



# Advancing Primary Reading and Mathematics Assessments

Supporting Cambridge Primary success  
for every learner, at every step.



# About the assessments

Advancing Primary Reading (APR) and Advancing Primary Mathematics (APM) Assessments are termly tests designed to accurately monitor your learners' attainment and progress over time. Identifying areas of strength and areas for improvement, assessment results empower teachers to respond to learner needs in real time, supporting learning outcomes for all.

- Monitor a learner's progress over time with three termly assessments from Year 1 to Year 6.
- Respond to learner needs in real time with instant reports and gap analysis to inform **targeted teaching** for groups and individuals.
- Whether you follow the **Cambridge Primary Curriculum**, or a hybrid curriculum that aligns, the interleaved test framework works to **revisit key content** throughout the test series.
- Free online mark schemes, test guidance and glossaries ensure every teacher has the support they need to confidently assess their learners.

## Written for international learners

Advancing Primary Reading Assessments have been written by primary assessment experts and reviewed by ESL experts to be accessible and engaging for all learners aged 5–11, including those whose primary language is not English.

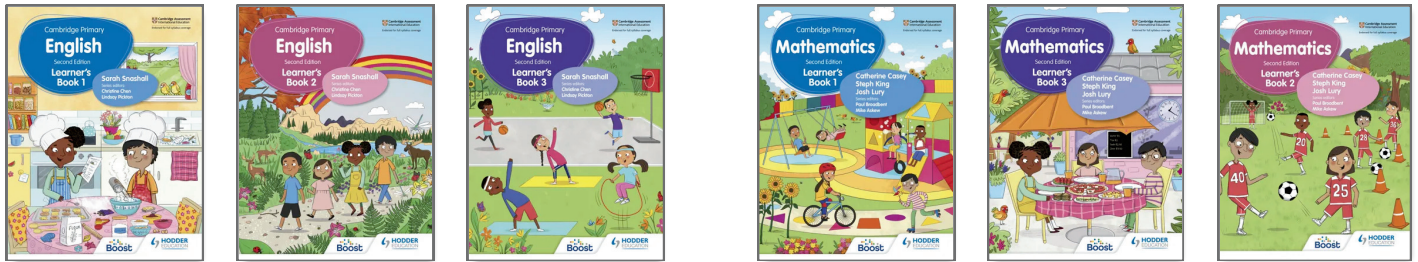
- Tested and reviewed by teachers and learners from twenty classrooms around the world.



# Assessment structure

Advancing Primary Reading and Mathematics Assessments are aligned to Hachette Learning's Cambridge Primary series of teaching and learning resources. These are also suitable for use with other national and hybrid curricula.

## Aligned to the Cambridge Primary teaching series:



Hachette Learning's Cambridge Primary English and Mathematics series are endorsed by Cambridge Assessment International Education for the Cambridge Pathway (curriculum frameworks 0058 and 0096)

## Monitor progress with termly testing

The ideal testing time is towards the end of each teaching term if your academic year is divided into three terms. If you teach in two terms, you may find it more appropriate to test near the end of Term 1, then mid-Term 2 and at the end of Term 3.

An **interleaved test framework** ensures that core skills are reassessed throughout the series, supporting progress monitoring and allowing lower attaining learners to access some of the content. Term 1 tests will contain more content from previous years, while Term 3 tests will primarily assess that year's learning.

Our assessments have been carefully written to ensure there is a steady **progression in the demand**, both within the tests and on a term-by-term and year-by-year basis. This helps to develop your learners' confidence and test-taking skills from an early age.



Year 1 Termly Test Papers: APR and APM

\* Advancing Primary Reading and Advancing Primary Mathematics Assessments are not endorsed for the Cambridge Pathway.



## Assessment content

Advancing Primary Reading and Mathematics Assessments test content across unique **learning strands**, ensuring that all learning objectives are covered.

These learning strands are used to power strand analysis in Boost Insights reports, highlighting areas of strength and weakness among groups and individuals.

### Advancing Primary Reading

Code	Skill
RI	Retrieving information
INF	Inference (including prediction)
ST	Structure
VOC	Vocabulary
GP	Grammar and punctuation
WS	Writer's style

**Assessment content maps** provide a full break down of every question in each test, so you can be sure that all of the content has been taught. Download for free on our website or from your Boost Insights account.

