Implications for Teaching and Learning

Year 5

2017 Optional tests
INTRODUCTION

The information provided in Testbase Implications for Teaching and Learning reports are based on performance of pupils in the 2016/17 optional tests from a sample of schools.

Pupil scripts were analysed by trained markers and those with experience in test development and the curriculum. They have identified areas where pupils seem to have a good understanding and identified particular areas where pupils can, in general, improve.

The reports are designed to support you in identifying areas of strength and weakness in the performance of pupils in your own school; to give you a starting point as to where teaching can be focused. Schools vary, one from another, and not all the areas for improvement are required by every school. However, this analysis, alongside the analysis provided in MERiT, can help you identify areas specific to your school.

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MATHEMATICS

GENERAL COMMENTS FOR THE ARITHMETIC AND REASONING PAPERS

The Year 5 curriculum is significantly ramped from Year 4. The progress shown from 2016 indicates that successful schools have planned for progression and consistency in calculation policies. Further progress is needed in developing understanding of fractions, decimals and percentages as well as their inter-relationship.

- Teachers should continue to incorporate calculation strategies and methods into real life contexts for problems and, where possible, adapt these to use information from pupils’ interests and experiences (e.g. football crowds, running times, jumping and throwing distances, costs/times for school trips ... ).

- Teachers should take a specific reasoning problem and analyse the language and structure of that problem. This will enable the pupils to break into the problem by identifying the strategy/strategies required. (Testbase question bank provides excellent materials.)

- Look for opportunities to integrate and use mathematics through other subjects, e.g. science, history, geography, CDT, etc.

- Good practice should involve:
  a) modelling by teachers;
  b) demonstrations, discussions and sharing of approaches by pupils;
  c) collaborative and individual working to enable pupils to:
     i) unpick / find their way through the language,
     ii) show all steps in a method,
     iii) see alternative approaches to solving problems;
  d) use of structured apparatus, visual aids and internet resources/games to deepen understanding;
  e) regular practice in arithmetic, including rapid recall of number bonds for all four arithmetic operations.
### MATHEMATICS - ARITHMETIC

<table>
<thead>
<tr>
<th>WHAT PUPILS DID WELL</th>
<th>WHERE PUPILS CAN IMPROVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pupils who performed very well showed “mastery” of formal methods for all arithmetic operations plus a thorough understanding of decimals and fractions.</td>
<td>• Work with two-digit numbers ÷ a single-digit number (rather than larger numbers) to aid understanding of division as an operation and overcome uncertainty with place value.</td>
</tr>
<tr>
<td>• Due to the larger numbers in questions, pupils showed their working, rather than relying on purely mental strategies (helpful for follow up work).</td>
<td>• Follow the same procedures in multiplication to gain confidence with larger numbers and place value.</td>
</tr>
<tr>
<td>• Nearly all pupils:</td>
<td>• Emphasise the significance of the decimal point in aligning addition (and subtraction) of numbers with a different number of decimal places.</td>
</tr>
<tr>
<td>o scored consistently well in the first half of the paper;</td>
<td>• For pupils who find fraction questions challenging, use visual cues such as drawing diagrams and arrays to aid the understanding of finding common denominators and converting mixed numbers to improper fractions.</td>
</tr>
<tr>
<td>o demonstrated consistently accurate formal methods for addition and subtraction with up to six digits (integers or decimals);</td>
<td>• Ensure pupils are clear how to write separators, eg decimal points and commas.</td>
</tr>
<tr>
<td>o aligned numbers with the same number of digits according to place value rules.</td>
<td>• Ensure that pupils with poor handwriting form their numbers correctly through direct teaching and practice.</td>
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### MATHEMATICS - REASONING

<table>
<thead>
<tr>
<th>WHAT PUPILS DID WELL</th>
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</thead>
<tbody>
<tr>
<td>• Pupils who performed very well were systematic with clear working and able to apply their knowledge and skills in varied ways.</td>
<td>• Follow through jottings/working explicitly, ie show ALL steps to track the method followed. Many pupils performed intermediate or final steps mentally which make it difficult to check their working and eliminate possible errors.</td>
</tr>
<tr>
<td>• Clear and well demonstrated separate stages of working in solving two-step problems.</td>
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<tr>
<td>• Many pupils could show complete methods and working to gain credit.</td>
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NUMBER AND PLACE VALUE

