



NTS
Assessments

National Test-style Standardised Assessments

Reading

Your guide to using these termly tests
for Years 1 to 6

Includes:

- Curriculum maps
- Sample pages and mark schemes
- Sample reports

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About NTS Assessments

These termly, standardised, National Test-style assessments for Years 1 to 6 are designed to benchmark progress and attainment in reading against national averages.

- › Written by National Test authors to the National Test framework.
- › Standardised on thousands of pupils and trialled termly during the 2018/19 academic year.
- › **Free** downloadable mark schemes and test guidance.
- › **Free** online gap analysis and reports available in MARK, our online assessment and reporting tool.

NTS Assessments key information

Age range covered: 5 to 11 years.

Number of tests: One test per term for each year group from Years 1 to 6 (Autumn, Spring and Summer).

Ideal testing time: Second half of each term.

Content assessed: KS1 and KS2 National Curriculum for Reading, structured to follow the National Test framework. Please note that the Year 1 papers are English tests, as they also assess grammar and spelling.

Curriculum maps: Outline content covered in every test to ensure relevant material has been taught before each assessment is administered.



Assessing attainment and progress

NTS Assessments enable schools to build a comprehensive profile of each pupil's attainment and progress in reading. These include:

- **Standardised score**
 See whether the pupil's attainment is above or below the national average for their year cohort.
- **Age-standardised score**
 See how the pupil is performing against other pupils of the same age, calculated in years and months.
- **Reading age**
 Get a quick measure of attainment against the age at which the pupil's performance is typical. (English age for Year 1.)
- **Strand/topic analysis (including strand national average)**
 See strengths and weaknesses across the curriculum to inform future teaching.
- **Facility value for every question**
 See the percentage of pupils who answered each question correctly in the standardisation trial.
- **National Tests correlation and performance indicators**
 National Tests correlation: available for Years 2 and 6. Performance indicators: available for all years. These allow you to identify whether pupils are working at the expected standard for their year.
- **NTS Scale**
 Measure pupil progress with this independent scale. Useful for tracking progress and estimating future performance of children who are working outside of their age range, but continue to make small increments of progress for their year.



Using tests to guide planning, teaching and intervention

NTS Assessments come with free access to MARK, our online assessment and reporting tool designed to save you time.

- Quickly analyse gaps in learning to inform targeted teaching.
- Enter paper test scores into online marksheets.
- Effortlessly generate reports for individuals, classes, schools and tailored groups to view and compare pupil progress and attainment.
- Easily download visual reports that can be shared as PDFs with teachers, senior leaders, MAT leaders, governors, parents and Ofsted.



Using NTS Assessments

- › Use with your Year 1 to 6 pupils in the second half of each term.
- › Clear marking guidance is provided in the free online mark scheme.
- › Raw scores can be converted to other measures, such as standardised scores, using the free online mark scheme and test guidance. Marks can also be entered into the online marksheets on MARK, enabling you to generate reports automatically.

The curriculum maps

The free online curriculum maps allow you to check what content is covered in each termly test, so that you can build this into your planning at the beginning of the year and ensure everything has been taught in class before the tests are administered. They show a breakdown of areas covered in each test, by content domain. They also include a helpful brief description of each text type.

The structure of the tests

› KS1 Reading

Term	Paper	Price per 10 copy pack	Timings	
Autumn	Year 1: Paper 1, Reading Year 1: Paper 2, Grammar and Spelling	£17.50	20 minutes 20 minutes	FREE online mark schemes, test guidance and access to MARK
	Year 2: Paper 1, Reading Year 2: Paper 2, Reading with booklet	£17.50	25 minutes 15 minutes	
Spring	Year 1: Paper 1, Reading Year 1: Paper 2, Grammar and Spelling	£17.50	25 minutes 25 minutes	
	Year 2: Paper 1, Reading Year 2: Paper 2, Reading with booklet	£17.50	30 minutes 15 minutes	
Summer	Year 1: Paper 1, Reading Year 1: Paper 2, Grammar Year 1: Paper 3, Spelling	£17.50	25 minutes 10 minutes 10 minutes	
	Year 2: Paper 1, Combined reading prompt and answer booklet Year 2: Paper 2, Reading booklet and answer booklet	£17.50	30 minutes 40 minutes	

