

Grey B Test 2 Marking Guidance: The Bear

Recommended for: Year 4

Qu.	Skill Area and Strand	Objective	Answers	Marks	Possible Errors	Advice
1	Literal Comprehension: Accuracy Grey B	Check that text makes sense, discussing their understanding and explaining meaning of words in context.	Gloomy; murky (Award 1 mark if both answers are correct.)	1	Some pupils may not be familiar with the vocabulary 'gloomy' and 'murky'.	Re-read the sentence and look at the words listed. Which of these words is closest in meaning to 'dark', and would work in the sentence in the same way?
2	Literal Comprehension: Information Retrieval Grey B	Retrieve and record information from fiction and non-fiction.	He wanted a friend / someone to talk to. (Award 1 mark for any explanation that recognises that the bear was lonely.)	1	Some pupils may expect the answer to be in the text preceding the question.	Look for answers not just in the text leading up to the word used in the question (missing) but in other sentences nearby.
3	Inference: Making Inferences Grey B	Draw inferences such as characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence.	Accept any reasonable explanation, for example: It's how the bear knows it is a good time to go to the river to catch fish (he can smell the fish).	1	Some pupils may not have the background knowledge to infer from the text what sniffing the air relates to.	When reading, think about why characters do things (not just what they do).

4	Literal Comprehension: Sequencing Grey B	Retell stories with support, and relay main points of sequentially ordered non-fiction texts in correct sequence, usually with different degrees of detail and at a different length, depending on purpose.	1. The bear woke up and sniffed the air. 2. The bear licked his lips. 3. The bear scratched his back. 4. The bear set off for the river. (Award 1 mark for all statements in the correct order.)	1	Pupils may expect all the information to be together within the paragraph. In this instance the information about waking up occurs at the start of the paragraph.	When looking for information in a text, re-read the whole paragraph to put the events in sequence.
5	Inference: Making Inferences Grey B	Draw inferences such as characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence.	It was easy to catch fish.	1	Some pupils may expect the wording of the question to be exactly the same as the wording in the text.	Re-read the paragraph, remembering that the wording in the question might not be exactly the same as the wording in the text. Think about something that would have the same meaning, but in different words.
6	Language for Effect: Literary Language Grey B	Discuss words and phrases from a book they have read and explain how they capture the reader's interest and imagination.	It was so loud it made the forest shake.	1	Some pupils may not be able to identify this metaphor.	When reading, think about things the author says that might not be exactly true – the forest didn't really shake – but that help the reader to imagine something (in this case, how loud the bear's roar was).

7	Inference: Making Inferences Grey B	Draw inferences such as characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence.	He turned pale. He ran away. (Award 1 mark for two correct reasons.)	1	Some pupils may not be familiar with the expression 'turned pale' as a sign of great fear.	When reading independently, jot down words or phrases that give more detail about a character's feelings or actions.
8	Inference: Making Inferences Grey B	Draw inferences such as characters' feelings, thoughts and motives from their actions, and can justify inferences with evidence.	His belly was full of delicious fish.	1	Pupils may not link the fact that the bear caught and ate a lot of fish with the description: 'his belly full of delicious fish'.	Look for words in the text that give you clues to the words in the question, e.g. 'belly was full' / 'eaten lots'.
9	Language for Effect: Literary Language Grey B	Discuss words and phrases from a book they have read and explain how they capture the reader's interest and imagination.	He stands up as tall as he can. / He drew himself up to his full, terrifying height. He is much taller than the girl. / He towered over the child. He gives a mighty roar. / His roar echoed around the cave and across the forest.	2	Pupils may be confused by the text that talks about the bear being afraid, and the fact that the girl is <u>not</u> scared by the bear.	Read this part of the story again. What does the bear do to try and scare the girl?

10	Inference: Making Inferences Grey B	Draw inferences such as characters' feelings, their actions, and can justify inferences with evidence.	Even though the bear has tried to terrify the girl, she does not seem bothered by the sight of the huge bear or the sound of the loud roar. She looks up at the bear and then, as if he were a friend, she holds out some berries to see if he wants some. (Award up to 2 marks for answers that cover: the sight of the bear and his loud roar; the girl not running away; the girl holding out the berries to share with the bear.)	2	Pupils may copy words directly from the text. Others may not understand the question, or find the girl's reaction surprising.	If the question asks you to use your own words, find the answer in the text and then think of words that mean the same as the words the author has used. Read this part of the story again. What does the girl do when she sees the bear? Is this what you would expect to happen?
11	Literal Comprehension: Literal Comprehension Grey B	Identify main ideas drawn from more than one paragraph and summarise these.	He tried to avoid humans. He just wanted humans to go away.	1	Some pupils may find it difficult to draw information from across the whole extract.	When asked for evidence across a whole text, go carefully back over each paragraph to check for relevant information.

12	Inference: Prediction Grey B	Make a plausible prediction about what might happen next in a story, and when prompted can explain reasons.	a) The bear will make friends with the human child. (1 mark) b) It said at the beginning of the story that the bear was lonely. (1 mark)	2	Some pupils may have forgotten information given earlier in the story.	When asked for a prediction, there will be clues given earlier in the text. Go back over the text looking for those clues.
Total:				15		