

CRACKING COMPREHENSION

Year 6
Sample

Assessment Task 2 from Cracking Comprehension Year 6

Includes:

- Introduction to Cracking Comprehension Assessment Tasks
- Assessment Task 2: *Jane Eyre*
- Progress and Target Sheet: *Jane Eyre*

Introduction

What are *Cracking Comprehension Assessment Tasks*?

The *Cracking Comprehension Assessment Tasks* series spans Years 2 to 6 and provides a range of assessment for learning (AfL) activities for reading comprehension within the new Primary National Curriculum for Key Stage 1 and Key Stage 2 English. This resource can be used alongside the *Cracking Comprehension* teaching units or as stand-alone assessment tasks.

For each year there is:

- a book with 12 photocopiable tasks organised by text type (fiction, playscripts, poetry and non-fiction), plus full teacher and assessment guidance and pupil progress and target sheets for further planning
- a whiteboard modelling CD ROM and online access at My Rising Stars with all book content in PDF format.

What's in a task?

Each task has the following components:

- teacher notes on running the task
- an assessment guidance grid showing what the outcomes from the task (given in italics) might look like for different content domains
- a question-by-question guide to assessing the outcomes with concrete examples of what responses to expect at different levels
- an engaging text extract for children to work with, chosen to fit with the new curriculum

- a photocopiable write-on task sheet, which may be supplemented by extra paper
- brief answers to all questions at the back of the book for easy reference.

Details of which content domains each task covers can be found at the back of the book. The content domains for reading are also mapped to the Programme of Study for English (Key Stage 2) and this is included on the whiteboard modelling CD ROM and online at My Rising Stars for reference.

Using the tasks

The tasks are not tests and are therefore not carried out under test conditions. Children may work on the tasks individually, in pairs or in groups. The tasks encourage a variety of activities including reading out loud, learning by heart and performance, all of which are emphasised in the new curriculum. The tasks may be used in any order.

There are no hard and fast time limits for these tasks, and some children may need more time than others. Tasks involving performance will need a greater time allowance than others. We suggest one-and-a-half to two hours on average.

Running the tasks

In running the task we suggest that the teacher and teaching assistant:

- Introduce the tasks through class discussion so that children are clear what they are being asked to do. Some suggestions are provided in the 'Teacher notes'.
- It will often be helpful to read out the text, especially if many children in the class are still

struggling with the basic mechanics of reading. As the texts are available on the whiteboard modelling CD ROM and online at My Rising Stars, the text could be displayed on a whiteboard for group reading. If the text is a playscript or a poem which lends itself well to being read aloud, encourage children to enact some or all of the text over the course of the assessment – bearing in mind that

they will need some preparation and some will need support. For most tasks, it is recommended that you introduced the text before distributing the task sheet.

- Photocopiable pages may be enlarged if desired.
- Circulate throughout the task, offering support or challenge as necessary. Allow verbal responses where required to enable you to assess understanding independently of reading accuracy. Encourage more able readers to expand their answers using the text, linking it to other texts/films, etc. Various extension activities are also provided.

- As well as their written responses, record and assess any oral responses children make in class or during group discussion and presentations. The tasks are intended to assess reading skills rather than writing skills, and oral response is as important as written response in the new curriculum. Children working towards the expected standard in writing will struggle to write down their answers and this may mask their true ability in reading skills.
- Work individually or in a guided group with children who have particular problems in writing on with the basic mechanics of reading.

Changes to assessment in the new National Curriculum

The tasks in this book are fully compatible with the new programme of study for English (from 2014), and match the format and content of the new end of Key Stage 2 reading tests (from 2016).

The switch to the new curriculum has seen the removal of the old system of assessment focuses (AFs)

and levels. In place of AFs, this book uses a similar set of statements, called 'content domains', taken from the *2016 Key stage 2 English reading test framework*. In place of levels, this book uses performance descriptors given in the *2016 Key stage 2 English reading test framework*.