› KS2 Reading

Term	Paper	Price per 10 copy pack	Timings	
Autumn	Years 3-6: Reading paper with accompanying reading booklet (2 texts)	£17.50	40 minutes	FREE online mark schemes, test guidance and access to MARK
Spring	Years 3-6: Reading paper with accompanying reading booklet (2 texts)	£17.50	45 minutes (Years 3-4) 50 minutes (Years 5-6)	
Summer	Years 3-6: Reading paper with accompanying reading booklet (3 texts)	£17.50	60 minutes	

What do the tests cover?

Current and previous year content

The curriculum maps (pages 8–14) show which content in each test is taken from the current year group, and which tests previous learning.

Autumn tests will usually contain more content from previous year groups than Spring and Summer, to ensure that demand builds appropriately and children are only ever tested on content they have been taught. This enables valid results.

The Summer tests, like the National Tests, sample a range of content from the current year group and also from the years below. The balance of this in the Summer tests broadly reflects the balance in the National Tests, to ensure children are retaining knowledge. By Summer, children will have been taught the whole curriculum for their year group, so the whole curriculum is sampled in the questions.

Demand

Demand increases both within each test paper and also as the year progresses. This means that the Autumn tests are less demanding than the Spring tests and Spring papers are less demanding than Summer.

Within the test papers, facility values have been reviewed to ensure that questions with higher facility values are placed near the beginning of the paper where possible, and those with lower facility values sit towards the end. This means that a wide ability range is able to access the papers.

Content domains

The curriculum is broken down into the National Test content domains for Key Stage 1 and Key Stage 2. The balance of content domains tested reflects the National Tests, and teachers can use our free online assessment and reporting tool, MARK, to analyse performance in each content domain and spot both strengths and areas in need of intervention.

KS1

Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

Please note, the Year 1 papers also test grammar and spelling content domains.

KS2

Content domain reference	
2a	give/explain the meaning of words in context
2b	retrieve and record information/identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text/explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify/explain how information/narrative content is related and contributes to meaning as a whole
2g	identify/explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

How were the tests developed?

Our standardised tests go through the stages outlined below, to ensure that the content and outcomes are valid and reliable.

› Stage 1: Initial test construction

- Construction of curriculum maps by primary experts with experience teaching and writing for the National Tests.
- Test development including item-writing and collation by primary experts to accurately reflect the curriculum maps.

› Stage 2: Trialling

- Recruitment of a pool of trial schools who agree to administer the draft tests on the pupils in their school.
- Careful selection of trial schools to ensure a nationally representative sample, based on 3 key criteria: geographical representation, disadvantage and performance. We ensure that our trialling sample is representative of the national average in these areas.
- Trialling of these initial tests takes place with thousands of pupils at the time the tests will be taken in the second half of each term. The same pupils take all three tests across the year to ensure reliable progress outcomes can be delivered.

› Stage 3: Post-trial review

- Review of pupil performance on every single question. The test construction is reviewed and, where necessary, items reordered to ensure every paper flows correctly and accurately reflects the National Tests.
- Review of all test data by expert statisticians. This enables standardised scores, age-standardised scores and reading ages to be created, alongside facility values (which allow you to see which questions pupils performed well on and which pupils found more challenging during the trialling). The NTS Scale, our independent decimal scale, allows fine monitoring of progress and estimation of future performance.

› Stage 4: Publication of test papers and manual for use in schools

- Final papers containing tried-and-tested questions are published.
- Free online test guidance is published alongside the papers; this contains all data from the trials and guidance on how schools and teachers should administer the tests and interpret the results.
- Online mark schemes and reports are made available on MARK, enabling teachers to input their own pupils' marks and generate a variety of attainment and progress reports for their classes and individual pupils.

