

National Test-style Standardised Assessments

Reading



Ages 5–11

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About NTS Assessments

These termly, standardised, National Test-style assessments for Years 1 to 6 are designed to benchmark progress and attainment in reading against national averages.

- Written by National Test authors to the National Test framework.
- Standardised on a nationally representative sample of over 7,000 learners during the 2018/19 academic year.
- Content assesses England's KS1 and KS2 National Curriculum for Reading, structured to follow the National Test framework. Please note that the Year 1 papers are English tests, as they also assess grammar and spelling.
- 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:
5 to 11 years.

Number of assessments:
One test per term for each year group from Years 1 to 6.

Ideal testing time:
Second half of each term.

Price:
£21.00 per 10-copy test paper pack.

Measuring attainment and progress

NTS Assessments enable schools to build a **comprehensive profile** of each learner's attainment and progress in reading by converting 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.

- **Age-standardised score**

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

- **Reading Age**

Easily measure the attainment of a learner against the age for which their performance is typical. This is provided as English Age for Year 1 pupils.

- **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 question correctly in the standardisation trial.

- **National Tests correlation and performance indicators**

National Tests correlation is available for Years 2 and 6. Performance indicators are available for all years. These allow you to identify whether learners are working at the expected standard for their year.

- **NTS Scale**

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



Assessment content

Current and previous year content

The curriculum maps (pages 19–21) 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.

The Summer tests, like the National Tests, sample a **range of content** from the current year group and also from the years below. The balance of this in the Summer tests broadly reflects the balance in the National Tests, to ensure learners are **retaining knowledge**. By Summer, they will have been taught the whole curriculum for their year group, so the whole curriculum is sampled in the questions.

Content Domains

The curriculum is broken down into the National Test content domains for Key Stage 1 and Key Stage 2. The balance of content domains tested reflects the National Tests, and teachers can easily analyse performance in each content domain and spot both strengths and areas in need of intervention.

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

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

Please note, Year 1 papers also test grammar and spelling content domains.

Assessment structure

Years	Term	Paper	Timings
1	Autumn	Paper 1: Reading	20 minutes
		Paper 2: Grammar and Spelling	20 minutes
	Spring	Paper 1: Reading	25 minutes
		Paper 2: Grammar and Spelling	25 minutes
	Summer	Paper 1: Reading	25 minutes
		Paper 2: Grammar	10 minutes
		Paper 3: Spelling	10 minutes
2	Autumn	Paper 1: Reading	25 minutes
		Paper 2: Reading with booklet	15 minutes
	Spring	Paper 1: Reading	30 minutes
		Paper 2: Reading with booklet	15 minutes
	Summer	Paper 1: Combined Reading prompt and Answer booklet	30 minutes
		Paper 2: Reading booklet and Answer booklet	40 minutes
3 & 4	Autumn	Reading paper with accompanying Reading booklet (2 texts)	40 minutes
	Spring	Reading paper with accompanying Reading booklet (2 texts)	45 minutes
	Summer	Reading paper with accompanying Reading booklet (3 texts)	60 minutes
5 & 6	Autumn	Reading paper with accompanying Reading booklet (2 texts)	40 minutes
	Spring	Reading paper with accompanying Reading booklet (2 texts)	50 minutes
	Summer	Reading paper with accompanying Reading booklet (3 texts)	60 minutes

Demand increases both within each test paper and also as the year progresses, so Spring assessments are more demanding than Autumn, and Summer assessments are more demanding than Spring.