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<th>WHAT PUPILS DID WELL</th>
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<tbody>
<tr>
<td>90% of pupils could:</td>
<td>- Pupils need more experience in rounding numbers with two decimal places to one decimal place; only about 40% of pupils were doing this correctly.</td>
</tr>
<tr>
<td>- find numbers 10/100/10 000 or 100 000 more than a given number even when crossing boundaries (fewer mental attempts because of number size);</td>
<td>- Pupils would benefit from learning the value of the less frequently used Roman numerals L = 50, D = 500 as well as the commonly seen numerals such as I, V, X, C and M. Approximately 40% of pupils were using Roman numerals correctly.</td>
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<tr>
<td>- find the missing negative number in a sequence moving through zero.</td>
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<tr>
<td>Most pupils were confident in:</td>
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<tr>
<td>- partitioning and handling numbers up to six digits (80% of pupils);</td>
<td></td>
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<tr>
<td>- rounding a six-digit number to the nearest 100,000 (70% of pupils);</td>
<td></td>
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<tr>
<td>- rounding a number with two decimal places to the nearest whole number.</td>
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CALCULATIONS – ARITHMETIC

<table>
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<tr>
<th>WHAT PUPILS DID WELL</th>
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<tbody>
<tr>
<td>Successful strategies in arithmetic included:</td>
<td>- Forming separators such as decimal points and commas correctly (the same pupil here showing responses meant to be 6.435 and 3,270).</td>
</tr>
<tr>
<td>- Using grid squares effectively, ie one number to a square was consistent across schools and ability bands – a major improvement compared to last year.</td>
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<tr>
<td>- Some schools encouraged pupils to use an additional grid square to demarcate the decimal point – these pupils tended not to lose the decimal points in their working or in transference to the answer box (and were less likely to change the decimal point into a comma).</td>
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<tr>
<td>- Pupils with clear distinction of separators placed decimal points halfway up between digits, and commas at the foot of numbers.</td>
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<tr>
<td>- Formal standard long multiplication as the preferred method – very few informal methods were seen.</td>
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<tr>
<td>- Using place value labels to help show movement of digits when multiplying or dividing decimals by powers of 10 (only about half of pupils did this correctly).</td>
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</table>
• Accurate formal columnar addition and subtraction.
• Accurate short division and multiplication using ready reckoners.
• Most pupils could calculate squared and cubed numbers.

**CALCULATIONS – REASONING**

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<tr>
<td>Successful strategies in reasoning included:</td>
<td>• Neater presentation and layout together with accurate formation of numbers and separators would enable clearer thinking.</td>
</tr>
<tr>
<td>• systematic approaches with clear working;</td>
<td>• Ensuring ALL steps are shown to track the method followed. Many pupils performed intermediate or final steps mentally which make it difficult to check their working and eliminate possible errors.</td>
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<tr>
<td>• efficient, formal algorithms;</td>
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</tr>
<tr>
<td>• applying their knowledge and skills in varied ways</td>
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**TO SUPPORT PROGRESS IN CALCULATIONS**

• **Decimals:** Ensure that for all calculations, the decimal point is followed through consistently and not lost at any step. Possibly consider using a whole grid square and place the decimal point in the centre. This should encourage correct formation, ensure pupils to not “lose” the decimal point or confuse this with “commas” used as thousands separators. Show the place value headings until pupils are secure.

• **Long multiplication:** Ensure pupils using the standard formal method have a strategy to avoid carrying figures being confused with other working. Encourage the use of a “ready reckoner” at the side until pupils have “mastery” of table facts.

• **Division:** encourage pupils to have a “ready reckoner” of the divisor to the side to aid rapid, accurate working and avoid holding too many numbers mentally at each stage, eg ÷ 9 write 9, 18, 27, 36, 45 ... preferably vertically.

