

# New PiRA

(Progress in Reading Assessments)



**Ages 4–11**

# Contents

About New PiRA.....	2
Measuring attainment and progress .....	3
Assessment coverage.....	4
Assessment structure.....	5
Analysing test data with Boost Insights .....	6
Interactive assessments.....	8
Sample pages.....	9
Meet the authors .....	20
Test Guidance and Mark Schemes .....	21
Assessment maps.....	22
A total literacy solution with Reading Planet.....	29
Linked interventions with Shine .....	30

## About New PiRA

**These termly, standardised assessments for learners aged 4 to 11 are designed to benchmark performance and track progress against national averages in reading.**

- Standardised on a nationally representative cohort of more than **7,000 UK learners**.
- Free online **gap analysis and reports** available in Boost Insights, our digital assessment and reporting tool.
- **Curriculum maps** outline content covered in every test to ensure relevant material has been taught before each assessment is administered.
- Free downloadable **mark schemes and test guidance**.

### Key Information

**Age range covered:**  
4 to 11 years.

**Number of assessments:**  
One test per term for each year group from Reception Spring to Year 6 Summer.

**Ideal testing time:**  
Second half of each term.

**Price:**  
£21.00 per 10-copy test paper pack.  
£2.10 per digital test credit.



# Measuring attainment and progress

New PiRA assessments enable schools to build a **comprehensive profile** of each learner's attainment and progress in reading by converting their raw scores into a range of other measures.

Easily generate the following metrics with learners' assessment results:

- **Standardised score**

See whether a learner's attainment is above or below the national average for their year cohort.

- **Reading Age**

Easily measure the attainment of a learner against the age for which their performance is typical.

- **Hodder Scale Score**

An independent scale designed to measure progress and estimate future performance of learners working outside of their age range.

- **Age-standardised score**

See how the learner is performing against other children of the same age, calculated in years and months.

- **Strand/topic analysis**

(including strand national average)

Pinpoint strengths and weaknesses across the curriculum to inform future teaching.

- **Facility value**

See the percentage of learners who answered each specific question correctly in the standardisation trial.

- **Performance indicators**

Identify whether learners are working at, above or towards the expected standard for their year.



# Assessment coverage

New PiRA provides thorough coverage of the National Curriculum 2014 Programme of Study for each year.

## Current and previous year content

The assessment maps (pages 22–28) break down the content in each assessment, showing what is taken from the current year group, and which questions 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 learners are only ever tested on content they have been taught. This enables valid results.

## Content Domains

New PiRA reflects the National Test content domains for Key Stage 1 and Key Stage 2. The balance of content domains in the assessment reflect the National Tests.

Generate strand analysis reports in Boost Insights to analyse performance in each content domain and easily spot areas of strength and weakness at individual and group levels.

## Content Domain References

Key Stage 1	
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

Reception and Year 1 assessments also test early reading skills and phonic knowledge.

Key Stage 2	
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



# Assessment structure

Year Groups	Term	Timings	Marks
Reception	Spring and Summer	30 minutes	25
1	Autumn, Spring and Summer	30 minutes	25
2	Autumn	25 minutes	30
	Spring and Summer	30 minutes	30
3 – 4	Autumn, Spring and Summer	40 minutes	40
5 – 6	Autumn Spring and Summer	50 minutes	45

**Demand** increases both within each test paper and also as the year progresses. Assessments are carefully 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**.

**new pira primary**

## Progress in Reading Assessment

**SPRING RECEPTION**

Name

The teacher's script for the phonics questions on pages 2-3 is on the back page.  
On pages 4-7, read aloud all instructions for answering questions (printed in dark blue) and the stories, but do not read the answer choices printed in black.

Boy	Girl	Test date	Chronological age	Years	Months
Date of birth	/ /	/ /	years	months	

Strand	Marks	Text type	Questions	Marks
Comprehension	/7	Phonics	1-8	/9
Reading for meaning	/3	Story	9-16	/9
Phonics	/15	Story	17-22	/7
<b>Total marks</b>	<b>/25</b>			

Reading age	Hodder Scale

© Hodder & Stoughton Ltd 2020. Photocopying is prohibited.

**RSASSESSMENT**  
FROM HODDER EDUCATION

**new pira primary**

## Progress in Reading Assessment

**SUMMER RECEPTION**

Name

The teacher's script for the phonics questions on pages 2-3 is on the back page.  
On pages 4-7, read aloud all instructions for answering questions (printed in dark blue) and the stories on pages 4-5, but do not read the answer choices printed in black.

Boy	Girl	Test date	Chronological age	Years	Months
Date of birth	/ /	/ /	years	months	

Strand	Marks	Text type	Questions	Marks
Comprehension	/9	Phonics	1-8	/9
Reading for meaning	/3	Story	9-13	/9
Phonics	/13	Story	14-17	/7
<b>Total marks</b>	<b>/25</b>			

Reading age	Hodder Scale

© Hodder & Stoughton Ltd 2020. Photocopying is prohibited.

**RSASSESSMENT**  
FROM HODDER EDUCATION

**new pira primary**

## Progress in Reading Assessment

**AUTUMN 1**

Name

The teacher script for the practice question, on page 2, is provided on the back page.  
Read aloud the poem on page 2. Also read aloud all instructions for answering questions that are printed in dark blue. Do not read anything that is printed in black except for the poem on page 2.

Boy	Girl	Test date	Chronological age	Years	Months
Date of birth	/ /	/ /	years	months	

Content domain	Marks	Text type	Questions	Marks
1a Vocabulary	/2	Poem	1-8	/10
1b Comprehension	/10	Story	9-16	/8
1c Summary	/3	Story	17-23	/7
1d Inference	/8			
1e Prediction	/2			
<b>Total marks</b>	<b>/25</b>			

Reading age	Hodder Scale

© Hodder & Stoughton Ltd 2020. Photocopying is prohibited.

**RSASSESSMENT**  
FROM HODDER EDUCATION

# Analysing test data with **Boost Insights**

Save time and gain actionable insights into your learners' progress and performance data.

With your New PiRA purchase, all staff members in your school gain **free access** to Boost Insights, our assessment data analysis platform:

- Run **instant gap analysis** to identify areas of strength and weakness among groups and individual learners for effective targeted teaching.
- Compare attainment in your school with national (UK) averages.
- Effortlessly **track progress over time** with learner progress reports and compare group performances across multiple tests.
- Download **clear visual reports** to share with teachers, senior leaders, MAT leaders, governors, inspectors and parents.



“ These tests are perfectly placed to be a key indicator in how well pupils are keeping pace with curriculum content and enable staff to record results that are not only more accurate but clearly highlight to teachers any next steps at both pupil and cohort level. ”

Director of Education, Lincolnshire Anglican Academy Trust

# Instant reporting at your fingertips.

Find the insights you need with reports for individuals, classes, custom groups, schools and MATs in Boost Insights.



## School Overview

Compare attainment across year groups throughout your school.