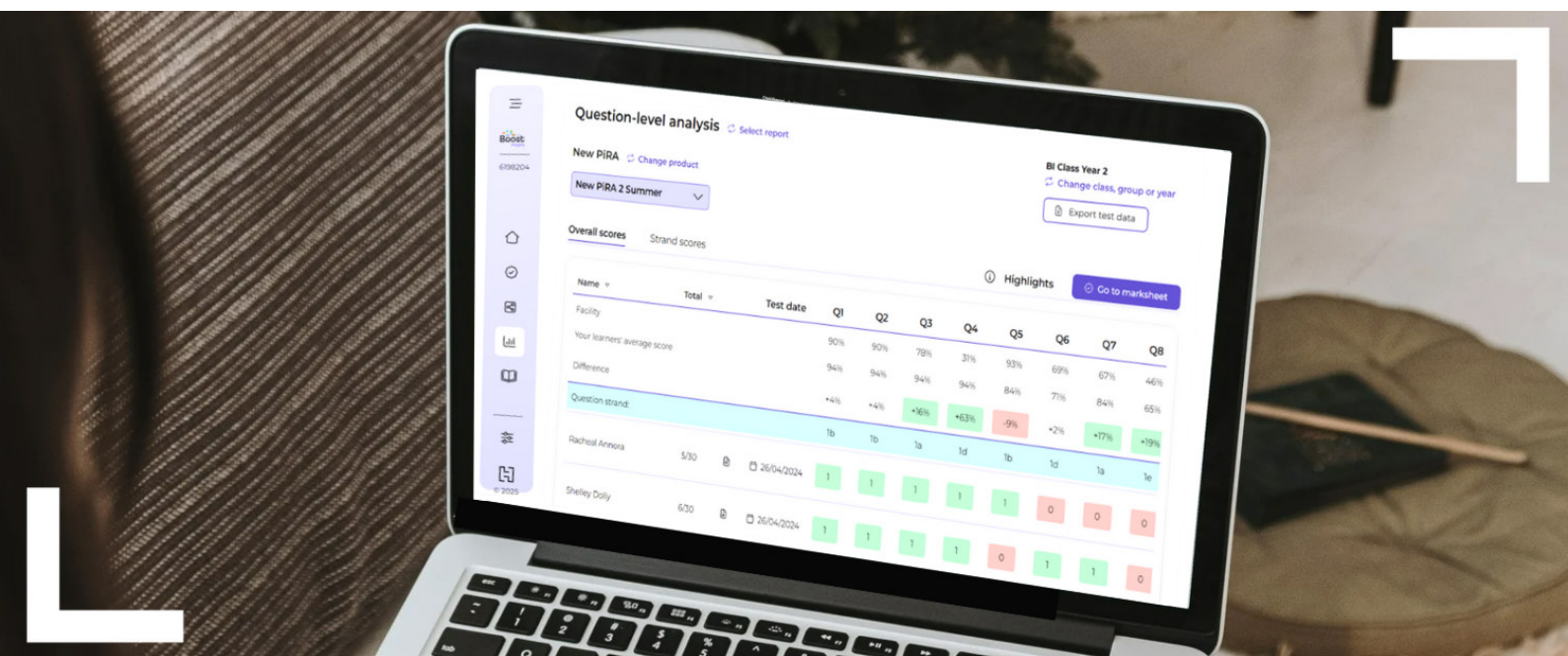
Test papers are carefully reviewed to ensure that questions with higher facility values are placed near the beginning of the paper where possible, and those with lower facility values sit towards the end. This means that a **wide ability range is able to access the papers**.

Analysing test data with **Boost Insights**

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

With your NTS Reading Assessments 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.



“NTS Assessments provide us with useful attainment, progress and comparison data to use as part of our assessment process and the average strand information generated helps to inform future teaching.”

Headteacher & Assessment Coordinator, Long Crendon School

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.



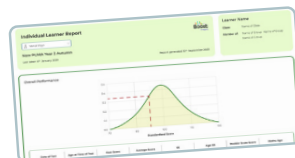
MAT/School Group Comparison

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



Question-level Analysis

Analyse gaps in learning at a question and strand level.



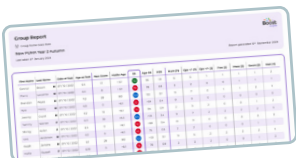
Individual Learner Report

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 26 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.

The Life of a Sunflower

This text is about the life cycle of a sunflower. It shows how a seed grows into a sunflower.



Practice question

a Tick the correct word to complete the sentence.

This text is about the life cycle of a _____ .

Tick (✓) **one**.

frog

☐

butterfly

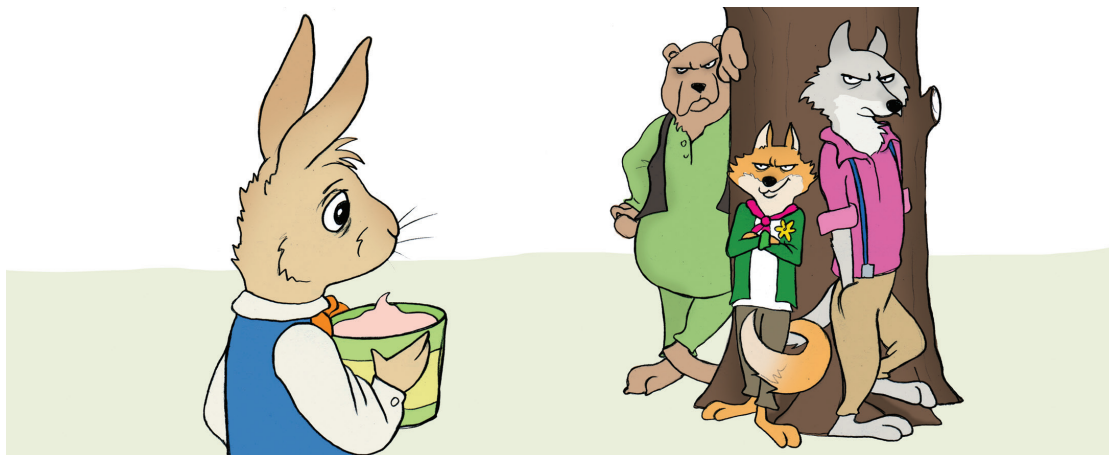
☐

sunflower

☐

tree

☐



Then, one day, Mr Rabbit went out and bought himself a bucket of ice cream. On his way home, he found that Mr Fox, Mr Wolf and Mr Bear were waiting for him.

“First we’ll eat your ice cream and then we’ll turn you into rabbit stew,” grinned Mr Wolf. “How about that?”

“All right,” nodded Mr Rabbit. “I know nothing will make you change your mind, Mr Wolf. But did you know that you’ll enjoy ice cream ten times as much if you run around in a circle twenty times before you eat it?”