• **Separators:** Ensure there is a clear distinction between decimal points (a clear “dot” at halfway height between numbers) and commas (slanted/curled and at foot of numbers). In the national test papers, numbers use commas as separators. However, a correct answer, with or without a comma, will be marked correct.
**FRACTIONS**

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<tr>
<td>• Nearly all pupils (80%) could add fractions with the same denominator.</td>
<td>• Pupils need to be taught strategies to enable them to add or subtract fractions with different denominators, e.g., “boxing” of fractions when converting to a different denominator to show that both numerator and denominator were scaled were successful strategies (see opposite).</td>
</tr>
<tr>
<td>• 60% of pupils could calculate a unit fraction of a quantity.</td>
<td>• Pupils need to use correct mathematics when converting fractions to a different denominator (here the pupil shows an incorrect strategy in converting).</td>
</tr>
<tr>
<td>• Half of pupils could calculate non-unit fractions of quantities.</td>
<td>• Pupils need to be taught a strategy to order a list of mixed numbers as only about one-third of pupils could do this correctly.</td>
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</table>

Successful strategies included:

- “boxing” of fractions when converting to a different denominator to show that both numerator and denominator were scaled;

- dealing with mixed numbers by converting them into improper fractions.

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**TO SUPPORT PROGRESS IN FRACTIONS**

- When teaching fractions, emphasise equivalence patterns so pupils realise denominator “families” relate to multiples (e.g., halves, quarters, sixths, eighths ... or fifths, tenths, fifteenths, twentieths ...)

- Teach *together* the equivalent expressions for fractions, decimals and percentages (i.e., $1/100 = 0.01 \text{ or } 1\%$; $1/10 = 10/100 \text{ or } 0.1 \text{ or } 0.10 \text{ or } 10\%$) so pupils view these as related and integral and not isolated, different areas of learning.

- Practise the advantage of cross-multiplying fractions to reach the same denominators. This gives a consistent strategy for pupils having difficulties in finding a common denominator (although not necessarily the lowest common denominator).

- Practise converting fractions with denominators of 25 to a percentage.

- Ensure pupils understand the significance of maintaining the decimal point through all working and not ignore this in answer lines.

- Use structured (base 10) apparatus to enable pupils to understand decimal values (use the flat as “one” so that “longs” are 1/10 and also seen as 10/100 with each “unit cube” as 1/100).
## GEOMETRY

### WHAT PUPILS DID WELL

- Nearly all pupils:
  - could accurately draw a reflected pentagon;
  - could accurately translate an irregular, inverted quadrilateral.
- Half of pupils could identify the “regular” 2-D shape from a set, understanding that both attributes (i.e., angle size and side length) were both essential attributes.
- Half of pupils understood properties of supplementary angles and showed clear (and varied) methods in finding the missing angle.

### WHERE PUPILS CAN IMPROVE

- Pupils need more practice in using a protractor to measure both acute and obtuse angles accurately, with only 40% doing this correctly.

### TO SUPPORT PROGRESS IN GEOMETRY

- Encourage pupils to look at the type of angle to help estimate the angle (e.g., < 90 or > 90?) and determine the correct scale, e.g., both 115 and 65 will appear as possible readings on the protractor – pupils need to understand which is more relevant. If greater than a right angle, it cannot be a reading of 65.
- Encourage pupils to plot grid points before drawing reflections (shape in Year 5 is very easy – far easier than the slanted scalene triangle example in Year 4).
MEASURES

WHAT PUPILS DID WELL

- 70% of pupils could convert accurately between g and kg (and vice versa).
- 60% of pupils could convert between miles and km given the conversion rate.
- 60% of pupils could identify the longest length by comparing different units given.
- Perimeter: nearly all pupils showed, through their working that they understood what perimeter meant (although extremely few pupils showed how to calculate the length of the unknown side of 1cm as here with 9-4-4).
- Pupils of widely differing abilities solved money problems with understanding as demonstrated through their working.

WHERE PUPILS CAN IMPROVE

- Area: pupils need to be clear that area covers the inside space of a 2-D shape. Some pupils confused area with perimeter.
- Perimeter: pupils often missed out one of the sides in a composite shape *(method incomplete)* or did not show how the *incorrect* value for the unknown side had been calculated, invalidating the method as this was a step not shown.

- Half of pupils could calculate a time interval (crossing the hour barrier) from a timetable.