Gathering and using evidence for diagnostic assessment

The outcomes for each task supply evidence for the regular review of children's progress in reading. The teacher notes provide a question-by-question breakdown giving examples of likely outcomes for each question at three standards of achievement: children towards the expected standard, at the expected standard and those working at greater depth within the expected standard.

For maximum flexibility, the tasks are designed to be administered in any order, and so a single benchmark standard is required. The benchmark used in all the

tasks is the expected standard at the end of the year. As children typically make significant progress over the course of the year, you will need to take this into account when assessing children against expected progress, particularly for any tasks children attempt during the first half of the academic year.

The questions for each task focus on several content domains from the new programme of study. Details of the content domains each task covers can be found at the back of the book.

Support for assessment for learning

For each task there is a simple, tick-based pupil self-assessment sheet. Use this after the task, to give children the opportunity to reflect on what they can do. Begin by discussing the questions with the class, and then give children an opportunity to fill in the sheets individually. Those struggling with reading may need individual help to fill in their sheets.

Use the self-assessment sheets, together with your own assessment of each child's attainment in the task, to set future targets for reading. A child's completed self-assessment sheet could form the focus of a meeting you have with them about their reading targets.

Content domains by task

Content domains		Tasks															
		1	2	3	4	5	6	7	8	9	10	11	12				
<i>Covered through the written questions</i>																	
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				★							★					★

This table shows how the new KS2 content domains, which should be used now and are referenced throughout this book, compare to the interim KS2 assessable elements and the original AFs.

READING AF	INTERIM KS2 ASSESSABLE ELEMENTS	KS2 CONTENT DOMAINS
AF1 Use a range of strategies, including accurate decoding of text, to read for meaning	2C1 Give the meaning of words in context 2C2 Explain and explore the meaning of words in context	2a – give/explain the meaning of words in context
AF2 Understand, describe, select or retrieve information, events or ideas from texts and use quotations and references from texts	2C3 Identify main ideas 2C4 Summarise main ideas from more than one paragraph 2C5 Identify key details that support main ideas 2C8 Retrieve and record from non-fiction	2b – retrieve and record information/identify key details from fiction and non-fiction 2c – summarise main ideas from more than one paragraph
AF3 Deduce, infer or interpret information, events or ideas from texts	2C9 Make comparisons within the text 2C10 Distinguish between fact and opinion 2MI1 Make inferences from the text 2MI2 Explain inferences and justify them with evidence from the text 2MI3 Predict what might happen from details stated and implied	2d – make inferences from the text/explain and justify inferences with evidence from the text 2e – predict what might happen from details stated or implied 2h – make comparisons within the text
AF4 Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	2C6 Identify language, structural and presentational features of texts 2C7 Explain how the language, structural and presentational features of a text contributes to meaning	
AF5 Explain and comment on the writer's use of language, including grammatical and literary features at word and sentence levels	2LFE1 Identify and/or comment on writers' use of words, phrases and language features including figurative language 2LFE2 Discuss and evaluate how writers use words, phrases and language features to have an impact on the reader at word, sentence and text level	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
AF6 Identify and comment on writers' purposes and viewpoints, and the overall effect of a text on the reader	2LFE1 Identify and/or comment on writers' use of words, phrases and language features including figurative language 2LFE2 Discuss and evaluate how writers use words, phrases and language features to have an impact on the reader at word, sentence and text level	
AF7 Relate texts to their social, cultural and historical contexts and literary traditions	2TC1 Identify the themes and conventions of a range of texts 2TC2 Discuss/comment on themes and conventions in different genres and forms	

Fiction

Jane Eyre

Assessment Task 2

Teacher notes: *Jane Eyre*

Curriculum references: Years 5–6

Programme of study: Reading comprehension

Children should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
 - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- understand what they read by:
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Running the task