Meet the authors of the tests

The writers of NTS Assessments are curriculum experts and have recent experience of teaching, assessing and writing for the National Tests.

› Madeleine Barnes

Madeleine has over 20 years' teaching and leadership experience in primary education and is now a full time English consultant. Madeleine works with various providers in the development of both KS1 and KS2 National Tests and has over 12 years' experience in the external marking of KS2 papers. She is also a KS2 writing moderator. Madeleine is passionate about 'getting it right' for children.

› Trevor Dixon

Trevor has over 35 years' teaching experience and has been a maths coordinator in 3 primary schools, as well as working as an advanced skills teacher. He has worked as a marker of KS2 maths National Tests for over 20 years and, in recent years, as a team leader. Trevor has written maths National Test questions for both KS1 and KS2. He has been a member of Expert Review panels reviewing National Tests questions, test papers and mark schemes for STA.

› Shareen Wilkinson (née Mayers)

Shareen is a primary English consultant and experienced primary teacher. She advises at national level and is currently a DfE subject specialist for reading and grammar (KS1 and KS2). For 7 years, she was a part of the Expert Review panel.

› Siobhan Skeffington

Siobhan has extensive experience in primary English as a classroom teacher, working with children of all age ranges over the past 28 years. She is also an author and an educational consultant and works on the KS1 and KS2 pre-tests, leading a team in KS1 and KS2 test development and attending Expert Review panels for English, maths and science. Siobhan writes, edits and reviews a variety of materials for the new curriculum. She has been a KS2 National Tests marker and team leader for reading for 10 years.

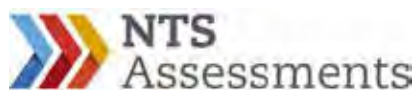
› Sarah-Anne Fernandes

Sarah-Anne was previously a Deputy Head Teacher in a London primary and is an established mathematics author. She has previously been involved in the STA test development for maths, alongside writing and series editing many other educational assessments.

› Marie Lallaway

Marie teaches in a middle school and has extensive experience as a curriculum leader for English across KS2-KS4. As well as contributing to the development of materials for the National Tests, she has created assessment materials for reading, writing and grammar across KS1-KS3 and has led marking and reporting processes for National Test-style assessments across KS2.





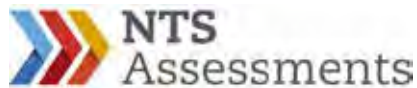
Curriculum map - Reading

Autumn Term

Curriculum maps outline the content covered in every test, enabling you to ensure that relevant content has been taught by the time the pupils take the tests.

Year 1: Autumn		
Text type	Text description	Content assessed
Fiction	Simple text about a trip to the shops.	1b: Fiction/non-fiction 60% 1d: Inferences 40%
Grammar/Spelling	Grammar questions are based on vocabulary covered in Reception: G3.1 for sentences and G5.1 and G5.2 for capital letters and full stops. Spelling questions also cover content from Reception.	Grammar Reception content 50% Capital letters and full stops 20% Other Year 1 content 30% Reception spelling content 100%

Year 2: Autumn		
Text type	Text description	Content assessed
Fiction	Oliver is a story about a little boy who wouldn't go to sleep and the adventures he has.	1a: Vocabulary 36% 1b: Fiction/non-fiction 36% 1c: Sequences 10% 1d: Inferences 18%
Non-fiction	'Dinosaurs' is an information text about dinosaurs and fossils.	1b: Fiction/non-fiction 67% 1c: Sequences 11% 1d: Inferences 22%
Non-fiction	'Gorillas' is an information text about how they live, eat and their relationship to mankind.	1a: Vocabulary 10% 1b: Fiction/non-fiction 60% 1d: Inferences 30%



