language Grey B	Explain how a word captures the reader's interest.	Humans need (the best) food to keep going, like a car needs (the best) petrol.	1	Pupils may not tease out the connection between the 'fuel' humans need from food and the 'fuel' a car needs.	Go back to the very first paragraph on the first page. What clues does this give you?
8	Literal Comprehension: Information Retrieval Grey B	Retrieve and record information from non-fiction.	They do not contain many healthy nutrients. They contain a lot of sugar, salt or fat. They can make us put on weight. They don't give us good, lasting energy.	2	The information for this answer is all in the one paragraph, but pupils must read closely to identify all four reasons.	As you read, try to pick out: what these foods have, don't have and what effect they have on us.

9	Literal Comprehension: Information Retrieval Grey B	Retrieve and record information from non-fiction.	True: We should not have soft drinks too often. We should not eat too many cakes. False: We should never eat chips. We should eat a lot of sweets.	1	The answer to this question is in the final sentence of the paragraph, but pupils have to relate it to information found in the rest of the paragraph. Some pupils may find the grammatical construction: 'should not have / should not eat' difficult to decipher, as they may not recognise the negative.	Read carefully and notice which sentences use 'should' or 'should not'.
10	Literal Comprehension: Information Retrieval Grey B	Retrieve and record information from non-fiction.	Healthy Eating Tips	1	This question requires pupils to skim over the text they have already read to recall which heading covered which facts.	Skim read the texts below the sub-headings if necessary to find the right one.
11	Inference: Making Inferences Grey B	Justify inferences with evidence.	To check how much fat, sugar and salt they contain	1	The advice about reading food labels comes in a separate sentence from the advice about cutting back on fat, sugar and salt, and some pupils may not make the connection.	Re-read the third bullet point. Focus on the information in brackets.

12	Themes and Conventions: Range of Texts Grey B	Identify key theme in a text.	To give you advice on healthy eating	1	The pupils have to distinguish between facts introduced in the text and the overall purpose of the text.	Imagine you had to describe to someone what the whole text was about. Which statement matches that best?
			Total:	15		