### Advancing Primary Mathematics

Code	Strand
CS	Counting and sequences
FDPR	Fractions, decimals, percentages and ratios
INT	Integers, powers and operations
PV	Place value, ordering and rounding
GSP	Geometry, shape and position
TM	Time and measures
SP	Statistics and probability

# Assessment insights

The Advancing Primary Assessments include access to **Boost Insights**, our online reporting platform. Instantly run gap analysis and build a comprehensive profile of your learners based on their assessment results:

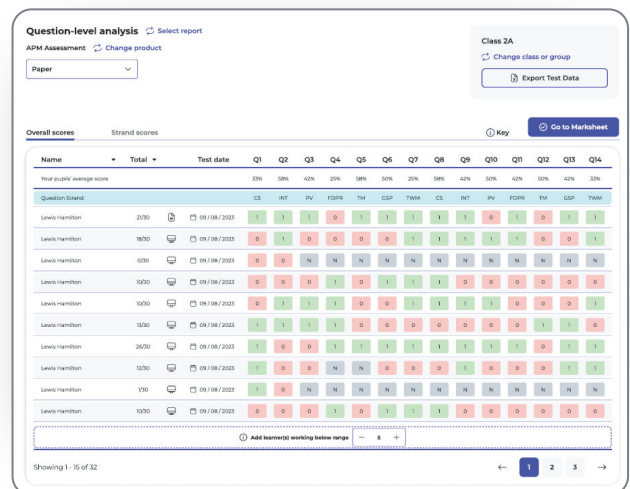
## Individual Learner Report:

- Analyse the performance of a single learner on their test.
- Identify areas of strength and weakness with a **Strand Performance** breakdown.
- Compare a learner's score against the **average score** in their class.



## Question-level Analysis Report:

- Easily spot areas of strength and weakness at a **question and strand** level.
- Identify shared knowledge gaps among groups of learners.
- View the group's **average score** for each question or each strand.



# Advancing Primary Reading

All reading texts and illustrations in APR are designed to be **accessible, appropriate and engaging** for a broad spectrum of learners. A diverse mix of geographical, cultural and social contexts ensures a balance between learners relating to the texts while broadening their understanding of other contexts.


Each assessment contains three unique texts, covering a range of fiction, non-fiction, poetry and playscripts. Text types include fantasy stories, traditional tales, historic fictions, cultural poems, non-fiction recounts, biographies and more.

Image-based texts help to engage younger learners, with extra space for answering.

Teacher transcripts for Y1–Y2 tests support delivery in individual or group settings.

### Sam in Sea Sweet Land

One day, Sam found a shiny shell at the beach. When he touched it, he spun around and around. He shut his eyes. When he opened his eyes, he was in an underwater land. He saw big, pink fish. They looked like sweets.



1 **What did Sam find at the beach?**

Sam found a \_\_\_\_\_ at the beach. /1  
RI

---

2 **What colour were the fish?**

\_\_\_\_\_ /1  
RI

page total


2 Year 1 Term 1 © Hodder & Stoughton Ltd 2025. Photocopying is not permitted.

“Hello,” said a fish. “You are in Sea Sweet Land. Do you want to swim with me?”

“Yes,” said Sam with a big smile. He liked swimming and he loved sweets.

Sam and the fish swam in the sea. The sea tasted of ice cream. Sam was happy.

Suddenly, there was a big shadow. “What’s that? Where has the light gone?” asked Sam.



“Shhhhh,” said the fish. “That is a snarkle. Look at its long, sticky legs. It could catch us. Let’s hide.”





They hid and the snarkle swam past.

Sam found his shell from the beach. He picked it up. Sam spun around and around. Sam shut his eyes. When he opened his eyes, he was back on the beach.

3 Suddenly, there was a big **shadow**.

**What is a “shadow”?**

Draw a circle around the one correct answer.

/1  
 VOC

page total

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Year 1, Term 1 – Fantasy story

Clear space for marking indicates how many marks each question is worth and the **strand code** for this question.

A range of question types and answering styles include written answers, ticking multiple choices, circling words and images, numbering and drawing lines to match answers.