3

Find and **copy** one word that tells you Mr Wolf was pleased to meet Mr Rabbit?

1a



1 mark

4

The word *nodded* shows that Mr Rabbit...

Tick **one**.

seems angry with
Mr Wolf.

☐

seems to agree with
Mr Wolf.

☐

seems to think
Mr Wolf is wrong.

☐

seems sad because
of Mr Wolf.

☐

1d



1 mark

CHOOSING A BIKE

What kind of bike should I have?

So you have learned to ride a bike! You can get going, zoom around, and stop without falling off – and you really love cycling. Now your first bike is getting too small and looks a bit babyish. What bike should you go for next?

There are two main types of kids' bikes – mountain bikes and BMX bikes. Before you decide what to get, you need to consider where and how you will be using your bike.

Mountain bikes

- Kids' mountain bikes come in a range of specifications: some have no gears*, some have five gears, others have 18 gears; some have no suspension (springs); others have suspension at both the front and back. Some frames are made of steel, some of lighter metals. The more complicated the bike is and the lighter it is, the more money it will cost.

*gear – used to change the speed of the bike



Questions 1–10 are about *Choosing a Bike* (pages 2–4)

1

Look at the section headed: *What kind of bike should I have?* (page 2).

Find and **copy one** word that means the same as 'go fast'.

2a

1 mark

2

Look again at the section headed: *What kind of bike should I have?*

You might want a new bike because you are too big for the one you have.

What other reason does the text give?

2b

1 mark

3

Look again at the section headed: *What kind of bike should I have?*

What **two** things do you need to think about before deciding what sort of bike to buy?

1. _____

2. _____

2b

2 marks

/4

Total for
this page

CAL AND THE AMAZING ANTI-GRAVITY MACHINE

This is the opening of a story written for children.

Early one summer morning, as the sun slanted across the roofs of a little town, picking out steeples and chimney pots and TV aerials and glinting off the blue-green wings of a flock of starlings gathered in the park, there was

CHANG-CHANG-CHANG-EEEEEEEEEEEEEECCCCH!

The residents of Gribbens Road groaned and pulled the bedcovers over their heads.

“SUNDAY MORNING!” bellowed an incredulous Mr Barraclough, beneath two pillows and a duvet.

“It’s six o’clock!” shrieked a tearful Mrs Barraclough into her mattress.

This was their new house. They had only been here for two months, and they had been woken up in the middle of the night, or in the early morning, seven times.

Their son, Cal, a quiet boy of ten, was in a room at the back of the house. He got out of bed and leaned out of his window. At the back of a neighbouring house, in a yard full of scrap metal, a man was operating a large piece of machinery. Smoke billowed from one end, sparks fired into the air from the other, and ribbons of shiny silver spiralled out of the side.

Cal wanted to shout at the man – but what was the point? A tidal wave of sound was filling the air.



6

Cal's mother *closed her eyes and breathed in deeply*.

Why does Cal's mother breathe in *deeply*?

2d

1 mark

7

Look at page 4.

Why does Cal's mother say that Mr Froot is a *menace*?

2d

1 mark

8

Look at the end of the story, from "*Why can't he wait...?*"

Draw a line to match each word with its meaning, as used in this section.

One has been done for you.

torment	●	●	more acceptable
decent	●	●	misery
relief	●	●	peaceful sleep
slumber	●	●	change from feeling bad

2a

2 marks

Total for this page

Sample pages: Year 5 Summer Reading and Answer Booklets

Adventures in Space

This text is about Sir Tim Peake, a British astronaut who spent six months on the International Space Station. During that time, the space station team worked with 1.6 million schoolchildren back on Earth.

Up and away

On 15 December 2015, Tim Peake climbed into the capsule* with Tim Kopra and Yuri Malenchenko. The capsule was attached to a huge rocket which would propel it into space. Yuri, the mission commander, would then link up the capsule with the International Space Station – a tricky task when the space station is travelling at 27,580 kilometres an hour!

Life in space



Travelling around the Earth, the space station experiences 15 sunrises, but humans are used to just one so the crew operate a 'normal' daytime routine as we do on Earth. Awoken by an alarm each 'morning', they first dress themselves. This is not easy because arms, legs and clothes float about! The crew wear disposable clothes, changing them after 3 to 10 days (there are no washing machines) and wash with wet towels – there is no shower either!

Next comes breakfast. The earliest astronauts' food consisted of dried cubes and paste, but nowadays hot food is possible. However, no crumbs or spills of liquid must escape because they could enter into the station's equipment and cause a disaster. Some of the team's menus were designed by children through a competition to create nutritious and interesting food for astronauts. Even so, Tim's first meal in space was a bacon sandwich and a cup of tea (sipped through a straw from a plastic container).

8

*capsule – part of a spacecraft

Throughout the day, research, maintenance, cleaning and exercise all take place. Living in space causes difficulties for the body: muscles can shrink by up to 50%; the face can become puffy from the fluids in the body rising upwards; the spine can grow 5–8cm because of weightlessness. Exercising helps the astronauts to stay healthy and to relax. Tim even ran the London Marathon (on a running machine) while he was in orbit, co-ordinating the start of his race with the runners on Earth.