Year 3: Autumn		
Text type	Text description	Content assessed
Non-fiction	'Choosing a Bike' is an information text containing four sections of advice. The text includes bullet points and a table of figures.	2a: Define 13% 2b: Retrieve 87%
Fiction	'How Brazilian Beetles Got Their Coats' is a fable from South America with a moral message about boastfulness and not judging a book by its cover. The text consists of third-person narration and dialogue.	2a: Define 20% 2b: Retrieve 13% 2c: Summarise 7% 2d: Infer 60%

Year 4: Autumn		
Text type	Text description	Content assessed
Non-fiction	'Have a Wild Party with Us!' is a text from a leaflet giving information about how a party at a Wildlife Centre will operate. The text is divided into six sections with sub-headings.	2a: Define 23% 2b: Retrieve 46% 2c: Summarise 23% 2d: Infer 8%
Fiction	'The Hundred-mile-an-hour Dog' is a first-person narration about a boy and his mother striking a deal about looking after a troublesome dog. The text contains some dialogue and has humorous and ironic overtones.	2a: Define 12% 2b: Retrieve 35% 2d: Infer 35% 2e: Predict 6% 2g: Explore 12%

Year 5: Autumn		
Text type	Text description	Content assessed
Fiction	'The Blind Men and the Elephant' is a script presenting the story of six Blind Men who encounter an elephant and try to describe it. There is a moral message about how working together is the key to success.	2a: Define 13% 2b: Retrieve 20% 2d: Infer 67%
Non-fiction	'New Energy' is an information text containing seven sections focused upon solar, water and wind power. The text contains technical terms and facts about historic and contemporary processes of energy creation.	2a: Define 21% 2b: Retrieve 53% 2c: Summarise 13% 2d: Infer 13%

Year 6: Autumn		
Text type	Text description	Content assessed
Non-fiction	'Rip: A Rescuer Among the Ruins' is a continuous, chronological information text recounting the history of Rip, a dog who helped find people trapped in the bomb sites of London during the Second World War.	2a: Define 8% 2b: Retrieve 54% 2d: Infer 38%
Fiction	'The Emperor's New Clothes' is a traditional telling, using stylised language, of the well-known fairy tale about an Emperor whose vanity permits him to be tricked into parading naked through city streets. This text is a third-person narration with dialogue and a comprehensive interplay of minor characters.	2a: Define 30% 2b: Retrieve 23% 2c: Summarise 6% 2d: Infer 29% 2e: Predict 12%



Curriculum map – Reading

Spring Term

Curriculum maps outline the content covered in every test, enabling you to ensure that relevant content has been taught by the time the pupils take the tests.

Year 1: Spring		
Text type	Text description	Content assessed
Non-fiction	'The Life Cycle of a Butterfly' is an information text showing the development from caterpillar to butterfly.	1a: Vocabulary 10% 1b: Fiction / non-fiction 70% 1c: Sequences 10% 1d: Inferences 10%
Grammar / Spelling	Grammar questions are based on Year 1 content. Spelling questions also cover content from Reception.	G2: Functions of sentences 10% G3: Combining words, phrases and clauses 60% G5: Punctuation 20% G6: Vocabulary 10% Reception spelling content 40% Year 1 spelling content 60%

Year 2: Spring		
Text type	Text description	Content assessed
Fiction	'A Run for Ice Cream' is a text about how Mr Rabbit tricks Mr Fox, Mr Wolf and Mr Bear by getting them to run before they have their ice cream.	1a Vocabulary 10% 1b Fiction / non-fiction 27% 1c Sequences 9% 1d Inferences 45% 1e Predictions 9%
Non-fiction	'Wroxham Barns' is an information text showing what a family can do on a visit to the farm.	1b Fiction / non-fiction 75% 1d Inferences 25%
Fiction	'I Took the Moon for A Walk' is a poem describing a child's imaginary walk in the evening with the moon.	1a Vocabulary 25% 1b Fiction / non-fiction 37% 1d Inferences 25% 1e Predictions 13%