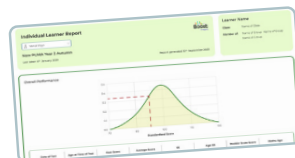
## MAT/School Group Comparison

Compare the performance of multiple schools on a specific test suite.



## Question-level Analysis

Analyse gaps in learning at a question and strand level.



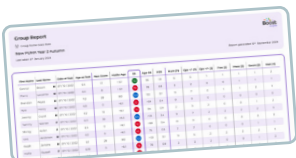
## Individual Learner Report

Analyse the performance of a single learner on a specific test.



## Learner Progress Report

Compare the performance of one learner across multiple tests.



## Group Report

View the overall, average and strand performance of a group on a specific test.



## Age Performance Review

Compare the age performance of a group on a specific test.



## Test Performance Comparison

Compare the performance of a group on two tests with side-by-side results.



## Group Average Review

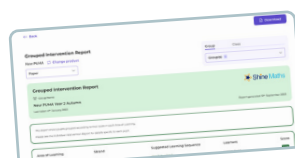
Compare the average of a group across multiple test suites for an academic year.

**Intervention Reports** are only available with an active subscription to Shine Interventions. See page 30 for more information.



## Individual Intervention Report

Identify knowledge gaps for a single learner and access Learning Sequences.



## Grouped Intervention Report

Identify learners with key knowledge gaps and access Learning Sequences.

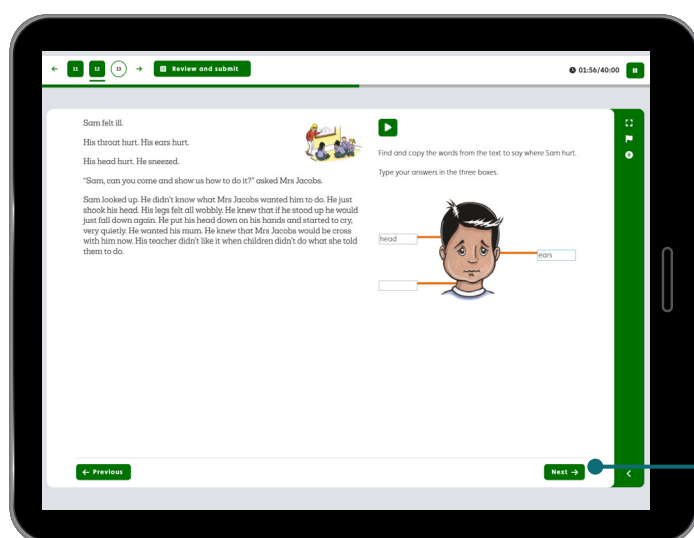


# Interactive assessments

## Skip the marking and cut the admin.

New PiRA is also available in an online, interactive format. Assess all the same content and run the same reports, with no time spent marking!

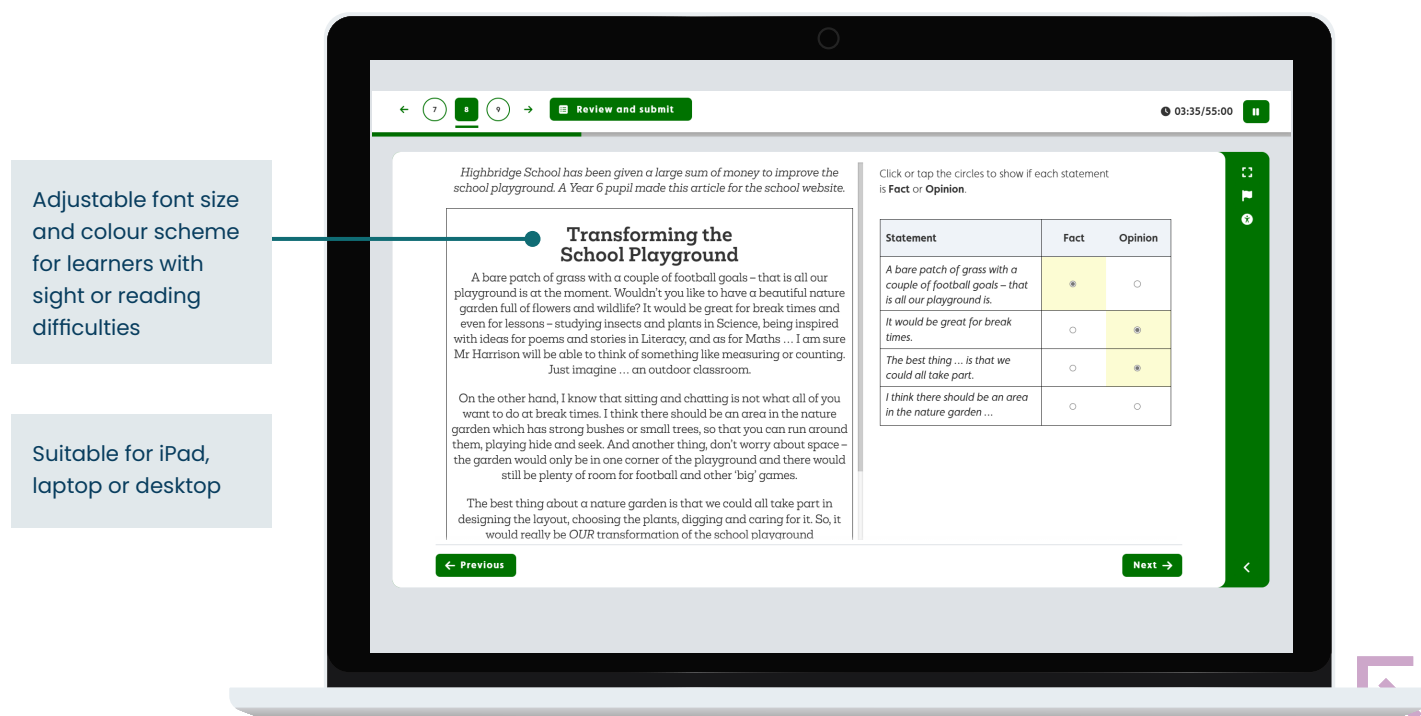
- Assign tests to individuals, groups or whole classes via Boost Insights.
- Adjustable settings allow you to choose whether or not to display a test timer on learners' screens and allocate **extra time** for those who need it.



Interactive answering

Review learners' marks and answers once completed

Navigation buttons allow pupils to workthrough assessments



Adjustable font size and colour scheme for learners with sight or reading difficulties

Suitable for iPad, laptop or desktop

## Sample page: Reception Summer

Listen and point to the words while I read you the story.

I can see a cat in the box.

The cat is for me.

"Thank you, Dad."



Colourful image-based questions engage young learners

12 (a) What is in the box? Write the word.

a \_ \_ \_



(b) Who is it for?

It is for \_ \_ .