- The children will need experience of texts written in previous centuries in order to tackle this text successfully. Explain this extract is from a novel called *Jane Eyre*, written by Charlotte Brontë in the 1840s. Discuss what they might expect from a text written around 170 years ago.
- In this extract, Jane – the narrator – is walking along a country road on her own. Ask the children how this might be different from today, e.g. no mobile phone or traffic.
- Explain that there may be words that are new to them, e.g. "*pretercanine*". The prefix "*preter*" means "*more than*" so "*pretercanine*" means "*more than one would expect from a dog*". You may wish to discuss this word further as the children may have come across the word "*canine*" in the context of teeth.
- In pairs of similar ability, the children should read and discuss the extract before answering the questions. Support children who are working towards the expected standard to ensure they can access the text.
- Children working towards the expected standard may complete an alternative activity, such as looking up words they do not recognise. Children who finish early could select sentences to rewrite for a modern retelling, sharing these at the end and choosing the most effective.

Assessment guidance

Use the list below to identify the content domains that the children are working on in this task.

Typically, children working at the expected standard will:

- | | |
|---|----|
| • make developed inferences drawing on evidence from the text | 2d |
| • explain and justify inferences, providing evidence from the text to support reasoning | 2d |
| • identify/explain how the choice of language enhances the meaning of texts. | 2g |

What to expect

1. ***"In those days I was young, and all sorts of fancies bright and dark tenanted my mind: the memories of nursery stories were there amongst other rubbish"*. What image of Jane's mind does the author give you in this description? What words does she use to help in this?** (2g)

Children working at the expected standard may explain that she has a lot of imaginings, good and bad, in her head, which the author describes as *"fancies bright and dark"*. They may also point out that she describes some as rubbish. Children working at greater depth within the expected standard might grasp the wider image of her mind as a room filled with clutter and cite the author's use of the word *"tenanted"* as helping to convey this impression. They may also note that *"tenanted"* implies a lack of permanence.

2. **What do the words *"vigour and vividness"* tell you about the effect Jane's childhood imaginings have on her now?** (2g)

Most children will explain that the imaginings seem more colourful and stronger. Children working at greater depth within the expected standard will explain that they seem more detailed and realistic, and spring to her mind more readily.

3. **Why does the approach of the horse remind Jane of Bessie's Gytrash tales? Tick all that apply.** (2d)

Most children should be able to state that the Gytrash appeared to people travelling alone and that the spirit often appeared as a horse. Children working towards the expected standard may also select incorrect responses.

4. **Explain the meaning of *"exactly one mask of Bessie's Gytrash"*. Why do you think the author chose this phrase?** (2g)

All children should be able to state that Bessie described the Gytrash in a number of ways (ranging from a horse to a dog) and that this looked just like one of the ways Bessie had described it. Children working at greater depth within the expected standard should be able to give a reasonable explanation of Brontë's use of the phrase – that the Gytrash had different ways of appearing, so she uses the word *"mask"*.

5. **How did Jane feel when she saw the horse rider, and why?** (2d)

All children should be able to explain she realised it couldn't be the Gytrash because it was ridden by an ordinary man. Children working at greater depth within the expected standard may add that the Gytrash was said to inhabit creatures other than people. They may also refer to *"broke the spell at once"* as showing that it brought her back to reality and stopped her supernatural imaginings.

6. **What sort of supernatural creature do you think a Gytrash is? Find words and phrases in the text to support your answer.** (2d)

Most children should be able to explain that the Gytrash was a spirit that could take the shape of a horse, dog or mule. Children working at greater depth within the expected standard may add a reference to goblins.

7. **What does this text tell you about Jane?** (2d)

Most children should be able to comment on the narrator's vivid imagination. Children working at greater depth within the expected standard may infer that she was quite brave because she was walking alone in an isolated place and did not run away when she thought it might be the Gytrash approaching, but instead observed it all closely. They might add that she is a bit superstitious because she obviously believed in the Gytrash.