STATISTICS

WHAT PUPILS DID WELL

- 80% of pupils could read a line graph accurately.
- 60% of pupils could read a timetable.
- Most pupils could place values correctly on a Venn diagram demonstrating an understanding of both “union” and “universal”.

WHERE PUPILS CAN IMPROVE

- Pupils need more experience of extracting and manipulating data from charts and different types of graph, eg determining the difference between the values for two points on a line graph. This can be cross-curricular, eg science investigations.

- Time: encourage pupils to calculate time intervals using a number line to avoid subtraction from 100 (rather than 60).
GRAMMAR, PUNCTUATION AND SPELLING

GRAMMAR

WHAT PUPILS DID WELL

- The majority of pupils can identify:
  - word classes (nouns, verbs, adverbs, adjectives, determiners and conjunctions) in a sentence and also identify a missing word as an adjective;
  - a relative clause in sentences;
  - sentences that are grammatical in their use of tense, especially where the past tense has an irregular participle (“must have spun”) and are consistent in their tense usage; the majority also know some irregular past tense forms;
  - a sentence using the present progressive;
  - the modal verb “should” in a sentence;
  - possessive and relative pronouns.

- The majority of pupils could select the present perfect tense (“has eaten”) to suggest an earlier action in a present tense sentence.

WHERE PUPILS CAN IMPROVE

- Most pupils have some difficulty in identifying:
  - abstract nouns;
  - uncommon prepositions such as “during”;
  - adverbials that are extended such as “on the way back”.

- The majority of pupils need support in identifying primary verbs (“be”, “have”, “do”): in a question asking them to select three verbs (“saw”, “walk”, “was”) the majority identified “saw” and “walk” but failed to identify “was”, choosing an alternative word in the sentence (most often the adjective “hungry”).

- Most pupils need support in recognising pronouns in a sentence – an important skill for developing cohesion through pronoun reference in their own writing.

Combining words, phrases and clauses

- Pupils need support in identifying main and subordinate clauses in sentences, particularly when the position of the subordinate clause varies.

- Most pupils need more practice in identifying noun phrases where these comprise two or more words.

Functions of sentences

- While most pupils answered the questions relating to sentence functions well, some pupils would benefit from practising the different types as this would allow them to include more variety in their own writing.

Verb forms tense and consistency

- Many pupils need support and practice with verbs which have a progressive aspect; very few managed to supply the correct form from the given infinitive.

- Some pupils need support in using tense to identify the time of events: where they needed to select the present perfect (“has eaten”), a substantial minority selected the simple past “ate” (with a few selecting the past progressive “was eating”).

- Some pupils are uncertain about verbs which have an irregular past tense; those pupils would benefit from revision of this topic.
TO SUPPORT PROGRESS IN GRAMMAR

- Pupils should be able to manipulate words, phrases, clauses and sentences in a variety of practical ways.
- Ensure pupils can name all eight word classes and provide examples/definitions for each.
- Provide frequent opportunities to use and apply grammatical knowledge in speaking and listening, reading and writing.

VOCABULARY

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>The vast majority of pupils could identify the correct prefix (from a choice of two) to use with a range of different verbs.</td>
<td>Most pupils struggled with completing a word family table, including spaces for the verb and noun forms; the irregularity between the two forms clearly caused many problems (“think”/ “thought”, “move”/ “movement”). They would all benefit from practice in these kinds of derivation.</td>
</tr>
<tr>
<td>Most pupils could explain the effect of the prefix un- – “it makes the word an opposite meaning” (pupil answer).</td>
<td>Many pupils found it a challenge to create a verb or a noun from the word family verb “move” or the noun “thought”.</td>
</tr>
<tr>
<td>Pupils were able to match root words to appropriate simple suffixes (-ment/-less/-ness).</td>
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<tr>
<td>Most pupils were able to match mis- and dis- with appropriate words.</td>
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</table>

TO SUPPORT PROGRESS IN VOCABULARY

- Use shared and guided reading and writing opportunities to highlight prefixes and suffixes of a variety of words.
- Use newly taught prefixes and suffixes in speaking and listening. Can pupils contextualise the use of the words and can they use them in a grammatically correct way?
- Experiment with morphemes (affixes, inflections and root words) to consolidate understanding of word families, spellings and meanings, eg “help”/ “helpful”/ “helping”/ “unhelpful”/ “helper”/ “helped” etc.
## Punctuation