13 Read the sentences. Circle **yes** or **no**.

Is a dog in the box?                      yes                      no



Is the cat for Dad?                      yes                      no



Am I sad at the end?                      yes                      no



page total



# Sample page: Year 1 Autumn

Practice question



banana

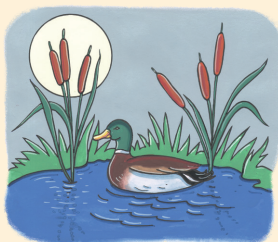
pear

apple

orange

In Reception, Year 1 and the beginning of Year 2, the first few questions are read aloud

I'm going to read the poem to you.



Can you see ...

A duck on a pond,

A cat in a park,

A fox near a tree,

An owl in the dark?



Use information in the poem to answer the questions. You can read the poem to yourself to find the answers.

1 Which animal is on the water? Circle the word.

duck

cat

fox

owl

☐

1d

2 What do you think the owl is doing? Circle the word.

running

singing

jumping

hunting

☐

1d

page total

☐

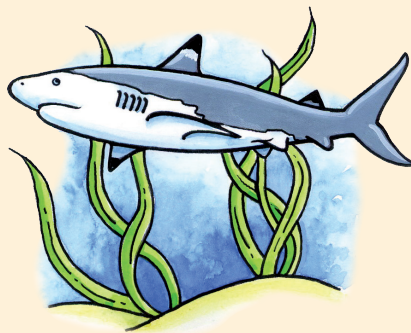


## SHARKS

There are lots of different sharks. They live in different parts of the world. The smallest shark is the dwarf lantern shark which is only 17 cm long – about as long as a pencil. The whale shark is the biggest fish in the sea. Whale sharks grow up to 7 metres long, which is longer than a bus.

### Reef sharks

Reef sharks live in warm water near coral reefs. They grow up to 2 metres long. They eat fish and octopus. They don't usually hurt people, but if divers try to feed them sandwiches, the shark will sometimes bite the hand as well.



KS1 questions  
sit directly after  
Reading texts

8 Which shark is the smallest? \_\_\_\_\_

 1b

9 Tick **two** facts about reef sharks.

They like to eat divers. \_\_\_\_\_ They live in warm water. \_\_\_\_\_

 1b

They eat whale sharks. \_\_\_\_\_ They live near coral reefs. \_\_\_\_\_

 1b

10 Reef sharks are normally harmless to people.

Write the **four** words from the text that tell you this.

 1b

11 Fill in the table.

Shark	Length	It is the same length as a:
dwarf lantern	17 cm	
	2 metres	diver
	7 metres	bus

 1b

page total

### The Bike Ride

Callum was sitting in his bedroom doing his spelling homework. He yawned. He looked out of his window at the blue sky and fluffy white clouds. He didn't want to be here. He wanted to be outside. Most of all, he wanted to be outside riding his brand new, red bike. The bike had been a birthday present so Callum had only been out on it once.

Callum put down his pencil. Perhaps he could persuade his dad to come on a ride with him. Dad always said that Callum was too young to go out by himself, but Callum thought that was silly. He'd had his birthday and he felt very grown up now. He went downstairs.

Dad was asleep on the sofa. Callum knew that if he woke Dad up, Dad would be grumpy. Callum watched him for a minute, then took his phone and helmet from the table and went to get his bike.

He was right. It was a beautiful day for a bike ride. Even when he puffed up the hills, Callum felt good about being out on his own on his new bike.

He was standing up on his pedals, looking over a fence, when suddenly everything went wrong. His front wheel hit a stone.

Callum hardly had time to realise that something was wrong before he was flying

t h r o u g h

the air.



He limped over to his bike. The front wheel was bent. There was no way he could ride it home. He didn't know what to do. He dropped down onto the grass and looked up and down the road. He couldn't see any houses, any people, any cars. A horse came and looked over the fence at him, but that wasn't much help.

He looked from his bike to his phone. He was in trouble ...

A variety of Reading text types include fiction, non-fiction, poetry and playscripts

## Read **The Bike Ride** (page iv)

- 22 Write **two** describing words from the story which tell you about Callum's bike.

\_\_\_\_\_ and \_\_\_\_\_



☐ 2c

- 23 In the first part of the text it says *Dad would be grumpy*.

Circle **two** words that mean the same as *grumpy*.

angry

annoyed

cheerful

cross

good-tempered

irritated

☐ 2a

- 24 (a) When was Callum's birthday? Tick the **best** answer.

in the past few days \_\_\_\_\_

in the past few weeks \_\_\_\_\_

in the past few months \_\_\_\_\_

in the past few years \_\_\_\_\_

☐ 2d

- (b) Underline the words in this sentence that tell you this.

*The bike had been a birthday present so Callum  
had only been out on it once.*

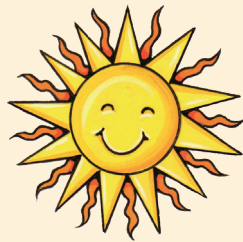
☐ 2d

Every question  
is mapped  
to National  
Curriculum content  
domains

page total

☐





## Time

Time's a bird which leaves its footprints  
At the corners of your eyes.  
Time's a jockey racing horses,  
The sun and moon, across the skies.  
Time's a thief, stealing your beauty,  
Leaving you with tears and sighs,  
But you waste time trying to catch him.  
Time's a bird and Time just flies.

*Valerie Bloom*



## Sample page: Year 4 Autumn

Read the poem **Time** (page iv)

- 26 Which **three** words in the poem rhyme with *flies*?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

2f

2f

- 27 Complete the line which shows why it is a waste of time to try to catch Time.

Time \_\_\_\_\_

2b

- 28 The poet says that Time is a bird.

Name **two** other things that she says Time is.

1 \_\_\_\_\_

2 \_\_\_\_\_

2b

2b

- 29 Tick **one** reason the poet uses a capital letter for the word *Time*.

The poem is about time.

\_\_\_\_\_

She's using the word Time as a name.

\_\_\_\_\_

She wants you to say Time loudly when you read the poem.

\_\_\_\_\_

She only uses Time at the beginning of a sentence.