Getting ready for bed, like getting up, is quite a manoeuvre! Sleeping bags need to be tethered to a wall – to stop the sleeper from floating around. The bags should also be placed near a source of air; this is important because warm air does not rise in space and so the sleeping astronauts would end up surrounded by their own exhaled breath, leading to headaches and breathing difficulties.

Having fun

Speaking to family at home – Tim has two young sons – was obviously a joy. Tim took cameras with him – for scientific purposes and for pleasure; he has published a book of the amazing and beautiful pictures taken in space. He also enjoyed having a rugby match beamed up and the unexpected gift of a box of ice creams delivered by the unmanned spacecraft that brings up new supplies and takes away waste.

Coming home

On 18 June 2016, Tim came back to Earth with a bump after strong winds affected the capsule's landing. He said, 'It's just been so fantastic from start to finish – I'm just truly elated, just the smells of Earth are so strong. It's wonderful to be back.'



9

Questions 24–36 are about *Adventures in Space* (pages 8–9)

24 Look at the first section headed: **Up and away**.

Who is leading the team in the capsule?

Tick **one**.

- | | |
|-----------------------------|--------------------------|
| Tim Peake | <input type="checkbox"/> |
| Tim Kopra | <input type="checkbox"/> |
| Yuri Malenchenko | <input type="checkbox"/> |
| International Space Station | <input type="checkbox"/> |

2b

1 mark

25 Look at the section headed: **Life in space**.

Why is it difficult to get dressed inside the space station?

2d

1 mark

26 What are the challenges to being clean for an astronaut?

Give **two** examples.

- _____
- _____

2b

1 mark

Total for this page

27 Some of the team's menus were designed by children through a competition to create **nutritious** and interesting food for astronauts.

What does the word **nutritious** mean in this sentence?

Tick **one**.

- | | |
|-----------|--------------------------|
| favourite | <input type="checkbox"/> |
| filling | <input type="checkbox"/> |
| healthy | <input type="checkbox"/> |
| pleasant | <input type="checkbox"/> |

2a

1 mark

28 Why are astronauts' drinks sipped through a straw from a plastic container?

2d

1 mark

29 Look at the paragraph beginning: *Throughout the day...*

What is the effect of living in space on your body?

Match the part of the body with what can happen to it in space.

- | | |
|---------|------------|
| muscles | swell |
| face | waste away |
| spine | lengthen |

2b

1 mark

Total for this page

The Emperor's New Clothes

MANY YEARS AGO there lived an emperor who was so immensely fond of beautiful new clothes that he spent all his money on being splendidly dressed. He had no interest in his soldiers; he did not care for the theatre except for showing off his new clothes. He had a robe for every hour of the day, and just as it might be said of some kings, "He is in his council chamber," it was always said here, "The Emperor is in his wardrobe!"

One day there came two swindlers to the city. They claimed to be weavers and said that they knew how to weave the most wonderful cloth imaginable. Not only were the colours and patterns something uncommonly beautiful to see, but also clothes sewn from

their cloth had the extraordinary quality of being invisible to anyone either badly suited for their position or unforgivably stupid.

"Well those, of course, would be marvellous clothes," thought the Emperor. "Yes, that cloth must be woven for me at once!" And he paid the two swindlers a lot of money in order that they could begin their work.



They set up two looms, then pretended to be working. Straight away, they demanded the finest silk and the most magnificent gold thread; this they put into their own bags.

"Now I should certainly like to know how far along they are with that cloth!" thought the Emperor. But it made him a bit uneasy to go along himself. "I will send my trustworthy old Prime Minister to the weavers," said the Emperor to himself. "He, better than anyone, will be able to see how the cloth looks, for he has good sense and nobody fills his post better than he!"

So off he shuffled, the trusted old Prime Minister, to the hall where the two swindlers sat and worked at their empty looms. "Good heavens!" thought the old man, opening his eyes very wide. "I can't see a thing!" but he didn't say that.

Both swindlers begged him to be good enough to step up close, then asked, was it not a beautiful pattern? All the time they were pointing at the empty loom.

"Well, you say nothing about it?" said the one who was weaving. "Oh, well ... it's charming! Absolutely adorable!" said the old minister, squinting through his spectacles. "Yes, I shall certainly report to the Emperor that it pleases me enormously!"

"Ah, we are happy to hear that!" said both weavers, and then they commented on the curious design. The old minister listened carefully so that he might be able to repeat it all when he got home to the Emperor – and that's just what he did. Now the

swindlers demanded more money, more silk and gold, which they needed for the weaving.



They put everything into their own pockets; not a single thread went on the loom. But they continued as before, weaving on the empty loom.

Soon, the whole city was talking about the marvellous cloth.

The Emperor now wanted to see it for himself while it was still on the loom. With a whole crowd of selected ladies and gentlemen, among whom was the old official who had been there before, he visited the crafty swindlers.

"Yes, is it not *magnifique*?" asked the Prime Minister. "May it please Your Majesty, observe ... such a design! Such colours!" And he pointed to the empty loom.

