**Content Domain Coverage Overall**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Percentage of overall papers** | **Percentage range outlined by the test developers’ framework** | **Percentage of 2018 test** | **Percentage change based on 2018** |
| **2a – define** | 12% | 10 – 20% | 20% | -8% |
| **2b – retrieve** | 42% | 16 – 50% | 26% | +16% |
| **2c – summarise** | 2% | 2 – 12% | 6% | -4% |
| **2d – infer** | 36% | 16 – 50% | 44% | -8% |
| **2e – predict** | 0% | 0 – 6% | 0% | = |
| **2f - relate** | 0% | 0 – 6% | 0% | = |
| **2g - explore** | 3% | 0 – 6% | 0% | +3% |
| **2h - compare** | 2% | 0 – 6% | 4% | -2% |

**Question Stems**

|  |  |
| --- | --- |
| **Question Style**  **(NB. questions can have more than one)** | **Marks Available** |
| Who | 2 |
| What | 12 |
| Where | 1 |
| When | 0 |
| Why | 3 |
| How | 2 |
| In \_\_\_\_\_\_\_’s opinion/\_\_\_\_\_ thinks that | 2 |
| In what way | 1 |
| Which/ In Which | 2 |
| This suggests that/ \_\_\_\_ suggests that | 3 |
| Give one example | 1 |
| Give two | 2 |
| That | 0 |
| Explain | 1 |
| Whether | 0 |
| True or false | 4 |
| Complete the table | 10 |
| Fact or opinion | 0 |
| Impression and evidence | 6 |
| Sequencing numbers | 0 |
| Write two | 0 |
| Tick two, three, one box in each row etc | 1 |
| Find and copy | 4 |
| Matching | 0 |
| According to… | 0 |
| Tick box | 9 |
| Short Response (1 mark) | 32 |
| Extended Response (2 or 3 marks) | 18 |
| Other Response | 1 |

**Texts**

* The following ‘real’ texts were used or adapted:
  + *The Park* taken from *The Accidental Prime Minister* by Tom McLaughlin, 2015.
    - 570 words.
    - Lexile Measure: 500L – 600L.
    - Year 3/4 text.
  + *Fact Sheet: About Bumblebees* adapted from *Bumblebee Fact Sheet* by Bumblebee Conservation Trust.
    - 838 words.
    - Lexile Measure: 1000L – 1100L.
    - Length and sentence complexity challenging but smaller chunks of text made this easier to read than the lexile measure might suggest. The preponderance of retrieval questions also made this section easier.
  + *Music Box* taken from *The Mark of the Dragonfly* by Jaleigh Johnson, 2014.
    - 902 words.
    - Lexile Measure: 800L – 900L.
    - Around expected in Y6 but made more complex by the vocabulary and the fact that most of the questions were inferential.

**Key Points**

* This paper tested fluency – there was a significant increase on the number of words across the paper. This does not necessarily mean this is a pattern for the future, as we can see from previous word counts:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Word Count: Text 1 | Word Count: Text 2 | Word Count: Text 3 | Total Word Count |
| 2016 | 384 | 768 | 635 | 1787 |
| 2017 | 602 | 709 | 626 | 1937 |
| 2018 | 560 | 214 | 714 | 1488 |
| 2019 | 633 | 632 | 903 | 2168 |

* We have to remember that a test’s complexity is based on the texts, the questions and the threshold together. When everything is taken into account, each test is essentially of a similar level of challenge, even though they may feel very different.
* Once again, children who were working for EXP could achieve this comfortably without getting on to the third text.
* Retrieval was higher than inference due mainly to the second text being non-fiction. We also have to remember that every other skill depends on retrieval so regardless of the percentage, it’s the most important domain.
* Vocabulary was not as much of a focus in questions, however a great deal of vocabulary knowledge was needed to understand the second and third texts.
* Additional words were again emboldened this year to support students. We need to ensure children know how to use this support.
* Locators were used where deemed necessary (especially where some questions related to more than one paragraph or were not quite sequential). Again, this is designed to help children so we must ensure they understand how to use them.
* Some new question stems were introduced:
  + In \_\_\_\_\_\_’s opinion… (retrieval that looks like inference)
  + Which words best complete the question?
  + What is \_\_\_\_\_\_\_ thinking? Tick one thought (thought bubbles).
  + How does \_\_\_\_\_\_\_ react?
  + Complete the table with one piece of evidence from the text to support each statement.
  + Give one example of the use of humour in the \_\_\_\_\_\_.
  + The word \_\_\_\_ suggests that \_\_\_\_\_\_ (followed by a tick box).
* The modified large print and braille versions did not include any changes to questions other than numbering/lettering options for pupils’ answers.