## Parveen's Pear Pudding

- 1 Parveen picked some sweet pears. She picked them from the tree.
- 2 She picked the pesky pears all day. She picked them all for me.
- 3 Parveen chopped and peeled the pears, And popped them in a pot.
- 4 She added plums and sugar too, 'Till they were sweet and hot.
- 5 Parveen put it in the oven to cook. When it was ready, she cut me a slice.
- 6 "Please, can I have some more?" I asked. It tasted really nice.



- 21 Where did Parveen pick the pears from? Draw a circle around the one correct answer.

ground    plant    tree    market



page total

10



Year 2 Term 1

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- 22 She picked the **pesky** pears all day.

What does the word "pesky" tell us?

Tick (✓) the one correct answer.

- Parveen had trouble picking the pears.
- Parveen was excited about picking the pears.
- Parveen felt sad about picking the pears.
- Parveen was happy picking the pears.

WS

- 23 How long did Parveen pick the pears for?

Tick (✓) the one correct answer.

- all day
- all morning
- all evening
- all week

RI

- 24 Choose the joining word in the sentence below.

Draw a circle around the one correct answer.

Parveen chopped and peeled the pears,

GP

- 25 Write one word from the poem that tells you Parveen was making a dessert rather than dinner.

\_\_\_\_\_

VOC

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Year 2 Term 1



11

Year 2, Term 1 – Traditional rhyming poem

## Angelique Kidjo

Angelique Kidjo, who was born in Benin on 14 July 1960, is an award-winning singer, songwriter and international goodwill ambassador. For many years now, audiences have been stunned by her unique talent and, in 2021, she was named one of the most influential people in the world!



Born into a family of performers – her father was a musician; her mother was a dancer and theatre director – she grew up listening to Beninese traditional music. By the time she was six, she was performing in her mother's theatre. At school, she sang in a band and later recorded an album with her brother. This success meant she could travel all over West Africa.

In 1983, she moved to Paris, France to begin studies as a human rights lawyer, but her heart led her to music instead! She studied music at Paris' CIM jazz school and, two years later, became the front singer of a jazz-rock band. Soon, she was the most popular live performer in Paris! She recorded a solo album, was "discovered" and signed recording contracts in 1991 and 2000.

Angelique states, "I've made it my life's work to support my fellow African sisters" and in 2006, she founded the Batonga Foundation which gives Benin's girls the knowledge and skills to change lives. She has also travelled the world on behalf of all children in her role as a UNICEF (children's charity) ambassador.

Angelique has since gone on to win five Grammy music awards. She mixes traditional music (from her childhood) with forms such as funk, pop and reggae, performing with the world's greatest artists. In 2014, her first autobiographical book was published, and her twelfth album was released, which won Best World Music Album a year later. With her striking voice and captivating stage presence, the rhythmic sounds of her native land are never far away ...

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Year 6 Term 1



iii

- 4 In which ways did Angélique work with her family? Write two examples.

1. \_\_\_\_\_
2. \_\_\_\_\_

RI

- 5 Why did Angélique move to France?

Tick (✓) the one correct answer.

- to become a singer
- to be popular
- to be discovered
- to study law

RI

- 6 Angélique is a singer, but she helps people in other ways too. Find and copy one example to show how Angélique helps others.

\_\_\_\_\_

RI

- 7 What will you find in Angélique's book?

Tick (✓) the one correct answer.

- stories she has made up
- information about her life
- poems
- the words of her songs

RI

- 8 Find and copy information from the text to complete this table. One has been done for you.

Angélique	Year
was born	1960
moved to Paris	
signed her first recording contract	
published a book	
released her twelfth music album	

RI

- 9 Tick (✓) one box in each row to show whether these sentences about Angélique are facts or opinions.

Sentence	Fact	Opinion
Her success meant she could travel all over West Africa.		
She recorded a solo album.		
Angélique is the queen of song with her unique voice and captivating stage presence.		

RI

- 10 Write the present tense of these verbs from the text.

grew: \_\_\_\_\_

sang: \_\_\_\_\_

meant: \_\_\_\_\_

RI

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For Years 3–6, reading passages are provided in pull-out booklets to be viewed alongside the test.

Year 6, Term 1 – Non-fiction biography

# Advancing Primary Mathematics

In addition to testing the key mathematical learning areas (**strands**), some questions test a learner's ability to think and work mathematically. These are highlighted within mark schemes as **problem solving** skills.

Image-based texts help to engage younger learners and contextualise mathematical problems, with a range of **answering styles** and extra space for working out.