Continued on the next page



"What's this? I see nothing!" thought the Emperor. "Oh, it's very beautiful!" he said and nodded contentedly. His whole retinue* looked and looked but had no more success than anybody else. However, like the Emperor, they said, "Oh, it's very beautiful!" And they advised him to use this fabulous new material for a suit he could wear for the first time in the grand procession that would soon take place.

... At last the swindlers said, "There! The clothes are ready!"

The Emperor arrived in person. The rest of the court filed in respectfully. The two Knights-of-the-Loom each lifted an arm, as if they were holding something between them, and said, "Look, here are the trousers! Here's the robe!" and so on. "It's as light as

a cobweb! – that's just the beauty of it!"

"Would it please Your Gracious Majesty to remove your clothes now?" asked the swindlers. "Then we shall fit the new ones on Your Majesty over here by the large mirror!"

The Emperor took off all his clothes, and the rascals pretended to be handing him each piece of the new ones. They reached around his middle and made motions as if tying something on; that was the train, and the Emperor twisted and turned in front of the mirror.

"Good gracious me, how it suits Your Majesty! How nicely it fits!" they all said. "What a pattern! Such colours! These are elegant clothes!"

And he made yet another turn in front of the mirror, for he wanted it to look as if he were really admiring his finery.

The chamberlains who were supposed to carry the train ran their hands along the floor as if to lift the train; then walked off proudly, holding the air, not daring to let anyone suspect that they could not see anything.

And so the Emperor strutted in the procession, while all the crowds in the street and all the people at their windows said, "Heavens! How marvellous the Emperor's new clothes look!" No one wanted it thought that they could not see anything.

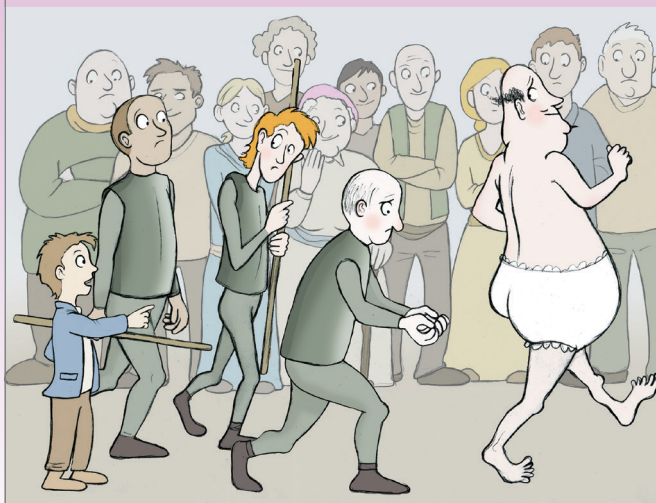
Never before had the Emperor's clothes been such a success. The crowds lined the streets. A small child scampered along, following the procession. Then his voice rang out clearly. "But he has nothing on!" he cried out.

"Good heavens, listen to the voice of innocence!" said the father, and the child's remark was whispered from one to another.

"He has nothing on! That's what a little child is saying. 'He has nothing on!'"

"He has nothing on!" shouted everybody in the end. And the Emperor cringed inside himself, for it seemed to him that they were right; but he thought like this: "I shall have to go through with the procession."

And then he held himself even more proudly upright, and the chamberlains walked on behind him, as best they could, carrying the train that was not there at all.



*retinue – group of assistants/advisers

Sample pages: Year 6 Autumn Answer Booklet

Questions 11–24 are about *The Emperor's New Clothes* (pages 4–7)

- 11** Look at the first sentence.
...so **immensely** fond of beautiful new clothes ...
What does the word *immensely* mean in this sentence?

Tick **one**.
rightly ☐
hugely ☐
foolishly ☐
wrongly ☐

2a
1 mark

- 12** Look at the first paragraph on page 4.
What suggests that the Emperor is a poor leader of his country?
Give **two** reasons.

1. _____
2. _____

2b
2 marks

- 13** Look at the paragraph beginning: *One day there came...*
Find and copy one word that tells you the visitors to the city were not to be trusted.

2a
1 mark

2b
Total for this page

page 8 of 16

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- 14** According to the weavers, what **two** kinds of people cannot see this most wonderful cloth?

1. _____
2. _____

2b
1 mark

- 15** Look at page 5.

Why did the weavers demand *the finest silk and the most magnificent gold thread*?

2d
1 mark

- 16** Why did the Emperor ask the Prime Minister to visit the weavers?

The Emperor... Tick **one**.
was busy ruling the country. ☐
thought the Prime Minister knew more about clothes. ☐
felt he was too important to visit the weavers. ☐
feared embarrassment if he could not see the cloth. ☐

2d
1 mark

2b
Total for this page

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page 9 of 16

- 17** Look at the section beginning: *Both swindlers begged him... to ... that it pleases me enormously!*

Find and copy one word that tells you the Prime Minister was looking really hard for the material.

2a
1 mark

- 18** The weavers *commented on the curious design* of the cloth.

What does the word *curious* mean in this sentence?

Tick **one**.
inquisitive ☐
strange ☐
antique ☐
memorable ☐

2a
1 mark

2b
Total for this page

page 10 of 16

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- 19** Look at page 6 from *Good gracious me, how it suits...* to *...could not see anything*.

