

English

KS2

2016

# Year 3 Reading Assessment Marking Scheme for Poetry

question	answer	marks	notes
29.	Find and copy a word that means to eat hungrily.		
	gobble	1	<b>Content domain:</b> 2a - give /explain the meaning of words in context. <b>Award 1 mark</b> for the answer 'gobble'.
30.	In this version of the poem, which animals did the author want to be? Give <b>two</b> examples.		
	an owl, a woodpecker, a puma, [a hunter]	2	<b>Content domain:</b> 2b - retrieve and record information / identify key details from fiction and non-fiction. <b>Award 2 marks</b> for two of the following answers: an owl, a woodpecker, a puma. <b>Do not accept</b> eagle or antelope.
31.	Where would the poet live, if she became an owl?		
	in a hole in a hollow tree	1	<b>Content domain:</b> 2b - retrieve and record information / identify key details from fiction and non-fiction. <b>Award 1 mark</b> for the answer 'in a hole in a hollow tree'.
32.	What does the word 'creep' mean in the fourth verse?		
	tiptoe, sneak, skulk	1	<b>Content domain:</b> 2a - give /explain the meaning of words in context. <b>Award 1 mark</b> for answers referring to the hunter needing to tiptoe, sneak or skulk up to the puma.
33.	How would you describe a woodpecker's character?		
	rebellious /naughty nature of a woodpecker /busy nature of a woodpecker /lack of stillness or quiet of a woodpecker /doing what one wants to do /selfish behaviour	Up to 2	<b>Content domain:</b> 2d - make inferences from the text / explain and justify inferences with evidence from the text. <b>Award up to 2 marks</b> for comments that refer to the rebellious /naughty nature of a woodpecker /busy nature of a woodpecker /lack of stillness or quiet of a woodpecker /doing what one wants to do /selfish behaviour. <b>Do not accept</b> answers referring to the sounds that woodpeckers make.
34.	How does the puma move in this poem?		
	slinking [sly-foot] or slink[s] slinking [sly-foot] / slink[s] / sly-footed	1	<b>Content domain:</b> 2b - retrieve and record information / identify key details from fiction and non-fiction. <b>Award 1 mark</b> for the answers slinking [sly-foot], slink[s] or sly-footed.

35.	Look at the verse beginning Or I might be a puma... Find and copy a word or phrase that show that the puma is dangerous.		
	fierce / as fierce as fierce can be	1	<p><b>Content domain:</b> 2b - retrieve and record information / identify key details from fiction and non-fiction.</p> <p><b>Award 1 mark</b> for the answers 'fierce' or 'as fierce as fierce can be.'</p> <p><b>Do not accept</b> 'singe-coloured', 'slinking' or 'sly-foot'.</p>
36.	<b>And he'd never eat any more antelope I if he once met up with me!</b> What is the poet trying to tell us about the red Indian and the puma?		
	the red Indian/Native American may kill/hunt the puma	1	<p><b>Content domain:</b> 2d - make inferences from the text / explain and justify inferences with evidence from the text.</p> <p><b>Award 1 mark</b> for comments that refer to the fact that the red Indian/Native American may kill/hunt the puma.</p> <p><b>Also accept</b> references to the Native American being a predator.</p>
37.	Do you think the poet is happy being herself? Explain how you know.		
	<ul style="list-style-type: none"> <li>the title of the poem suggests that the poet would rather be something else</li> <li>the poet repeats that she would rather be several different animals</li> <li>the language suggests that the poet is having fun whilst she is living as the different animals</li> <li>the poet can think of lots of different animals which suggests that she would easily live as an animal</li> </ul>	1	<p><b>Content domain:</b> 2h - make comparisons within the text.</p> <p><b>Award 1 mark</b> for any of the answers indicated.</p>
38.	What does the poem tell us about life in the wild? Use the text to explain your answer.		
	<p>Reasons</p> <ul style="list-style-type: none"> <li>danger</li> <li>freedom</li> <li>native people may live there</li> </ul> <p>Evidence to prove danger</p> <ul style="list-style-type: none"> <li>A slinking, sly-foot puma /As fierce as fierce could be! /And I'd wait by the waterholes where antelope drink /And I do not think /That ever any antelope could get away from me</li> <li>Hunters</li> <li>I'd have a bow</li> <li>A flint tipped /eagle feathered arrow</li> <li>For a puma kills</li> </ul> <p>Evidence to prove freedom</p> <ul style="list-style-type: none"> <li>I'd take my dinner in chipmunk town</li> <li>And I'd never take a look /At a lesson or a book</li> <li>And I'd scold like a pirate on the sea</li> </ul> <p>Evidence to prove native people live there</p> <ul style="list-style-type: none"> <li>A red Indian hunter</li> </ul>	Up to 3	<p><b>Content domain:</b> 2g - identify /explain how meaning is enhanced through choice of words and phrases.</p> <p><b>Award up to 3 marks</b> for any three of the reasons indicated.</p> <p><b>Award 2 marks</b> for two reasons <b>or</b> for one reason with evidence from the text.</p> <p><b>Award 1 mark</b> for one reason.</p> <p><b>Do not accept</b> just evidence from the text.</p>
		Total 14	