Year 3: Spring		
Text type	Text description	Content assessed
Non-fiction	'Inside a rainforest' is an information text containing seven sections teaching the reader about various levels of the rainforest and some of the animals found there.	2a: Define 27% 2b: Retrieve 60% 2c: Summarise 13%
Fiction	'Meerkat' is a third person narration with dialogue set in Botswana. It tells the story of a group of children and a tame meerkat who set off to find a lost cow. They encounter a large herd of cows and the meerkat is able to seek out the cow they are tracing. The main character, Precious, shows ingenuity and modesty.	2a: Define 18% 2b: Retrieve 35% 2c: Summarise 6% 2d: Infer 41%

Year 4: Spring		
Text type	Text description	Content assessed
Fiction	'Cal and the Amazing Anti-Gravity Machine' is a third person narration taken from the opening of a story. The text introduces Cal and his mother as they are awoken by noises in the garden next door, where they see the unappealing Mr Froust and his unusual machine. The text contains some dialogue, has humorous overtones and sets the seed of a mystery.	2a: Define 25% 2b: Retrieve 12% 2c: Summarise 7% 2d: Infer 44% 2e: Predict 12%
Non-fiction	'The Aquarium' is a text from a leaflet promoting visits to the National Marine Aquarium. The text is divided into nine sections, some of which also have internal sub-headings. The tone is a mixture of information and persuasion.	2a: Define 12% 2b: Retrieve 76% 2d: Infer 12%

Year 5: Spring		
Text type	Text description	Content assessed
Fiction	'The Frog Prince' is a contemporary re-telling of the fairy story in which a princess meets a frog and finally kisses him to transform him into a prince. This text is a third person narration with dialogue and a limited range of main characters. It contains traditional fairy tale elements as well as humour and a moral message about truth and judgment.	2a: Define 16% 2b: Retrieve 22% 2c: Summarise 5% 2d: Infer 47% 2h: Compare 10%
Non-fiction	'Amelia Earhart' is a biographical text about the first female pilot to fly from America to England in 1932. It contains four substantial sections focused upon Amelia's childhood, interest in flying and her solo Atlantic crossing.	2a: Define 18% 2b: Retrieve 35% 2c: Summarise 12% 2d: Infer 29% 2g: Explore 6%

Year 6: Spring		
Text type	Text description	Content assessed
Non-fiction	'Canoes' is an information text containing seven sections covering history, skills, pleasure, competitions and advice about safety.	2a: Define 22% 2b: Retrieve 44% 2c: Summarise 5% 2d: Infer 18% 2h: Compare 11%
Fiction	'A Bird Called Kes' is an extract from novel written in 1968 telling the story of a young boy's training of a kestrel. The third person narration describes the relationship between the boy and the bird as he feeds and handles her. There is a conversation with another child who is fascinated but also afraid of the bird.	2a: Define 17% 2b: Retrieve 44% 2d: Infer 34% 2g: Explore 5%



Curriculum map – Reading

Summer Term

Curriculum maps outline the content covered in every test, enabling you to ensure that relevant content has been taught by the time the pupils take the tests.

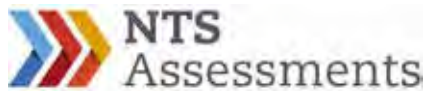
Year 1: Summer		
Text type	Text description	Content assessed
Non-Fiction	'The Life Cycle of a Sunflower' is an information text describing the development of a plant.	1a: Vocabulary 10% 1b: Fiction/non-fiction 70% 1d: Inferences 20%
Fiction	'The Fox and The Crow' is an Aesop Fable with a moral message.	1a: Vocabulary 20% 1b: Fiction/non-fiction 40% 1c: Sequences 10% 1d: Inferences 20% 1e: Predictions 10%
Grammar/Spelling	Grammar questions are based on Year 1 content. Spelling questions also cover content from Reception.	G2: Functions of sentences 10% G3: Combining words, phrases and clauses 30% G5: Punctuation 30% G6: Vocabulary 30% Reception spelling content 40% Year 1 spelling content 60%