Explain how the Emperor is feeling at this point of the story.

Feeling: _____

Evidence from the text: _____

2d
2 marks

- 20** Look at page 7.

How did the crowd react to the Emperor before and after this point?

Before the child cried out
After the child cried out

2b
1 mark

2b
Total for this page

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Meet the authors

The writers behind NTS Reading Assessments are curriculum experts with experience of teaching, assessing and writing for the National Tests.

- **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 the National Tests, she has created assessment materials for reading, writing and grammar across KS1-KS3 and has led marking and reporting processes for National Test-style assessments across KS2.

- **Shareen Wilkinson (née Mayers)**

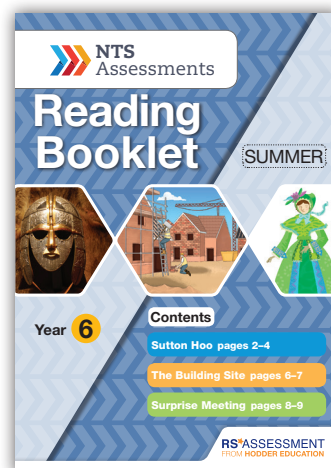
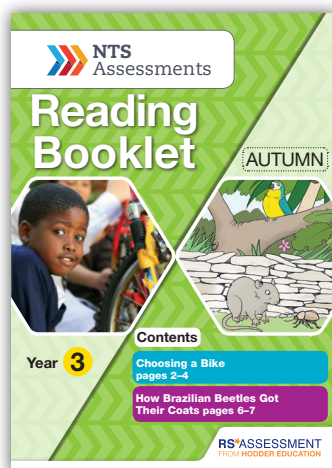
Shareen is a primary English consultant and experienced primary teacher. She advises at national level and is currently a DfE subject specialist for reading and grammar (KS1 and KS2). For 7 years, she was a part of the Expert Review panel.

- **Siobhan Skeffington**

Siobhan has extensive experience in primary English as a classroom teacher, working with children of all age ranges over the past 28 years. She is also an author and an educational consultant and works on the KS1 and KS2 pre-tests, leading a team in KS1 and KS2 test development and attending Expert Review panels for English, maths and science. Siobhan writes, edits and reviews a variety of materials for the new curriculum. She has been a KS2 National Tests marker and team leader for reading for 10 years.

- **Madeleine Barnes**

Madeleine has over 20 years' teaching and leadership experience in primary education and is now a full time English consultant. Madeleine works with various providers in the development of both KS1 and KS2 National Tests and has over 12 years' experience in the external marking of KS2 papers. She is also a KS2 writing moderator. Madeleine is passionate about 'getting it right' for children.

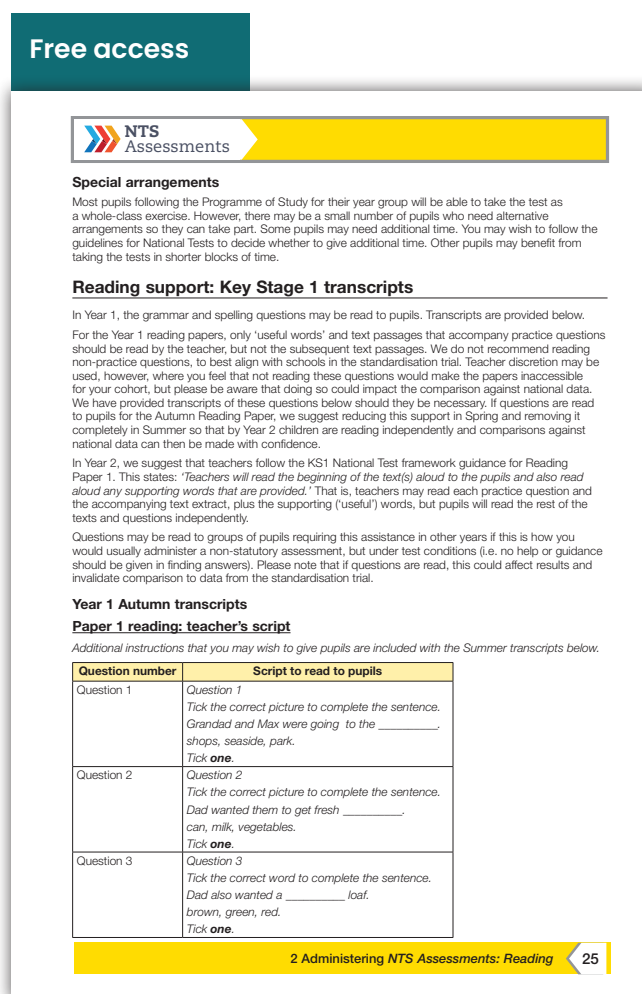
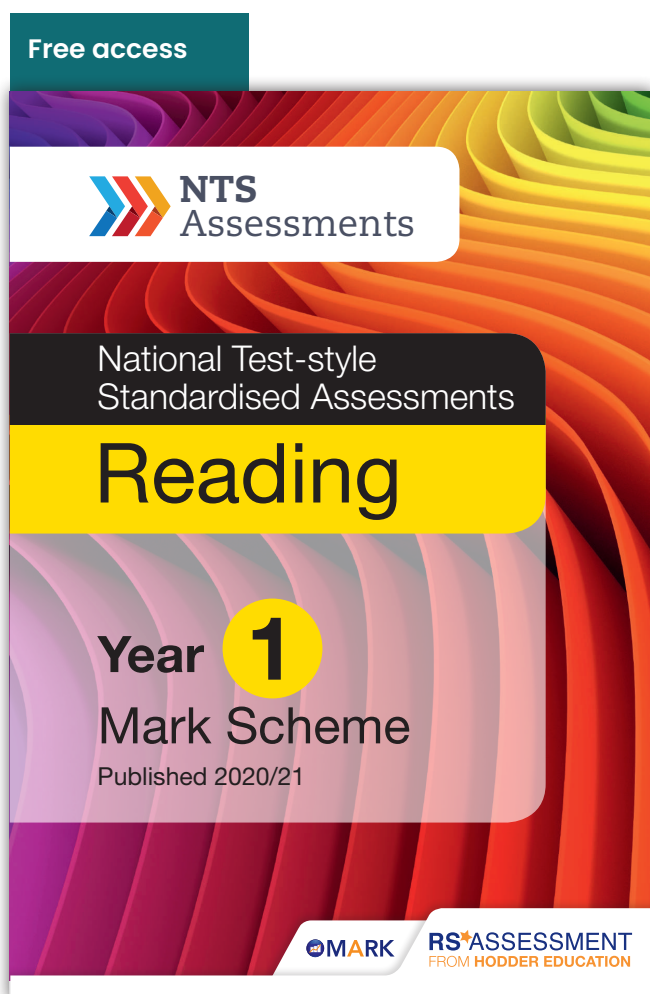