**1**

/1  
CS

**2**

/1  
CS

**3**

counters  /1  
CS

page total

**2** Year 1 Term 1 © Hodder & Stoughton Ltd 2025. Photocopying is not permitted.

**4**

grapes  /1  
INT

**5**

/1  
GSP

**6**

Sam has 8 stars.  
Anna has 1 more star.  
How many stars does Anna have?

stars  /1  
INT

page total

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Year 1, Term 1 – CS, GSP & INT questions

Question	Script
1	There is one dot in the first oval. Draw three dots in the empty oval.
2	Look at the plates of mangoes. Tick the plate showing seven mangoes.
3	Meera makes a pattern with some counters. How many counters did she use? Write the number in the box.


**Teacher transcripts for Y1–Y2 tests guide you through delivering the assessments.**

Each assessment begins with number-based questions.

The final 5 marks in each test are more difficult questions to help you identify your most able learners.

1 6 7 8 9  /1  
GS

2 10 20 30 40  /1  
GS


3   ducks /1  
NT


4 


whole		
	○	
7		12
part		part

 /1  
NT

page total

2  Year 2 Term 1 © Hodder & Stoughton Ltd 2025. Photocopying is not permitted.

5   balls /1  
NT

6   biscuits /1  
NT


7 

9	nine
16	<input type="text"/>

/1  
NT

8  fifty-eight /1  
NT

page total

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44 In this equation, A and B are positive whole numbers.  
 $A + A + B + 16 = 21$   
 Find two possible solutions for the value of A and B.  
 If A = , then B =   
 or  
 If A = , then B =  /2  
DMP1

45 Calculate:  
 $\frac{4}{5} \times 35 = \text{}$  /1  
DPR

page total

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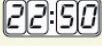
Year 2, Term 1 - CS & INT questions

Year 6, Term 1 - CS & FDPR questions


37 Draw lines to match the equivalent (=) percentages, fractions and decimals.  
 One has been done for you.

Percentages	Fractions	Decimals
10%	$\frac{1}{2}$	0.8
80%	$\frac{1}{5}$	0.3
30%	$\frac{3}{10}$	0.1
50%	$\frac{1}{10}$	0.5
20%	$\frac{4}{5}$	0.2

38 Arjun is on an overnight train journey.  
 A digital clock in the station shows the time when the train departs in the evening.




Arjun looks at his watch when the train arrives at its destination the next morning.



How long did the journey take?

hours  minutes /1  
TM

page total

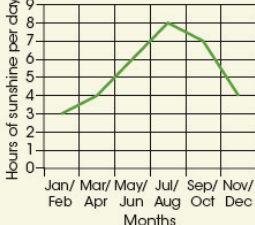
12  Year 5 Term 1 © Hodder & Stoughton Ltd 2025. Photocopying is not permitted.

39 Harry wants to find out how children in his class travel to school.  
 Tick (✓) two categories that will help him find this out.

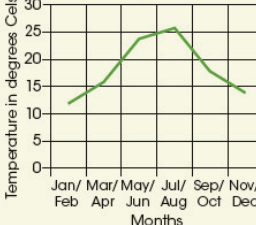
the colour of the bus  
 the type of transport they use  
 if it is a cloudy day  
 if they walk to school /1  
SP

40 These two graphs show the expected hours of sunshine and the expected temperature in Denmark for the months of the year.

**Sunshine**




**Temperature**



Tick (✓) the one correct statement about the relationship between the line graphs.

The colder it gets, the more sunshine there is.  
 The warmer it gets, the cloudier it gets.  
 The less sunshine there is, the more rain there is.  
 The more sunshine there is, the warmer it gets. /1  
DMP4