Year 2: Summer		
Text type	Text description	Content assessed
Fiction	'The Missing Chick' is a simple story about a missing chick.	1a: Vocabulary 18% 1b: Fiction/non-fiction 36% 1c: Sequences 9% 1d: Inferences 28% 1e: Predictions 9%
Non-fiction	'The Human Body - Bones' is an information text about bones in the human body.	1a: Vocabulary 22% 1b: Fiction/non-fiction 56% 1d: Inferences 22%
Poem	'Seal' is a poem.	1a: Vocabulary 20% 1b: Fiction/non-fiction 30% 1c: Sequences 10% 1d: Inferences 30% 1e: Predictions 10%
Non-fiction	'Thunderstorms' is an information text about what happens during a thunderstorm.	1a: Vocabulary 20% 1b: Fiction/non-fiction 60% 1c: Sequences 10% 1d: Inferences 10%

Year 3: Summer		
Text type	Text description	Content assessed
Poem	'The Lion and the Mouse' is a poem narrating the fable of the lion that was saved by a mouse whom he had previously allowed to escape being eaten.	2a: Define 21% 2b: Retrieve 43% 2c: Summarise 7% 2d: Infer 29%
Fiction	'Nail Soup' is a short story in a fairytale style with a moral message. An old man finds a cottage at night fall and proceeds to make soup with an old woman; he tricks her into giving him her food, but she enjoys his company. It is a third person narrative with some dialogue.	2a: Define 5% 2b: Retrieve 32% 2d: Infer 58% 2g: Explore 5%
Non-fiction	'Plastic Bags? No thanks!' is an information text with five sections. These explain the dangers of plastic pollution with the final section encouraging readers to support the reduction of plastic bag usage.	2a: Define 12% 2b: Retrieve 59% 2d: Infer 23% 2g: Explore 6%

Year 4: Summer		
Text type	Text description	Content assessed
Poem	'The Want-Want Twins' is a poem about some greedy children.	2a: Define 8% 2b: Retrieve 33% 2c: Summarise 17% 2d: Infer 25% 2g: Explore 17%
Non-fiction	'Football' is an information text about the global history of football, covering its origin and evolution, divided into sections.	2a: Define 21% 2b: Retrieve 48% 2c: Summarise 10% 2d: Infer 21%
Fiction	'Cheetah' is a traditional Zulu short story set in South Africa telling the story of how a cheetah gets the tear-marks on its face. It is a third person narration with the hunter's thoughts presented as direct speech.	2a: Define 21% 2b: Retrieve 26% 2d: Infer 48% 2g: Explore 5%

Year 5: Summer		
Text type	Text description	Content assessed
Fiction	'Run! Run! Run!' is an extract from a longer story about a boy who wants to win a running race. It is a third person narration with some dialogue. It focuses on the boy and relationships within his family.	2a: Define 12% 2b: Retrieve 55% 2c: Summarise 5% 2d: Infer 28%
Poem	'The Rabbit' is a poem with a narrative structure presenting the case of the last rabbit on Earth. It has an environmental message.	2a: Define 21% 2b: Retrieve 29% 2c: Summarise 7% 2d: Infer 29% 2f: Identify 14%
Non-fiction	'Adventures in Space' is a biographical article focusing on Tim Peake and explaining aspects of life on the International Space Station. It is divided into sections with sub-headings.	2a: Define 28% 2b: Retrieve 22% 2d: Infer 50%



Year 6: Summer		
Text type	Text description	Content assessed
Non-fiction	'Sutton Hoo' is taken from an informational leaflet (which also has some persuasive elements) about the National Trust historical site of an Anglo-Saxon burial. It is divided into sections with sub-headings.	2a: Define 17% 2b: Retrieve 50% 2d: Infer 28% 2f: Identify 5%
Poem	'The Building Site' is a poem describing the sights and sounds of a building site.	2a: Define 15% 2b: Retrieve 24% 2c: Summarise 15% 2d: Infer 31% 2g: Explore 15%
Fiction	'Surprise Meeting' is an extract from a longer story set in 1845. This third person narrative tells the story of a relatively poor girl who ventures onto the lands of a richer family. There is a dialogue between these characters and a passage describing an exploration and another of a pursuit.	2a: Define 16% 2b: Retrieve 26% 2d: Infer 48% 2f: Identify 5% 2g: Explore 5%