### What Pupils Did Well

- Pupils were able to insert apostrophes correctly (formation and placement) to indicate the contracted form of two words, eg do not/don’t.
- Capitalisation at the beginning of a sentence and for proper nouns.
- Pupils were able to insert a comma correctly after the fronted adverbial example within the given sentence.
- Pupils were able to insert speech marks (correct formation and placement) within a given sentence/passage.
- Pupils were able to identify the correct application of full stops and capital letters in a multiple-choice format.
- Most pupils recognise that dashes can replace commas in a parenthetical comment; they can also use brackets to indicate parenthesis.

### Where Pupils Can Improve

- Pupils should practise using commas, particularly when they are used to indicate parenthesis.
- Only half of all pupils could identify a correctly punctuated text comprising two sentences, where capitalisation and sentence demarcation were presented in a variety of correct and incorrect ways.
- Pupils struggled with possessive apostrophes.
  - They need help to identify where this is used correctly in sentences.
  - Very few could place the apostrophe in the correct position when transforming a sentence/phrase, particularly where it involved an irregular plural.
  - In the question relating to this, many pupils successfully rewrote “Grandma has a boat” as “Grandma’s boat”, but a rare minority transformed “The babies have loud cries” to “The babies’ loud cries”. Many offered “babie’s” or left the word as a simple plural; others transformed it to the singular, usually with a correctly placed apostrophe.
- Pupils found it difficult to insert two commas to punctuate a complex sentence including in a list and in an additional clause.

### To Support Progress in Punctuation

- Use speaking and listening and practical approaches to demonstrate how punctuation can impact upon a sentence and clauses and phrases within it. Explore how it can be used stylistically to create effect for the reader and also where it is necessary, eg to avoid ambiguity or to make grammatical sense.
- Provide opportunities to practise correct formation and orientation of commas, full stops, speech marks, question marks and clear upper and lower case letter formations and sizes.
- Some pupils would benefit from revision of capitalisation and exclamatory sentences.
- Pupils need practice in punctuating longer passages of text.
## SPELLING

<table>
<thead>
<tr>
<th>WHAT PUPILS DID WELL</th>
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</thead>
<tbody>
<tr>
<td>• The majority of spellings were completed correctly by well over half of all pupils.</td>
<td>• Expanding knowledge of common alternative ways of spelling the same sound:</td>
</tr>
<tr>
<td>• Spelling of regular multi-syllabic words (mystery, adorable, importantly and inserted).</td>
<td>o ‘ch’ for “echo”/ “chemists”;</td>
</tr>
<tr>
<td>• Differentiating the -f- sound in “autograph” and “tough”.</td>
<td>o “c”, “ti” for -sh- sound – appreciate, essential;</td>
</tr>
<tr>
<td>• Identify the -sh- sound spelled as “ci” in “precious”.</td>
<td>o soft “c” (“cereal”) and hard “c” (“vacancy”).</td>
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<td></td>
<td>o Some homophones were distracting – (“serial”, “cue”).</td>
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<td></td>
<td>o Multi-syllable words confused a substantial number, with unstressed syllables (or parts of them) commonly elided (“vegtables” for “vegetables”), or given undue prominence (“independence” for “independence”). In the latter case, the most commonly seen error was in the suffix, where “-ance” was used instead of “-ence”.</td>
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<tr>
<td></td>
<td>o Relatively few pupils managed to spell the final four words of the test correctly – “vacancy”, “appreciate”, “queue” and “essential”. Misspellings for most of these varied considerably, with the exception of “queue” where the simple “que” was most common.</td>
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</table>

## TO SUPPORT PROGRESS IN SPELLING

- Ensure pupils can orally blend and segment using pure sounds with clear enunciation and pronunciation of syllables (“properly” not “propyl”).
- Consider the use of mnemonics to support spelling common exception words, eg “rhythm” (rhythm helps your two hips move).
- Focus on the morphological aspects of words – “depend”/ “dependent”/ “independent”/ “independence”/ “interdependent” – to investigate the impact of adding a variety of prefixes and suffixes to root words.
### INFORMATION RETRIEVAL (content domain 2b)