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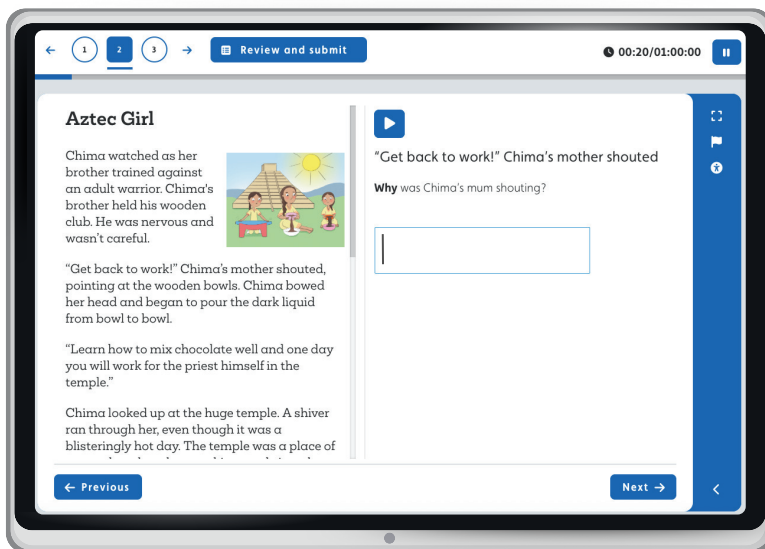
13 © Hodder & Stoughton Ltd 2025. Photocopying is not permitted. Year 5 Term 1 

Year 5, Term 1 - FDPR, TM & PS questions

# Interactive assessments

Advancing Primary Reading and Mathematics Assessments can be administered as paper tests, or as interactive online assessments. With all the same content and reporting analysis, interactive assessments can lighten your teacher workload with **automated marking**.

Assign to individuals, groups or whole classes via Boost Insights.



Sample: APR Year 4 Term 1

Choose whether to display a test timer for each learner and allocate **extra time** if needed.



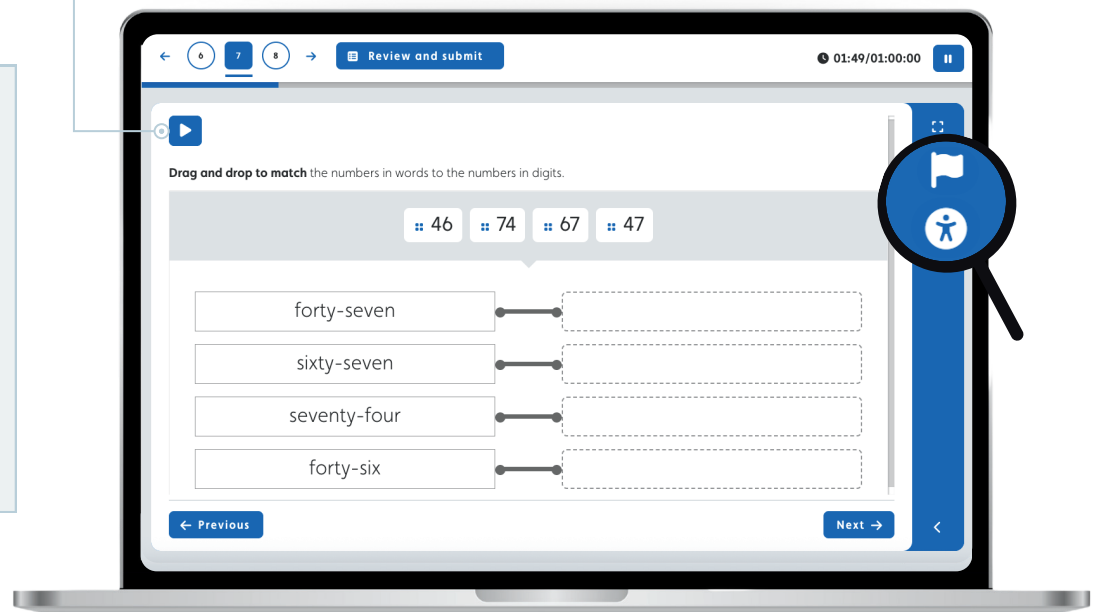
**Accessibility** settings allow you to adjust the font size and colour scheme for learners with sight or reading difficulties.



**Supporting audio** is available for all interactive questions, allowing learners to access the assessments independently, regardless of their English language ability.



Learners can **Flag** questions they are unsure of, easily allowing them to revisit them later on or at the end of the test when they review before submitting.



Sample: APM Year 4 Term 1

# Teach, practice and assess with **integrated** Cambridge Primary resources

Advancing Primary Reading and Mathematics Assessments are fully aligned to Hachette Learning's **Cambridge Primary** series of teaching and learning resources, as well as our adaptive digital practice tool, **MyStudySmart**.

