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This book contains ten different Reading tests for Year 6, each containing SATs-style questions. As a whole, the complete set of tests provides broad coverage of the test framework for this age group. Each test comprises a text followed by comprehension questions. The texts cover a wide range of subject matter across the three key areas: fiction, non-fiction and poetry.

Some questions require a selected response, where children choose the correct answer from several options. Other questions require a constructed response, where children write a short or extended answer of their own. Guidance on the different question types and the skills needed to deal with them are covered on pages 48 to 59.

A mark scheme and a progress chart are also included towards the end of this book.

Completing the tests

- It is intended that children will take approximately ten minutes to complete each test.
- After your child has completed a test, mark it and together identify and practise any areas where your child is less confident. Ask them to complete the next test at a later date, when you feel they have had enough time to practise and improve.



Test 3

Reading



The Deers' Request

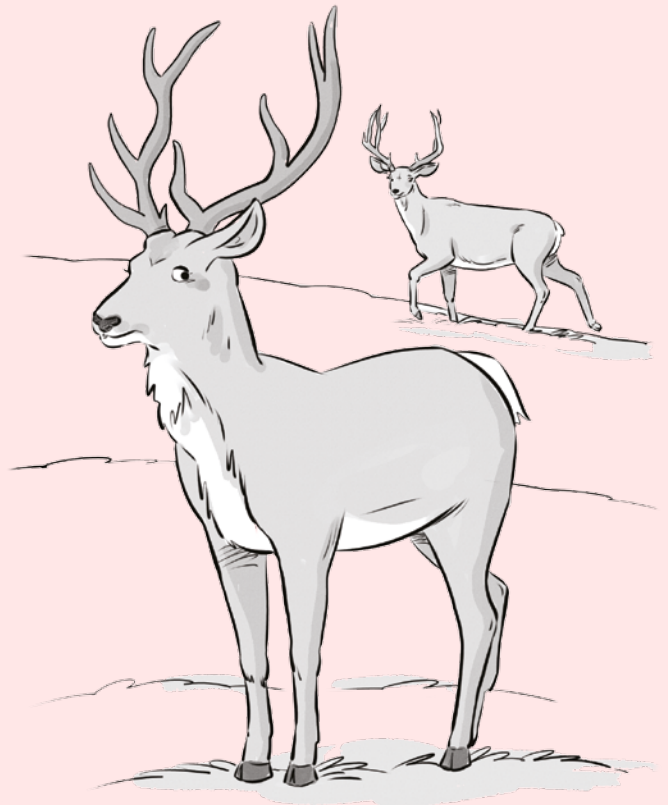
We are the disappearers.
You may never see us, never,
But if you make your way through a forest
Stepping lightly and gently,
Not plucking or touching or hurting,
You may one day see a shadow
And after the shadow a patch
Of speckled fawn, a glint
Of a horn.

Those signs mean us.

O chase us never. Don't hurt us.
We who are male carry antlers
Horny, tough, like trees,
But we are terrified creatures,
Are quick to move, are nervous
Of the flutter of birds, of the quietest
Footfall, are frightened of every noise.

If you would learn to be gentle,
To be quiet and happy alone,
Think of our lives in deep forests,
Of those who hunt us and haunt us
And drive us into the ocean.
If you love to play by yourself
Content in that liberty,
Think of us being hunted,
Tell those men to let us be.

By Elizabeth Jennings



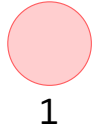
Test 3

Reading

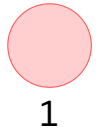


1. The poet describes deer as *the disappearers*. Why?

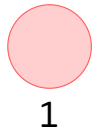
Marks



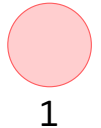
2. Name **two** sounds from the second verse that might disturb the deer.



3. Look at the line: *Horny, tough, like trees*. Which part of the deer do these words describe?



4. **Find** and **copy one** word from the first verse that is both the name of a colour and the name of a young deer.



5. Look at the lines: *If you love to play by yourself/Content in that liberty*. Which word in the list below most closely matches the meaning of the word liberty?

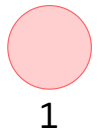
Tick **one**.

loneliness

freedom

isolation

power



Skills check

Reading



Words in context

Can you...

- give the meanings of words?
- give reasons for your choices?

What you need to know

- There may be more than one meaning for a word. You have to find the word or phrase that is closest to the meaning of the word in a given context.
- The answers are not written in the text but there may be some clues about the word's meaning.
- To answer questions about words in context you may be asked to underline, circle, tick, find and copy information, or write a few words of your own.
- These questions are usually worth one mark.
- There will be between five and ten marks for words-in-context questions in the National Test.

Example

When I was called into the headteacher's office I anticipated being told off. I had been talking all through the lesson instead of getting on with my work so it was obvious that I had not been sent to his office for a headteacher's award.

1. Circle **one** word that is closest in meaning to *anticipated*.

likely

probable

predictable

expected

2. **Find** and **copy** the word that shows the writer did not think there was any other reason to be sent to the headteacher, other than to be told off.

Obvious