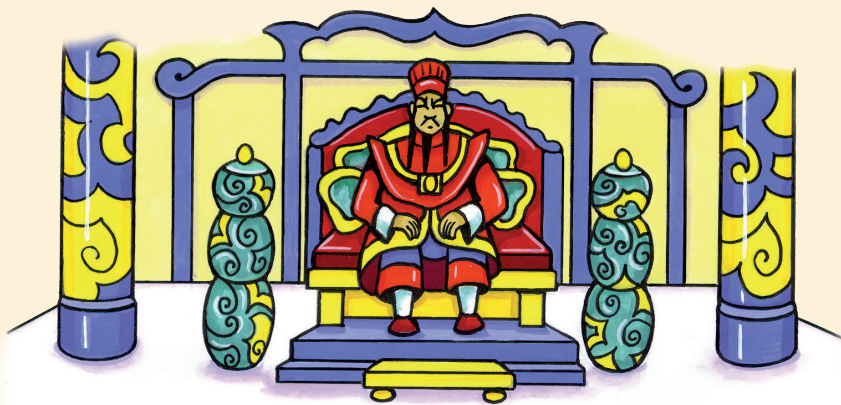
\_\_\_\_\_

2f

From Year 3, tests include an increasing number of 2-mark comprehension and inference questions

### The Yellow Dragon

- 1 Long ago when the world was new, the Jade Emperor ruled the heavens, the seas and the earth, and the Yellow Dragon lived contentedly in the seas of the East. He swirled and spun through the rugged waters, or sailed belly up, warming himself, on calm sunny days.
- 2 But the urge to explore came over the Yellow Dragon and he did not resist it. Opening his magnificent wings, he soared above the waters and the land.
- 3 From above he saw tiny, fragile creatures that he recognised as mankind. With pity, he recognised the sadness of their thin bodies and crying children. He watched as they spread cakes and fruits on the floor, lit incense sticks and knelt to pray. 'Send us rain, dear Jade Emperor. Save our crops and our children.'
- 4 'The Emperor must know of this,' decided the Yellow Dragon. And, beating his beautiful wings, he climbed beyond the misty clouds, beyond the pale-faced moon, beyond the fiery sun, to the Emperor's magnificent palace.
- 5 'Mighty Emperor, hear the call of mankind, who need your blessing of rain to end their suffering,' Yellow Dragon begged.



KS2 Reading texts are provided in a pull-out booklet to be easily viewed alongside questions



Read **The Yellow Dragon** (pages ii–iii)



- 11 At the beginning of the story, where did the Yellow Dragon live?

\_\_\_\_\_

2b

- 12 Write **one** word from the box in each space.

fierce   happy   sad   lively   tired   concerned   cold

In paragraph 1, the Yellow Dragon is

\_\_\_\_\_ and \_\_\_\_\_.

2h

In paragraph 3, the Yellow Dragon is

\_\_\_\_\_ and \_\_\_\_\_.

2h

- 13 In paragraph 3, why are the children crying?

They are \_\_\_\_\_.

2d

page total

### The Man Behind James Bond

- 1 James Bond is one of the world's best known secret agents. Sir Ian Fleming, the creator of the fictional character, had his own secret life in the world of espionage. It was this secret life which provided much of the background for his most famous literary creation.
- 2 Born in May 1908 to a wealthy family, Ian Fleming was one of five children. He always showed a 'determined' character. He was sent to an expensive public school, Eton College, where he showed talents for foreign languages and sports. Although quick with words and humour, Ian suffered from being in the shadow of his older brother, Peter, who excelled at everything. Ian also had a talent for finding trouble, and he was eventually 'asked' to leave the school.
- 3 He was sent to Sandhurst Military Academy to train as an officer in the army. Passing the final examination with one of the highest scores in the country showed his sharp intelligence. However, army discipline did not suit the individual and rebellious young man and he soon left the military. He finally began work at the age of 23 as a journalist.
- 4 A few years later, in 1939, Ian had his first opportunity to witness espionage close up. Sent to Moscow in Russia as a journalist, Ian reported on an important trial of some British businessmen accused of spying.
- 5 During the Second World War, Ian worked in naval intelligence, alongside experts in the secret service. He gained a range of spy skills, such as retrieving secret codes from hidden places and exchanging important prisoners, and took part in dangerous missions. These experiences would later pave the way for the imaginary adventures of his own spy, James Bond.
- 6 After the war, Fleming returned to life as a journalist and wrote his first James Bond book in 1953. He spent much of his time travelling the world for his articles, uncovering stories of gold-smuggling, deep-sea exploration and criminal networks, which all found their way into his books.

## Read **The Man Behind James Bond** (page iv)

**22** What does the writer mean by *the world of espionage*?

Circle your answer.

spying      James Bond      film-making      fame      secrecy

☐  
2a

**23** Complete this fact file for Ian Fleming.

	Fact
Name	Ian Fleming
Born	
Brother's name	
Where he trained as an army officer	
Age he became a journalist	
Date of first book	
When he was in the navy	

A range of questions types require written answers as well as numbering, ticking, circling, underlining and drawing lines between matching answers

☐  
2b

**24** (a) Ian suffered from being in Peter's shadow.

Tick the **best** explanation of this statement.

Ian did not like Peter. \_\_\_\_\_

Peter behaved and Ian did not. \_\_\_\_\_

Peter was better at everything than Ian. \_\_\_\_\_

The experience was unpleasant. \_\_\_\_\_

☐  
2d

(b) Give **two** quotes to support your answer.

1 \_\_\_\_\_

☐  
2d

2 \_\_\_\_\_

☐  
2d

page total

☐

# Meet the authors

**The writers behind New PiRA are experts in assessment development.**

## **Kate Ruttle**

Kate Ruttle has over 30 years' experience as a primary teacher, SENCO and deputy head. She has also worked for local authorities as an advisory teacher and consultant for literacy and inclusion. Kate has over 25 years' experience of writing for schools and the Department for Education. She has been involved in reading and test development and writing for the National Tests, and has curriculum development experience. Alongside qualifications such as: MEd in educational research (Cambridge); NPQH; CCET (certificate of competence in educational testing); Level 7 in Assessing and Teaching Specific Learning Difficulties, Kate is also a school improvement coach and Chair of Governors for KS1. Kate also co-authored intervention activities in Shine Interventions: Reading Skills and GPS.

## **Colin McCarty**

Colin McCarty was a teacher for 25 years before taking on the role of Project Director of National Curriculum test development for Key Stage 2 and Key Stage 3 from their inception. He has written a wide range of standardised assessments covering reading, writing, SPAG, mathematics and science.

He is passionate about providing high quality, diagnostic information that assists teachers and supports children's learning. Colin believes that summative and diagnostic information leads to data richness, which underpins assessment.

## **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 national tests, she has created assessment materials for reading, writing and grammar across KS1–KS3 and has led marking and reporting processes for SATs-style tests across KS2. Marie also co-authored intervention activities in Shine Interventions: Reading Skills and GPS.