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<tbody>
<tr>
<td>• Straightforward retrieval across the texts (Q4, Q12, Q17).</td>
<td>• There was some evidence that pupils did not read questions sufficiently closely, such as in Q4 when asked about how a walrus’s body copes with cold conditions they referred to walruses in general, eg “they live in large groups”/ “huddle together for warmth”.</td>
</tr>
<tr>
<td>• True/False tables (Q10) and short constructed response questions which involved pupils finding facts (often figures or short details) were well answered (Q6 and Q7).</td>
<td>• Q26 – need to read the question, including locators carefully.</td>
</tr>
<tr>
<td>• Q16 Find and copy cued in with one line.</td>
<td>• Pupils were seen to give responses from parts of the text they weren't directed to, eg Q5 where they were asked to look at page 6 to find how a walrus uses its tusks, they gave information from page 7, eg “uses them to stab seals”.</td>
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<td></td>
<td>• Pupils struggled with more abstract concepts such as in Q28, where pupils were asked to give two ways that the land is affected by the drought. They referred to the effect on the animals living on the land rather than the land itself, eg “animals died of thirst” or the weather, eg “there was no sun/when there’s wind”.</td>
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<tr>
<td></td>
<td>• Sometimes pupils did not select sufficient key material from the text to answer the question, eg Q31 where pupils sometimes answered, “the kookaburra was famous for his laughing” instead of being “famous for his (laughing) songs”.</td>
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<tr>
<td></td>
<td>• Sometimes, pupils were able to identify the correct information but made errors when placing this in a table (eg Q7).</td>
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</table>

### TO SUPPORT PROGRESS IN INFORMATION RETRIEVAL

- In general, pupils need practice with all types of find and copy – encourage them to circle/underline the number of words required in the question (harder if a group of words) then circle/underline the word or words they select in the text before copying to ensure they don't lose their place.
- Pupils need to read both the question and text carefully.
**MAKING INFERENCEs (content domain 2d)**

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<tr>
<td>• Straightforward inferential questions such as Q5.</td>
<td>• Pupils were sometimes missing key indicators in the questions such as in Q13 where pupils were asked about the risks walruses face in the <em>future</em> but often referred to the past/present, eg “they are being hunted for tusks and oil” (which has been happening for the last 300 years) and “from killer whales eating them” (which is currently happening).</td>
</tr>
<tr>
<td>• Questions requiring pupils to find evidence to support inference made, such as in Q22.</td>
<td>• Pupils sometimes struggled to express their inference where the text was more complex, eg Q18 where pupils had to recognise that Father William had <em>no brain</em> to injure whilst doing headstands when this was only implied in the text. A simple text lift of “I have none” was insufficient; they struggled to put this into their own words, eg “he thinks he doesn’t have any”/ “he has no brain damage from doing it” versus “he hasn’t got a brain to hurt”.</td>
</tr>
<tr>
<td>• Selected responses (multiple choice) Q30.</td>
<td>• Pupils sometimes made plausible inferences not rooted in the text, such as for Q13, “global warming”.</td>
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- Pupils were sometimes missing key indicators in the questions such as in Q13 where pupils were asked about the risks walruses face in the *future* but often referred to the past/present, eg “they are being hunted for tusks and oil” (which has been happening for the last 300 years) and “from killer whales eating them” (which is currently happening).
- Pupils sometimes struggled to express their inference where the text was more complex, eg Q18 where pupils had to recognise that Father William had *no brain* to injure whilst doing headstands when this was only implied in the text. A simple text lift of “I have none” was insufficient; they struggled to put this into their own words, eg “he thinks he doesn’t have any”/ “he has no brain damage from doing it” versus “he hasn’t got a brain to hurt”.
- Pupils sometimes made plausible inferences not rooted in the text, such as for Q13, “global warming”.
- Pupils sometimes struggled to distinguish between fact and opinion, eg Q14 where pupils frequently selected “walruses look like grumpy old men” as a fact.
- Pupils struggled with extended response questions where they were asked to explain fully, eg Q37 Do the animals in the story get in well together? Pupils would often simply answer “yes”/ “no” and give a quotation, without realising that they needed to explain how the quotation showed how they got on.
- Pupils would also describe what happened in the text, eg “at the end the kookaburra was chosen as he was famous for making people laugh”, without explaining how this showed the animals getting on well.
- Sometimes pupils were not sufficiently selective when choosing evidence to support a point; this means they waste time copying unnecessarily, eg Q24 “he feels annoyed at his son for telling him he’s too old ‘I have answered 3 questions and that is enough’ said father, ‘Don’t give yourself airs, be off or I’ll kick you downstairs!’” (which covered six lines, when only three are provided) and “I’ll kick you downstairs” is sufficient.
- Pupils often gave evidence only instead of making a point.
TO SUPPORT PROGRESS IN MAKING INFERENCES