From *Jane Eyre* by Charlotte Brontë

The din was on the causeway: a horse was coming; the windings of the lane yet hid it, but it approached. I was just leaving the stile; yet, as the path was narrow, I sat still to let it go by. In those days I was young, and all sorts of fancies bright and dark tenanted my mind: the memories of nursery stories were there amongst other rubbish; and when they recurred, maturing youth added to them a vigour and vividness beyond what childhood could give. As this horse approached, and as I watched for it to appear through the dusk, I remembered certain of Bessie's tales, whereas figured a North-of-England spirit called a "Gytrash"; which, in the form of a horse, mule, or large dog, haunted solitary ways, and sometimes came upon belated travellers, as this horse was now coming upon me.

It was very near, but not yet in sight; when, in addition to the tramp, tramp, I heard a rush under the hedge, and close down by the hazel stems glided a great dog, whose black and white colour made him a distinct object against the trees. It was exactly one mask of Bessie's Gytrash – a lion-like creature with long hair and a huge head: it passed me, however, quietly enough; not staying to look up, with strange pretercanine eyes, in my face, as I half expected it would. The horse followed – a tall steed, and on its back a rider. The man, the human being, broke the spell at once. Nothing ever rode the Gytrash: it was always alone; and goblins, to my notions, though they might tenant the dumb carcasses of beasts, could scarce cover shelter in the common-place human form. No Gytrash was this – only a traveller taking a short cut to Millcote.

Name:

Date:

Read the text, then answer the questions.

1. *"In those days I was young, and all sorts of fancies bright and dark tenanted my mind: the memories of nursery stories were there amongst other rubbish"*. What image of Jane's mind does the author give you in this description? What words does she use to help in this?

2. What do the words *"vigour and vividness"* tell you about the effect Jane's childhood imaginings have on her now?

3. Why does the approach of the horse remind Jane of Bessie's Gytrash tales? Tick all that apply.

Because she owned a horse called Gytrash.

Because the Gytrash appeared to people travelling alone.

Because the spirit often appeared as a horse.

Because she remembered the tale, which was often about a mule or dog.

4. Explain the meaning of *"exactly one mask of Bessie's Gytrash"*. Why do you think the author chose this phrase?

5. How did Jane feel when she saw the horse rider, and why?

6. What sort of supernatural creature do you think a Gytrash is? Find words and phrases in the text to support your answer.

7. What does this text tell you about Jane?




My progress and targets

Name:

Date:

Assessment Task 2: *Jane Eyre*

Tick the boxes to show how well you think you did.

Target			
I can work out what is happening when the author does not say it directly.			
I can use clues from different parts of the text to work out things the author does not say directly.			
I can make comparisons between my life and the life of a character.			
I can explain why the author chose to use particular language and the effect it has.			

Next time I read a text I will ...

Answers

Fiction

Assessment Task 2

1. The narrator's mind sounds like a storage room/junk room/old attic with lots of different things stored there. The word "*tenanted*" makes you think of a room and "*amongst other rubbish*" makes you think of a heap of junk.
2. "*Vivid*" makes you think that she imagines these things more colourfully and in more detail, and that they seem more realistic/probable. "*Vigour*" indicates that they spring to her mind easily.
3. Because the Gytrash appeared to people travelling alone. Because the spirit often appeared as a horse.
4. The dog looked exactly like one of the ways Bessie described the Gytrash. The word "*mask*" makes the reader think of something unnatural and is a reminder that the Gytrash could take many forms.
5. She felt that the spell had been broken, that is she had felt as if something supernatural was happening but the appearance of the rider brought her back to normal life. This was because there was an ordinary ("*common place*") human being riding the horse and nothing ever rode the Gytrash.
6. A Gytrash was a spirit that could take on the form of a horse, a dog or a mule. She later refers to goblins.
7. She has a vivid imagination – she says that herself in the first paragraph, and she clearly almost believes that the horse could be the Gytrash. This also suggests that she believes in the supernatural to some extent. She is quite brave as she doesn't run away when she thinks a Gytrash might be coming towards her and she sounds calm as she is looking down at the dog expecting it to look up at her. She is very observant and curious about things – she describes the scene in great detail.