Test Guidance and Mark Schemes

Assessment resources to support all staff.

Free resources provide clear and thorough support to ensure optimal use of NTS Reading Assessments 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.
- **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.



Curriculum maps

Our free online curriculum maps allow you to check what content is 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 domain, content split 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 curriculum maps are available online or to download from your Assessment Resources section in Boost Insights.

Curriculum Map

NTS Reading – Autumn Term



Book bands: Each NTS Reading Assessment has been carefully designed so that it is the appropriate level for pupils in a specific year and term. However, where some pupils may be working significantly above or below expectations, you may wish to assign them an assessment for a different year group.

Use the book bands you have identified for these pupils to work out which assessment is appropriate for their level. A range of book bands may be identified where there is progression in the texts within each test, so that the first text is easier than the final one.

NB: The book bands you should use are those that refer to the level a pupil can read **independently** (i.e. with 95 % + accuracy) and not the instructional book band used for guided reading (which they can often read at between 90 and 95 % accuracy).

Year 1: Autumn		
Text type	Text description	Content Assessed
Fiction	Simple text about a trip to the shops.	1b: Fiction/non-fiction 60 % 1d: Inferences 40 %
Grammar/Spelling	Grammar questions are based on vocabulary covered in Reception: G3.1 for sentences and G5.1 and G5.2 for capital letters and full stops. Spelling questions also cover content from Reception.	Grammar Reception content 50 % Capital letters and full stops 20 % Other Year 1 content 30 % Reception spelling content 100 %
This assessment is appropriate for pupils reading the following Reading Planet book bands: Red – Yellow Letters and Sounds phase 3–4		

Year 2: Autumn		
Text type	Text description	Content Assessed
Fiction	Oliver is a story about a little boy who wouldn't go to sleep and the adventures he has.	1a: Vocabulary 36 % 1b: Fiction/non-fiction 36 % 1c: Sequences 10 % 1d: Inferences 18 %
Non-fiction	'Dinosaurs' is an information text about dinosaurs and fossils.	1b: Fiction/non-fiction 67 % 1c: Sequences 11 % 1d: Inferences 22 %
Non-fiction	'Gorillas' is an information text about how they live, eat and their relationship to mankind.	1a: Vocabulary 10 % 1b: Fiction/non-fiction 60 % 1d: Inferences 30 %
This assessment is appropriate for pupils reading the following Reading Planet book bands: Turquoise – Purple		

Year 3: Autumn		
Text type	Text description	Content Assessed
Non-fiction	'Choosing a Bike' is an information text containing four sections of advice. The text includes bullet points and a table of figures.	2a: Define 13 % 2b: Retrieve 87 %
Fiction	'How Brazilian Beetles Got Their Coats' is a fable from South America with a moral message about boastfulness and not judging a book by its cover. The text consists of third-person narration and dialogue.	2a: Define 20 % 2b: Retrieve 13 % 2c: Summarise 7 % 2d: Infer 60 %
This assessment is appropriate for pupils reading the following Reading Planet book bands: Lime		