To view a full sample brochure, visit
risingstars-uk.com/ntsassessments



Oliver Donnington liked staying awake more than going to sleep. After his parents had said goodnight, they tucked him up and turned off the light. Oliver bounced out of bed.

1 What did Oliver like doing?

Tick **one**.

going to sleep

washing up

riding his bike

staying awake

1b

 1 mark

2 *Oliver bounced out of bed.*

What does the word *bounced* mean in this sentence?

Tick **one**.

walked

jumped

cried

sang

1a

 1 mark

CHOOSING A BIKE

What kind of bike should I have?

So you have learned to ride a bike! You can get going, zoom around, and stop without falling off – and you really love cycling. Now your first bike is getting too small and looks a bit babyish. What bike should you go for next?

There are two main types of kids' bikes – mountain bikes and BMX bikes. Before you decide what to get, you need to consider where and how you will be using your bike.

Mountain bikes

- Kids' mountain bikes come in a range of specifications: some have no gears*, some have five gears, others have 18 gears; some have no suspension (springs); others have suspension at both the front and back. Some frames are made of steel, some of lighter metals. The more complicated the bike is and the lighter it is, the more money it will cost.

*gear – used to change the speed of the bike



Questions 1–10 are about *Choosing a Bike* (pages 2–4)

1 Look at the section headed: *What kind of bike should I have?* (page 2).

Find and copy one word that means the same as ‘go fast’.

2a

 1 mark

2 Look again at the section headed: *What kind of bike should I have?*

You might want a new bike because you are too big for the one you have.

What other reason does the text give?

2b

 1 mark

3 Look again at the section headed: *What kind of bike should I have?*

What **two** things do you need to think about before deciding what sort of bike to buy?

1. _____

2. _____

2b

 2 marks

/4
 Total for this page

NEW ENERGY

Why do we need it?

Once, all our energy came from the sun or from fire. Today, we use far more energy from many different sources than we have ever used in the past. This creates a huge challenge because the main sources we rely on – oil, gas and coal – will all eventually run out.

There is another reason why we need new energy resources. The gas created by burning carbon-based fuels (carbon monoxide) is building up in the atmosphere and gradually making the Earth warmer. Without cleaner sources of energy, carbon monoxide will increase. Some way must be found to feed our need for energy without permanent damage to the world we live in. Developing new, clean, sustainable sources of energy is the only way to do that.

Solar power

Energy from the sun is plentiful and free. Trees use their leaves to collect the sun's energy; the human versions of leaves are solar panels. Solar panels use the sun's heat to warm water or to operate batteries that convert sunshine directly into electricity. But these panels are expensive to make and to maintain.

Solar-powered hotel

All over the world, people are making use of solar power. In the Himalayas, in Nepal, where there is a lot of sun, there is a hotel that runs on solar power alone. Nepal also has little to no pollution that might block the sun's rays.



Solar-powered aeroplanes

Solar cells on the surface of the wings and tail of a light aircraft can create enough electricity to drive a propeller and keep the plane in the air – so long as the sun is shining. One recent invention is *Solar Impulse* – a plane which has set plenty of world records. It carries 17,000 solar cells on its wings, and can fly both during the day and at night, using the power it has stored in the day. Its aim is to fly around the world – a journey in several stages which will take years to accomplish.

Questions 14–24 are about *New Energy* (pages 6–7)

14

Look at the section headed: *Why do we need it?*

According to the text, what do we mostly use to create power nowadays?

Give **two** things.

- 1. _____
- 2. _____

2b

 1 mark

15

Look again at the section headed: *Why do we need it?*

... **permanent** damage to the world...