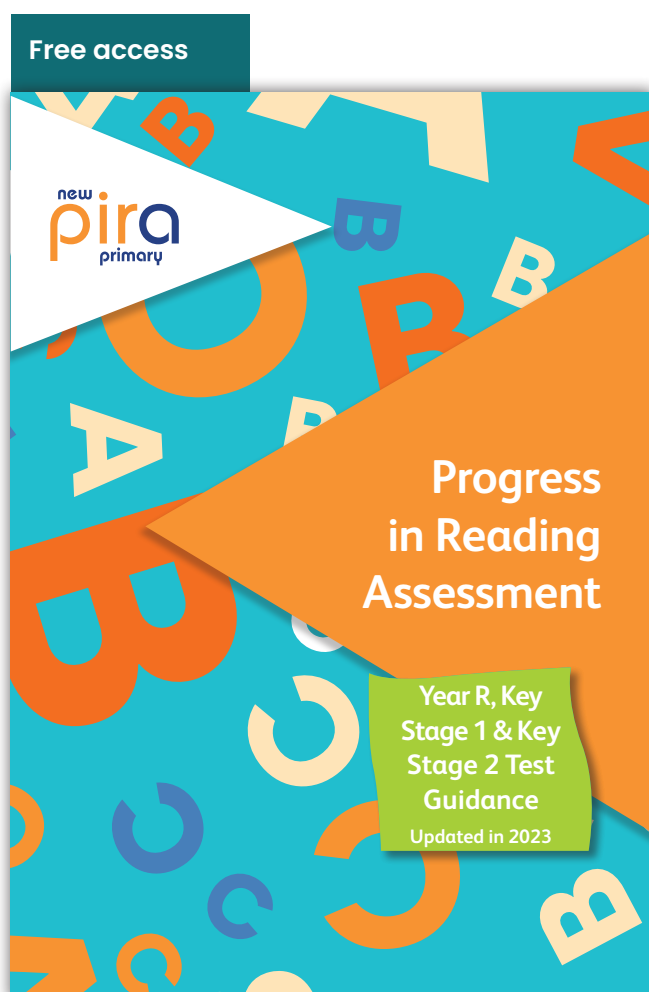


# Test Guidance and Mark Schemes

## Assessment resources to support all staff.

Free resources provide clear and thorough support to ensure optimal use of New PiRA in your school, including guidance on administering, marking and analysing assessment results.

- **Test Guidance** is given on interpreting test scores and outcomes, including summative measures, diagnostic and formative profiles, and performance predictions. Technical information is also provided on how we ensure the reliability and validity of these outcomes.
  - Teacher Scripts for Reception, Year 1 and Year 2 assessments are found within the Test Guidance.
- **Mark Schemes** provide correct answers to each question, alongside the strand reference and facility range.
- **Resources** are available online or to download from your Assessment Resources section in Boost Insights.



**Free access**

**Answers and mark scheme: 1 Autumn**

No.	Answer When marking, use professional judgement.	Mark	Content domain	Facility %
<b>Can you see ...</b>				
1	duck	1	1d	93
2	hunting	1	1d	74
3	pond park tree 1 mark for one or two correct; 2 marks for all three correct.	1 1	1b 1b	95 79
4	2 cat 1 duck 3 fox 4 owl Both required for the mark.	1	1c	50
5	The goat is in a hut. The sheep is in a shed. The cow is in a barn. (accept ban, brn, burn) 1 mark for one or two correct; 2 marks for all three correct.	1 1	1b 1b	77 57
6	shed Do not accept barn.	1	1a	31
7	on a farm	1	1d	76
8	night	1	1d	49
<b>Total</b>		<b>10</b>		
<b>Hen in the Shed</b>				
9	hen	1	1b	85
10	"I cannot get into the shed." joined to the fox. "I am going to sleep." joined to the hen. Both required for the mark.	1	1d	61
11	fox	1	1a	82
12	No No Both required for the mark.	1	1b	30
13	chick	1	1b	79
14	The chick comes out or is born or hatches. Accept You see a chick.	1	1e	64

**6** Progress in Reading Assessment © Hodder & Stoughton Ltd 2021

# Assessment maps

Our free online assessment maps allow you to check the content 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 each assessment including text type, content domains and a brief description of each text. Correlating **book band levels** are also referenced, allowing you to work out which test is appropriate for learners based on their independent reading level.

All assessment maps are available online or to download from your Assessment Resources section in Boost Insights.

Year 1: Autumn		
Text type	Text description	Content Assessed
Poem	'Can you see ...' is a poem containing two verses. The first verse should be read aloud to the class and is followed by four questions. The second verse should be read by each pupil and is followed by another four questions.	1a: Vocabulary 1 mark 1b: Comprehension 4 marks 1c: Summary 1 mark 1d: Inference 4 marks
Story	'Hen in the Shed' is a short story about a hen, a fox and a chick.	1a: Vocabulary 1 mark 1b: Comprehension 4 marks 1c: Summary 1 mark 1d: Inference 1 mark 1e: Prediction 1 mark
Story	'Bob's Hat' is a short story about a man and his hat, and how he painted his hat, coat and boots.	1b: Comprehension 2 marks 1c: Summary 1 mark 1d: Inference 3 marks 1e: Prediction 1 mark
Reading Planet book bands: <b>Red – Yellow</b> Letters and Sounds phase 3 - 4		

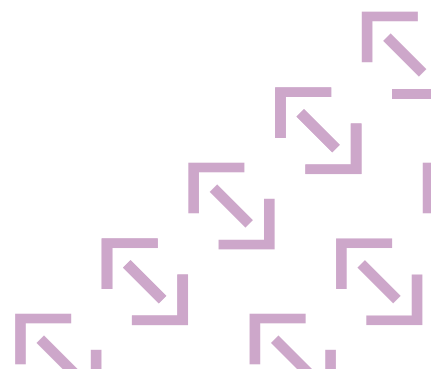
Year 2: Autumn		
Text type	Text description	Content Assessed
Poem	'On the Farm' is a poem with a single verse. It describes a mystery animal that the pupils have to guess from the clues in the poem.	1a: Vocabulary 1 mark 1b: Comprehension 3 marks 1c: Summary 1 mark 1d: Inference 3 marks 1e: Prediction 1 mark
Story	'Sam felt ill' is a short story about a boy who feels ill in class.	1a: Vocabulary 2 marks 1b: Comprehension 4 marks 1c: Summary 1 mark 1d: Inference 1 mark 1e: Prediction 2 marks
Non-fiction	This section asks questions about the contents page of a book about transport, and then about an excerpt from the book, 'Motorbikes'.	1a: Vocabulary 1 mark 1b: Comprehension 2 marks 1d: Inference 3 marks
Reading Planet book bands: <b>Turquoise – Purple</b>		

Year 3: Autumn		
Text type	Text description	Content Assessed
Story	'Billy's Tooth' is a story about a boy with a loose tooth.	2a: Vocabulary 2 marks 2c: Summary 3 marks 2d: Inference 7 marks 2e: Prediction 2 marks 2f: Structure 1 mark 2g: Impact 1 mark 2h: Comparison 1 mark
Non-fiction	'Keeping Pets' is a non-fiction article about keeping rabbits, hamsters, guinea pigs, cats and kittens, and dogs and puppies.	2a: Vocabulary 2 marks 2b: Comprehension 7 marks 2c: Summary 1 mark 2d: Inference 1 mark 2f: Structure 2 marks 2h: Comparison 2 marks
Poem	'Mum' is a poem that describes the character of a mother.	2a: Vocabulary 2 marks 2b: Comprehension 1 mark 2d: Inference 1 mark 2f: Structure 2 marks 2g: Impact 2 marks
Reading Planet book band: <b>Lime</b>		

