

Reading Assessment Overview



KS2

Guidance on Using the Assessments

The Twinkl reading assessments have been written to support teachers in assessing children's progress within the different content areas of the programmes of study for the 2014 English national curriculum.

The assessments reflect the content of the KS2 English sample reading tests, published July 2015. Questions and accepted responses in each set of assessments reflects year group expectations. If necessary, children working significantly below or above expectations may be assessed using materials for year groups above or below that to which they belong. (Although it should be noted that the government has specified that children should be adding depth and breadth to their knowledge and engaging in using and applying rather than accelerated content).

When to Use the Assessments

There is an assessment for each term. The assessments are not progressive, i.e. they are all written at the same level of questioning, enabling them to be used in any order. The assessments may be broken down into mini-tests (fiction, non-fiction and poetry) if necessary.

The Twinkl reading assessments are intended to be used alongside the tracking spreadsheet. This will enable you to analyse any gaps in understanding and skills for individuals or for your class as a whole.

Each assessment may be used:

- before the start of a new term to assess strengths and weaknesses pupils may have in order to inform planning
- during a term to assess how pupils are progressing
- at the end of a term to assess progress within a particular area

Content of the Assessments

In line with the KS2 sample tests, the Twinkl reading assessments:

- include a selection of texts (fiction, non-fiction and poetry) totalling between 1500-2300 words
- have a total of 50 marks
- include a range of one mark, two mark and three mark questions
- use a range of question types in the proportions as specified by the KS2 sample reading tests (see below)
- address all content domains in the proportions as specified by the KS2 sample reading tests (see below)

Question Type

Selected Response	10-30% (5 to 15 marks)	Multiple choice, Ranking / ordering; Matching; Labelling
Short Constructed Response	40-60% (20 to 30 marks)	Find and copy; Short response
Extended Constructed Response	20-40% (10 to 20 marks)	Open-ended response

Content Domain

Content domain reference	
2a give / explain the meaning of words in context	5-10 marks
2b retrieve and record information / identify key details from fiction and non-fiction	8-25 marks
2c summarise main ideas from more than one paragraph	1-6 marks
2d make inferences from the text / explain and justify inferences with evidence from the text	8-25 marks
2e predict what might happen from details stated and implied	0-3 marks
2f identify / explain how information / narrative content is related and contributes to meaning as a whole	0-3 marks
2g identify / explain how meaning is enhanced through choice of words and phrases	0-3 marks
2h make comparisons within the text	0-3 marks

Delivery of the Assessments

Answers and suggested responses can be found in the mark scheme which accompanies each test.

Each pupil requires a reading booklet and an answer booklet. No additional materials are required in any of the assessments.

All the assessments are suitable for class delivery although they can be given to smaller groups if required.

The Standards and Testing Agency state that a total time of 60 minutes will be allowed for completion of the KS2 Reading Assessment in Y6. This includes time for reading and responding to questions. As the Twinkl reading assessments have been based on the KS2 Reading Assessment sample papers, a similar time may be given, but this is up to you.

Tracking from the Assessments

Each assessment can be used alongside the corresponding reading assessment spreadsheet to track an individual pupil's progress.

The content domain being tested is clearly referenced on the mark scheme. This links directly to the spreadsheet.

The spreadsheet has been set up with conditional formatting so that inputting the numbers 1/2/3 will turn the cells green/orange/red. Using the colour coding: green for achieved, amber for partly achieved and red for not achieved, teachers will have an 'at a glance' picture of a child's needs or any common areas of strength or weakness within the class in order to inform future planning.

Used alongside teacher judgements and exercise books, a clear picture of a child's progress can be built up and used as evidence for parents, pupil progress meetings or any outside agencies visiting school.