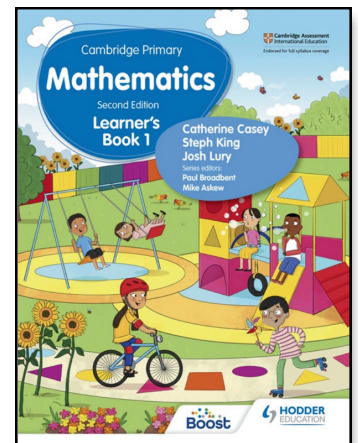
## Cambridge Primary English and Cambridge Primary Mathematics: structured teaching and learning



Endorsed for full syllabus coverage

Series endorsed by Cambridge Assessment International Education for the Cambridge Pathway (curriculum frameworks 0058 and 0096).

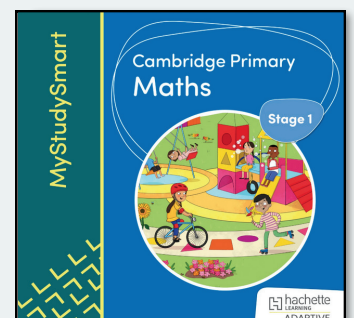
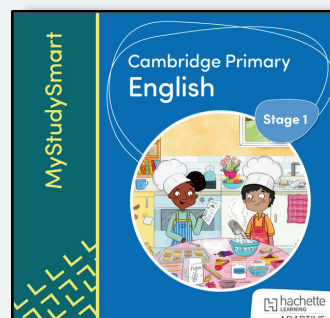
Made up of Learner Books & eBooks, Workbooks and Teacher Guides, master the essential concepts of each unit and inspire learners to build and extend their own skills. With a 3-step 'Learn, Get Started, Go Further' approach and 'Challenge Yourself' activities, bring structure to learning both inside and outside the classroom.



## MyStudySmart: personalised digital practice

MyStudySmart's adaptive technology enables personalised digital practice for your learners, responding to individual needs and providing targeted teaching. With built-in support for social, emotional, academic and physical wellbeing.

Build confidence and autonomy through metacognitive awareness as learners reflect on their own abilities, informing the feedback they receive and the difficulty of their questions. Clear reporting supports goal-setting against curriculum Learning Objectives.

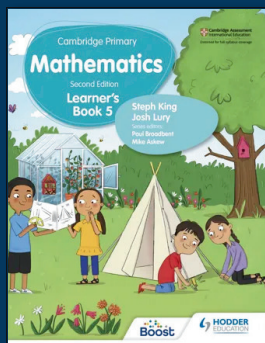
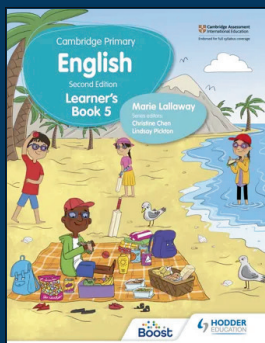


\* MyStudySmart is not endorsed for the Cambridge Pathway.

# The Complete Cambridge Primary Solution for your whole school:

## Teach

with Cambridge Primary English and Mathematics print or digital resources.



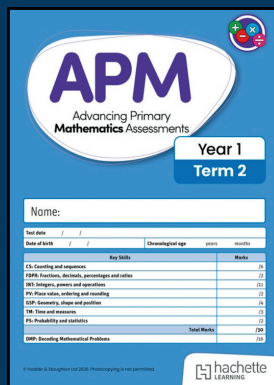
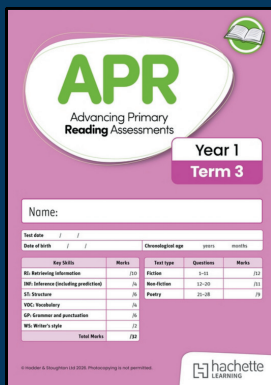
## Practice

with personalised digital content in MyStudySmart.



## Assess

with Advancing Primary Reading or Mathematics Assessment to measure understanding.



## Review

MyStudySmart reports to check on learners' progress and wellbeing.

## Respond

to group and individual needs identified in the Boost Insights assessment reports with targeted teaching and interventions.

## Reassign

practice tasks in MyStudySmart to help learners to develop their skills.

Also available: **MyStudySmart Cambridge Primary Science**

Available from September 2026: **Advancing Primary Science Assessments**

**Get started today**

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[hachettelearning.com/consultants](https://hachettelearning.com/consultants)