Year 4: Autumn		
Text type	Text description	Content Assessed
Story	'Another Start' is a story about Lisa arriving in a new school after she and her mother have moved to a new house.	2a: Vocabulary 2 marks 2b: Comprehension 6 marks 2c: Summary 1 mark 2d: Inference 4 marks 2g: Impact 2 marks 2h: Comparison 2 marks
Interview	'A Day in the Life of Roger Hunter' is a transcript of an interview with the best-selling children's author by Kirsty Pippins, presenter of Kule Dudes Rule.	2a: Vocabulary 1 mark 2b: Comprehension 1 mark 2c: Summary 2 marks 2d: Inference 3 marks 2e: Prediction 2 marks 2f: Structure 3 marks 2g: Impact 2 marks
Poem	'Time' is a poem about how fast time seems to pass.	2a: Vocabulary 1 mark 2b: Comprehension 4 marks 2d: Inference 1 mark 2f: Structure 3 marks
Reading Planet book bands: <b>Mercury – Venus</b>		

Year 5: Autumn		
Text type	Text description	Content Assessed
<b>Non-fiction</b>	'Great Escapes' is about the life and stunts of Harry Houdini.	2a: Vocabulary 3 marks 2b: Comprehension 7 marks 2d: Inference 5 marks 2g: Impact 1 mark
<b>Story</b>	'Crossing the Canyon' is about Juan, a man escaping something to try to reach safety, when he is stopped by a canyon across his path and encounters a little girl.	2a: Vocabulary 1 mark 2b: Comprehension 3 marks 2d: Inference 4 marks 2e: Prediction 1 mark 2f: Structure 4 marks 2g: Impact 4 marks 2h: Comparison 2 marks
<b>Report</b>	'Lucky Escape!' is about a Siberian tiger that escapes from its enclosure, and the efforts made to catch the tiger.	2a: Vocabulary 2 marks 2c: Summary 1 mark 2d: Inference 3 marks 2e: Prediction 2 marks 2g: Impact 1 mark 2h: Comparison 1 mark
Reading Planet book bands: <b>Earth – Mars</b>		

Year 6: Autumn		
Text type	Text description	Content Assessed
<b>Letter</b>	'Kayaking' is a letter from Sam to his grandparents, describing a camping holiday, the surroundings and a trip to go kayaking on a river.	2a: Vocabulary 2 marks 2b: Comprehension 1 mark 2c: Summary 1 mark 2d: Inference 7 marks 2e: Prediction 1 mark
<b>Story</b>	'Keeping Joe Busy' is a story told from the point of view of Danny, about when his mum asks him to look after his little brother Joe. They go walking by the side of a stream.	2a: Vocabulary 2 marks 2b: Comprehension 3 marks 2c: Summary 1 mark 2d: Inference 6 marks 2f: Structure 2 marks 2g: Impact 4 marks 2h: Comparison 3 marks
<b>Non-fiction</b>	'Otter Info' describes otters in Britain: how their population has reduced and why; what otters do during the day and night; and where they live.	2a: Vocabulary 2 marks 2b: Comprehension 6 marks 2d: Inference 3 marks 2e: Prediction 1 mark
Reading Planet book band: <b>Jupiter</b>		





Reception: Spring		
Text type	Text description	Content Assessed
Phonics	There are eight phonics questions, accompanied by a teacher script on the last page of the test, to be read aloud to the class.	Comprehension: 2 marks Phonics: 7 marks
Story	'Sad Sid' is a short story about Sid falling out of bed. It should be read aloud to the class and is followed by eight questions.	Comprehension: 4 marks Reading for meaning: 2 marks Phonics: 3 marks
Story	'A Visit to the Zoo' is a short story about the animals seen by a child on a visit to the zoo and is followed by six questions.	Comprehension: 1 mark Reading for meaning: 1 mark Phonics: 5 marks
Reading Planet book bands: <b>Pink – Red</b> Letters and Sounds phase 2 - 3		

Year 1: Spring		
Text type	Text description	Content Assessed
Poem	'My Colour Week' is a poem containing one verse. It should be read aloud to the class and is followed by seven questions.	1b: Comprehension 4 marks 1c: Summary 1 mark 1d: Inference 2 marks 1e: Prediction 1 mark
Story	'The Dragon' is a short story about Ben and Sam meeting a dragon.	1a: Vocabulary 1 mark 1b: Comprehension 2 marks 1c: Summary 1 mark 1d: Inference 4 marks 1e: Prediction 1 mark
Non-fiction	'Animals in Africa' describes elephants, giraffes, lions and zebras.	1a: Vocabulary 2 marks 1b: Comprehension 5 marks 1d: Inference 1 mark
Reading Planet book bands: <b>Blue – Green</b> Letters and Sounds phase 4 - 5		

Year 2: Spring		
Text type	Text description	Content Assessed
Poem	'My Week' is a poem about what the writer does on different days and in different weather.	1b: Comprehension 2 marks 1c: Summary 1 mark 1d: Inference 5 marks
Non-fiction	This section asks questions about different kinds of sharks.	1a: Vocabulary 2 marks 1b: Comprehension 10 marks
Story	'Grandpa Pat' is about Jen's visit to see her grandpa.	1a: Vocabulary 2 marks 1b: Comprehension 4 marks 1c: Summary 1 mark 1d: Inference 2 marks 1e: Prediction 1 mark
Reading Planet book bands: <b>Purple – Gold</b>		

Year 3: Spring		
Text type	Text description	Content Assessed
Poem	'Family Snapshot' is a poem about a picture of a family that describes each of the people shown.	2a: Vocabulary 2 marks 2b: Comprehension 1 mark 2d: Inference 3 marks 2e: Prediction 2 marks 2f: Structure 1 mark 2h: Comparison 1 mark
Story	'A Present for Dad' is a story about Jo and her ideas about buying the best present ever for her dad's birthday.	2a: Vocabulary 1 mark 2b: Comprehension 3 marks 2c: Summary 2 marks 2d: Inference 6 marks 2e: Prediction 1 mark 2f: Structure 1 mark 2g: Impact 1 mark 2h: Comparison 1 mark
Non-fiction	'Quad Roller Skates' is an article about the parts of a quad roller skate, how skates were used, why they are becoming popular again and the protective gear to wear when using them.	2a: Vocabulary 3 marks 2b: Comprehension 5 marks 2c: Summary 2 marks 2f: Structure 3 marks 2g: Impact 1 mark
Reading Planet book band: Lime		