- To be prepared for more challenging 2d questions such as Q18, pupils need practice at giving specific answers – first going back to the text reading carefully around the key information and not presuming it’s found in one place (here it’s referred to in verse 1 but key details are in verse 2).

- Pupils need to be able to distinguish between fact (walruses have whiskers) and opinions (what walruses look like), so need experience of identifying factual information and opinions from a range of texts.

- Pupils need to understand that “explain fully” means they have to answer using their own words, “refer to the text”/ “use evidence from the text”, means find examples in the text that back you up.

- They also need to know not to give evidence only as this will not be credited.

- Pupils need to be aware that the number of lines provided for a response indicates the length of response required.

UNDERSTAND THE MEANING OF WORDS IN CONTEXT (content domain 2a)

<table>
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<tr>
<th>WHAT PUPILS DID WELL</th>
<th>WHERE PUPILS CAN IMPROVE</th>
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<tbody>
<tr>
<td>Selected response (multiple choice) (Q3 and Q27).</td>
<td>Sometimes pupils did not engage with the language aspect of the questions, eg Q9 where pupils were asked what “murky” suggests about the seabed, they focused on how walruses made the seabed murky (eg “they spit jets of water to disturb their prey then gobble it up”) or simply gave a text lift.</td>
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<tr>
<td>Short constructed response (Q9 and Q20).</td>
<td>There was some evidence that pupils did not read questions sufficiently closely, eg Q27 where pupils missed the crucial word from the stem (in this case “no”) and selected “sun” instead of “rain”.</td>
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TO SUPPORT PROGRESS IN UNDERSTANDING THE MEANING OF WORDS

- Pupils need to go back to the text to read around to gain an insight from the context; they need to have experience of synonyms to broaden their vocabulary (creating word banks to use in their writing etc) and opportunities to look at words, discuss possible meaning and to select appropriate synonyms from a given selection, and practise eliminating those less plausible.

- It is rare that word meaning (2a questions) can be explained by copying the text alone.

- Pupils need more opportunities to discuss imagery, to create their own images (similes etc) and to interpret what peers mean by theirs.
### OTHER READING SKILLS (content domains 2c, 2e, 2f, 2g and 2h)

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<thead>
<tr>
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<tr>
<td>2c</td>
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<td>Selected response (multiple choice) (Q38) given a selection to eliminate – generally easier to answer correctly.</td>
<td>2c Pupils sometimes struggled to select/give a summary of the whole text, eg Q38 where some pupils selected “make them laugh” which refers only to one part of the story rather than “working together to change things” which occurs throughout the whole text.</td>
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<td>2g</td>
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<td>Q11 – pupils were familiar with “massive” so gained the mark.</td>
<td>2g Sometimes pupils focused on individual words at the expense of the whole phrase, eg Q11 where pupils are given the phrase “like massive torpedoes” and asked to say two things this tells us, but only addressed size (“massive”), eg “the whale was huge”.</td>
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### TO SUPPORT PROGRESS IN OTHER READING SKILLS

2c
- Pupils need practice at summarising/making a point about the text, eg What’s the meaning/message of this story? What’s the lesson in this tale?

2g
- Where pupils struggled to explain the second part “torpedoes”, a description of the orca itself would have likely sufficed – if struggling, describe the actual character/creature the question is focused on.