What does the word *permanent* mean in this sentence?

Tick **one**.

- limited
- everlasting
- temporary
- enormous

2a

 1 mark

/2
 Total for this page

Paper 1 answers and mark scheme

Questions 1–11 are about *Oliver* (pages 3–10)

Question number & content domain	Question	Answer & marking guidance	Mark
<p>Practice question a</p>	<p>Oliver WOULD NOT...</p> <p>Tick one.</p> <p>sleep. <input type="checkbox"/> run. <input type="checkbox"/></p> <p>eat. <input type="checkbox"/> swim. <input type="checkbox"/></p>	<p>Teachers to go through the answer verbally:</p> <p>sleep. <input checked="" type="checkbox"/> run. <input type="checkbox"/></p> <p>eat. <input type="checkbox"/> swim. <input type="checkbox"/></p>	
<p>Practice question b</p>	<p>Find and copy one thing he wasn't afraid of.</p>	<p>Teachers to go through the answers verbally:</p> <p><input type="checkbox"/> dark</p> <p><input type="checkbox"/> monsters</p> <p><input type="checkbox"/> robbers</p> <p><input type="checkbox"/> sounds from the park.</p>	
<p>1 1b</p>	<p>What did Oliver like doing?</p> <p>Tick one.</p> <p>going to sleep <input type="checkbox"/> washing up <input type="checkbox"/></p> <p>riding his bike <input type="checkbox"/> staying awake <input type="checkbox"/></p>	<p>Award 1 mark for:</p> <p>going to sleep <input type="checkbox"/> washing up <input type="checkbox"/></p> <p>riding his bike <input type="checkbox"/> staying awake <input checked="" type="checkbox"/></p>	1

Answers and mark scheme

Questions 1–10 are about *Choosing a Bike* (pages 2–4)

Question number & content domain	Question	Answer & marking guidance	Mark
1 2a	Look at the section headed: What kind of bike should I have? (page 2). Find and copy one word that means the same as 'go fast'.	Award 1 mark for: <input type="checkbox"/> zoom.	1
2 2b	Look again at the section headed: What kind of bike should I have? You might want a new bike because you are too big for the one you have. What other reason does the text give?	Award 1 mark for: <input type="checkbox"/> (looks) babyish. Accept close paraphrase, e.g. <i>doesn't look grown-up enough.</i>	1
3 2b	Look again at the section headed: What kind of bike should I have? What two things do you need to think about before deciding what sort of bike to buy?	Award 1 mark for each of the following up to a maximum of 2 marks : 1. where you will go on your bike 2. how you will use your bike. Accept paraphrases. Accept a quotation: <i>where and how you will be using your bike.</i> Accept any additional relevant material so long as it does not contradict the two correct answers.	2

Questions 14–24 are about *New Energy* (pages 6–7)

Question number & content domain	Question	Answer & marking guidance	Mark
14 2b	<p>Look at the section headed: Why do we need it?</p> <p>According to the text, what do we mostly use to create power nowadays?</p> <p>Give two things.</p>	<p>Award 1 mark for any two of the following:</p> <ol style="list-style-type: none"> 1. oil 2. gas 3. coal. 	1
15 2a	<p>Look again at the section headed: Why do we need it? ...</p> <p>permanent damage to the world ...</p> <p>What does the word <i>permanent</i> mean in this sentence?</p> <p>Tick one.</p> <p>limited <input type="checkbox"/></p> <p>everlasting <input type="checkbox"/></p> <p>temporary <input type="checkbox"/></p> <p>enormous <input type="checkbox"/></p>	<p>Award 1 mark for:</p> <p>limited <input type="checkbox"/></p> <p>everlasting <input checked="" type="checkbox"/></p> <p>temporary <input type="checkbox"/></p> <p>enormous <input type="checkbox"/></p>	1

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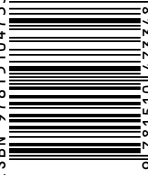
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