Year 4: Spring		
Text type	Text description	Content Assessed
Non-fiction	'Survival Foods' describes the types of food that can be eaten in the wild.	2a: Vocabulary 2 marks 2b: Comprehension 7 marks 2c: Summary 2 marks 2d: Inference 1 mark 2f: Structure 2 marks 2g: Impact 1 mark
Story	'Marooned' is a story of someone alone on a desert island and the things they see, hear and experience.	2a: Vocabulary 2 marks 2b: Comprehension 1 mark 2c: Summary 1 mark 2d: Inference 7 marks 2e: Prediction 1 mark 2f: Structure 2 marks 2h: Comparison 2 marks
Poem	'Attic Fanatic' is a poem about things someone can hear when they are lying in bed.	2a: Vocabulary 2 marks 2b: Comprehension 1 mark 2c: Summary 2 marks 2d: Inference 2 marks 2e: Prediction 1 mark 2g: Impact 1 mark
Reading Planet book bands: Earth – Mars		

Year 5: Spring		
Text type	Text description	Content Assessed
Poem	'A Small Dragon' is a poem about how a dragon hatches from an egg and looks around.	2a: Vocabulary 3 marks 2b: Comprehension 2 marks 2c: Summary 1 mark 2d: Inference 3 marks 2e: Prediction 2 marks 2f: Structure 1 mark
Story	'The Yellow Dragon' is a story about the Jade Emperor and a yellow dragon that goes to him to ask for help for villagers.	2a: Vocabulary 2 marks 2b: Comprehension 2 marks 2c: Summary 1 mark 2d: Inference 8 marks 2e: Prediction 1 mark 2g: Impact 2 marks 2h: Comparison 4 marks
Recount	'Explorer's Journal' recounts a person seeing a Komodo Dragon.	2a: Vocabulary 1 mark 2b: Comprehension 7 marks 2d: Inference 4 marks 2f: Structure 1 mark
Reading Planet book band: <b>Jupiter</b>		

Year 6: Spring		
Text type	Text description	Content Assessed
Persuasive	'Transforming the School Playground' is a poster created by a pupil of a school that has been given a large amount of money to improve its playground.	2a: Vocabulary 1 mark 2b: Comprehension 6 marks 2c: Summary 2 marks 2d: Inference 1 mark 2f: Structure 1 mark 2g: Impact 1 mark 2h: Comparison 1 mark
Poem	'Merlin and the Snake's Egg' is a poem about Merlin the wizard and his encounters as he searches for a snake's egg.	2a: Vocabulary 3 marks 2b: Comprehension 3 marks 2d: Inference 3 marks 2f: Structure 1 mark 2g: Impact 2 marks
Story	'A Lesson in Life' describes a pupil from the future in a science detention conducting an experiment.	2a: Vocabulary 2 marks 2b: Comprehension 4 marks 2d: Inference 11 marks 2e: Prediction 2 marks 2h: Comparison 1 mark
Reading Planet book band: <b>Saturn</b>		

Reception: Summer		
Text type	Text description	Content Assessed
Phonics	There are eight phonics questions, accompanied by a script on the last page of the test, to be read aloud to the class.	Comprehension: 1 mark Reading for meaning: 1 mark Phonics: 7 marks
Story	'Dad' is a short story about a girl watching her dad arrive home and giving her a present. It should be read aloud to the class and is accompanied by five questions.	Comprehension: 6 marks Reading for meaning: 1 mark Phonics: 2 marks
Story	'Food' is a short story about eating different food in different places. There are four questions.	Comprehension: 2 marks Reading for meaning: 1 mark Phonics: 4 marks
Reading Planet book band: <b>Red</b> Letters and Sounds phase 3		

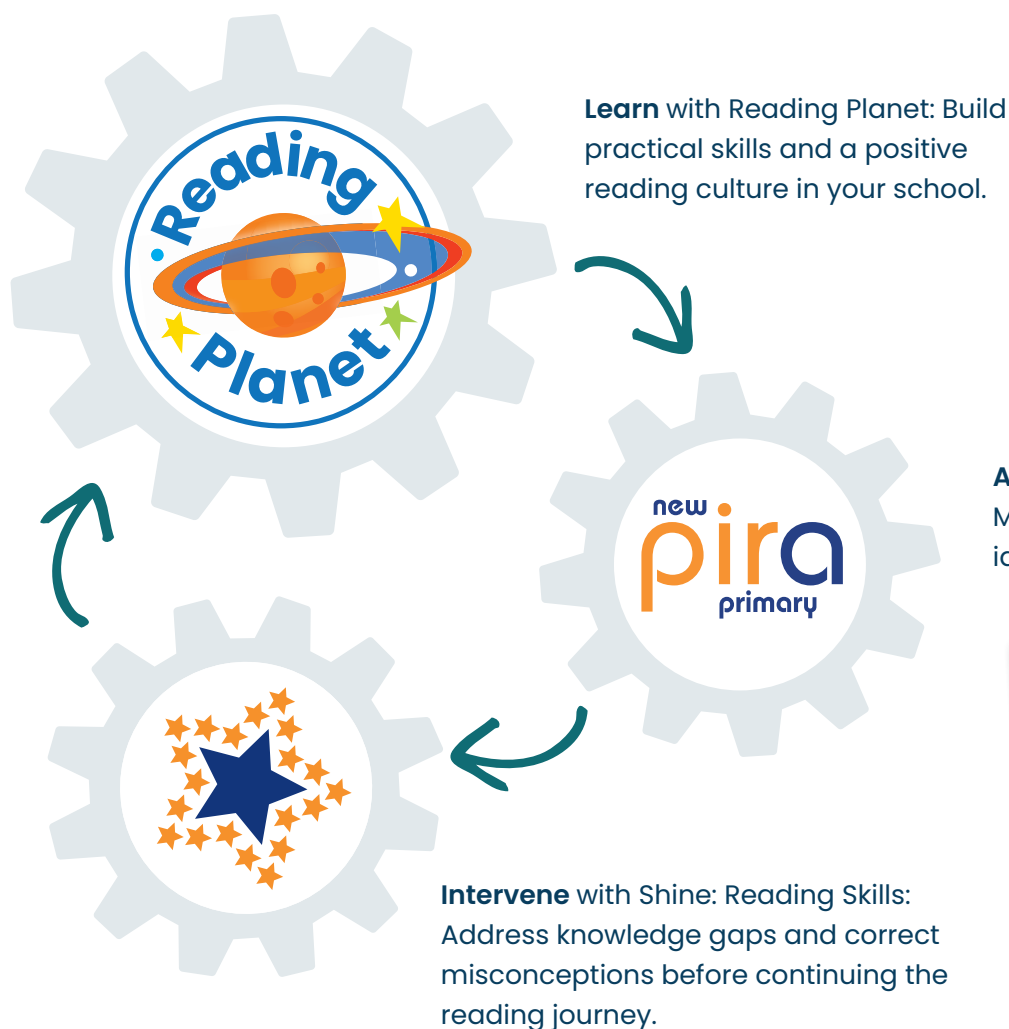
Year 1: Summer		
Text type	Text description	Content Assessed
Poem	'In the Park' is a poem of three verses. It should be read aloud to the class and is followed by seven questions.	1b: Comprehension 3 marks 1c: Summary 1 mark 1d: Inference 2 marks 1e: Prediction 1 mark
Story	'Spip' is a short story about an alien landing on Earth and making a friend.	1b: Comprehension 1 mark 1c: Summary 2 marks 1d: Inference 4 marks 1e: Prediction 1 mark
Non-fiction	'People Who Help Us' describes a farmer, a teacher, a firefighter, a nurse and a truck driver and how they help us.	1a: Vocabulary 3 marks 1b: Comprehension 4 marks 1d: Inference 3 marks
Reading Planet book bands: <b>Green – Orange</b> Letters and Sounds phase 5 - 6		

Year 2: Summer		
Text type	Text description	Content Assessed
Playscript	'Who Will Help?' is a playscript about a farmer and his farm animals.	1a: Vocabulary 2 marks 1b: Comprehension 3 marks 1d: Inference 3 marks 1e: Prediction 1 mark
Story	'Jason's Pet' is a short story about Jason's new pet and Jason's visit to the pet shop to buy it some food.	1a: Vocabulary 2 marks 1b: Comprehension 4 marks 1c: Summary 1 mark 1d: Inference 2 marks 1e: Prediction 1 mark
Non-fiction	'Man on the Moon' describes the first landings by people on the Moon.	1a: Vocabulary 2 marks 1b: Comprehension 4 marks 1c: Summary 1 mark 1d: Inference 4 marks
Reading Planet book bands: <b>Gold – White</b>		

# A total literacy solution from Hachette Learning

Support your young learners with our total literacy solution as they develop their love for reading.

Reading Planet supports each learner at every stage of their reading journey, with over 800 books including non-fiction, fables, traditional tales, poetry and more. This whole-school reading scheme for ages 3–11 was created with experts, authors and partner schools to produce reading books and teaching materials that learners truly enjoy!



**Assess** with New PiRA: Measure understanding and identify gaps in learning.





# Unlock targeted interventions

Effectively plug knowledge gaps with **Shine Interventions**:  
diagnostically driven by your learners' New PiRA results.

- **Intervention Reports**  
instantly pinpoint areas of weakness and **identify learners** whose assessment results indicate an intervention is needed.
- Learners are grouped according to **learning area**, targeting all related sub-strands of inference, retrieval and vocabulary.
- Links to suggested interventions (known as **Learning Sequences**) are provided for each learning area, designed to address that specific knowledge gap.
- Interventions include a **Modelled Response** session followed by a **Supported Independent Practice** session, with a range of fiction, non-fiction and poetry texts to engage learners.

Example Fiction Text  
from a Year 1 Vocabulary  
Learning Sequence.

## ★ Shine Reading Skills Vocabulary, Fiction 3

### Text A – Beans on Toast by Kate Ruttle

"Can I have beans on toast for lunch, Dad?" I asked.

"Yes," smiled Dad, "but we do not have any beans. We will have to pop to the shop and get some."

On the way to the shop, Dad said, "I must remember to get some milk too, and some eggs, and a box of cat food."

1. "We will have to pop to the shop," Dad said.

The word *pop* means:

Tick (✓) **one**.

☐ make a bang.

☐ go quickly.

☐ go in the car.

☐ wait for a bit.

2. Find and copy one word that means the same as 'said'.

Dad did not have any money, so we had to go to the bank first.

At last we got to the shop. I helped Dad get some beans, milk, eggs and cat food.



Rising Stars 2020 © Hodder & Stoughton Limited.

You may photocopy this page.

1

“The biggest thing is seeing the children suddenly just ‘get it’.”

St Barnabas' CE First and Middle School

# Ready when you are

Each Learning Sequence includes Learner Worksheets with supporting **Prepare, Do, Review** documentation and step-by-step **Teaching Notes** to ensure successful delivery from all staff members, regardless of subject knowledge.

- **Prepare, Do, Review** guidance includes suggested timings, teaching tips, potential stumbling blocks and a summary of skills practised, including content domains.
- **Learner worksheets** allow you to check each child's understanding.
- **Teaching Notes** are designed to facilitate 'pick up and go' sessions with teaching assistants. Steps and Checks guide discourse and provide prompts to observe whether objectives have been met.
- **Record and Impact Forms** help to track and evidence learners' progress and the impact of interventions.

Example Teaching Notes from a Year 1 Vocabulary Learning Sequence (Beans on Toast)

## Shine Reading Skills Year 1, Vocabulary, Fiction 3

### Answer the questions

You may wish to read questions aloud to pupils. If using the online modelling responses software, copy and paste textual evidence for your answer.

	Steps	Check pupils can	Answer and marks
<b>1 (1a)</b>	<p>"We will have to pop to the shop," Dad said.</p> <p>The word <i>pop</i> means:</p> <p>Tick (✓) <b>one</b>.</p> <p><input type="checkbox"/> make a bang.      <input type="checkbox"/> go quickly.</p> <p><input type="checkbox"/> go in the car.      <input type="checkbox"/> wait for a bit.</p>		
<b>Model</b>	<p>Read the question together.</p> <p>Discuss together different meanings for the word 'pop' (e.g. in 'popcorn', 'pop-up', 'pop out'). Challenge pupils to use the words in sentences.</p> <p>Together, scan for the word 'pop' in the section above the question, in order to clarify its context.</p> <p>Read the options in the question again and select the most likely synonym together.</p>	<p>Use words in sentences to illustrate meaning.</p> <p>Scan the text efficiently.</p> <p>Know that context is necessary to understand the meaning of a word.</p> <p>Select the most likely option from the choice of synonyms in the question.</p>	<p>✓ go quickly. (1 mark)</p>
<b>2 (1a)</b>	<p><b>Find and copy one</b> word that means the same as 'said'.</p>		
<b>Model</b>	<p>Read the question together.</p> <p>Ask pupils to tell you some words they know which can mean 'said' (e.g. 'asked', 'replied', 'shouted', etc.).</p> <p>Together, read the section above the question, highlighting or underlining words that can be replaced by the word 'said'.</p> <p>Model how you can check each answer by re-reading the sentence containing the word, but saying 'said' in place of the highlighted word.</p>	<p>Use existing knowledge and own experience to answer the question.</p> <p>Identify possible synonyms.</p> <p>Use a replacement strategy to check that the word is a synonym.</p>	<p>asked Accept: smiled (1 mark)</p>

30-day free trial available.

Annual Shine subscriptions from £410 per subject.

# We are Hachette Learning

**Together, we unlock every learner's unique potential.**

Wherever you are, whatever curriculum you follow, and whatever your budget, we'll work with you to understand your unique challenges and needs – providing tailored teaching and learning solutions to help you and your students thrive.

Find your local Assessment Consultant at [hachettelearning.com/consultants](https://hachettelearning.com/consultants)



## Our three steps to success:

Assess > Identify > Intervene

1. Assess your learners with New PiRA print or digital assessments.
2. Identify areas of strength and pinpoint knowledge gaps among your learners.
3. Take action with Shine's innovative targeted interventions to build understanding and consolidate learning.