Year 4: Autumn		
Text type	Text description	Content Assessed
Non-fiction	'Have a Wild Party with Us!' is a text from a leaflet giving information about how a party at a Wildlife Centre will operate. The text is divided into six sections with sub-headings.	2a: Define 23 % 2b: Retrieve 46 % 2c: Summarise 23 % 2d: Infer 8 %
Fiction	'The Hundred-mile-an-hour Dog' is a first-person narration about a boy and his mother striking a deal about looking after a troublesome dog. The text contains some dialogue and has humorous and ironic overtones.	2a: Define 12 % 2b: Retrieve 35 % 2d: Infer 35 % 2e: Predict 6 % 2g: Explore 12 %
This assessment is appropriate for pupils reading the following book bands: <ul style="list-style-type: none"> • Reading Planet bands: Mercury – Venus • Pearson bands: Brown • Collins bands: Ruby – Emerald • OUP stages: 11–12 		

Year 5: Autumn		
Text type	Text description	Content Assessed
Fiction	'The Blind Men and the Elephant' is a script presenting the story of six Blind Men who encounter an elephant and try to describe it. There is a moral message about how working together is the key to success.	2a: Define 13 % 2b: Retrieve 20 % 2d: Infer 67 %
Non-fiction	'New Energy' is an information text containing seven sections focused upon solar, water and wind power. The text contains technical terms and facts about historic and contemporary processes of energy creation.	2a: Define 21 % 2b: Retrieve 53 % 2c: Summarise 13 % 2d: Infer 13 %
This assessment is appropriate for pupils reading the following book bands: <ul style="list-style-type: none"> • Reading Planet bands: Earth – Mars • Pearson bands: Grey • Collins bands: Sapphire • OUP stages: 13–14 		

Year 6: Autumn		
Text type	Text description	Content Assessed
Non-fiction	'Rip: A Rescuer Among the Ruins' is a continuous, chronological information text recounting the history of Rip, a dog who helped find people trapped in the bomb sites of London during the Second World War.	2a: Define 8 % 2b: Retrieve 54 % 2d: Infer 38 %
Fiction	'The Emperor's New Clothes' is a traditional telling, using stylised language, of the well-known fairy tale about an Emperor whose vanity permits him to be tricked into parading naked through city streets. This text is a third-person narration with dialogue and a comprehensive interplay of minor characters.	2a: Define 30 % 2b: Retrieve 23 % 2c: Summarise 6 % 2d: Infer 29 % 2e: Predict 12 %
This assessment is appropriate for pupils reading the following book bands: <ul style="list-style-type: none"> • Reading Planet bands: Jupiter • Pearson bands: Dark blue • Collins bands: Diamond – Pearl • OUP stages: 15–16 		

Unlock targeted interventions

Effectively plug knowledge gaps with **Shine Interventions**:
diagnostically driven by your learners' NTS Reading
Assessments 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 3
Inference Learning Sequence.

Shine Reading Skills Inference, Fiction 2

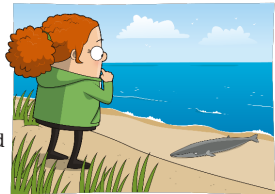
Text A – Whale Rescue part 1 by Kate Ruttie

Seonaid lived on a small island off the coast of Scotland. There were only about 200 people living on the entire island. Every day, her dad would get out his tractor and take her to the biggest village so she could attend the island's only school.

Seonaid loved life on the island. She loved the sheep grazing quietly on the heather-covered grasslands, she loved the long, sandy beaches, she loved the lazy, summer evenings. She even loved the noisy, winter storms.

The one thing she didn't like was the sea. She was frightened of its power. Even when it was calm and blue, she didn't trust it. All her friends liked to surf the breakers, to dive off the rocks, to sail their dinghies. She was scared even to paddle! The only thing Seonaid liked about the sea was the wildlife. She could spend hours lying on the dunes looking out for whales and dolphins, and watching the gulls squabbling overhead.

One afternoon, she was on a tall dune when she noticed a huge, grey shape on the beach below. She watched it for a while, then cautiously approached. It was a whale! As she stared, it opened one beady eye, looked at her, then closed its eye again.



Seonaid raced back to the farm. "Mum! Dad!" she panted. "There's a whale beached in the cove."

"Is this a joke?" asked her dad, suspiciously. "I'm too busy for pranks now."

"No. Come and see," insisted Seonaid, dragging him towards the door. Grumbling, he picked up some metal buckets, handed her some old sacks and told her to load them into the trailer. He hitched the trailer to the tractor and started the engine.

As soon as they could see the shape on the beach, Dad stopped the tractor and pulled out his phone.

"You're right," he said. "It's a minke whale. We need to alert the coastguard and we need more help. The fishermen will know what to do."

“The Shine Reports are outstanding to convert the NTS data into targets and areas of learning... The Shine resources empower the support staff to know what to deliver and provide quality resources to use.”

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 3 Inference Learning Sequence (Fiction)

Shine Reading Skills Year 3, Inference, Fiction 2

Answer the questions

If using the online modelling responses software, remember to copy and paste textual evidence for your answer.

	Steps	Check pupils can	Answer and marks
1 (2d)	Find one piece of evidence from the story that tells you that Seonaid <u>does not</u> live in the biggest village.		
Model	<p>Support pupils to decide where in the story they are likely to find the answer.</p> <p>Discuss pupils' own experience or have them discuss in pairs. Ask: <i>What evidence might you look for that she doesn't live in the village?</i></p> <p>Pupils re-read the part of the text identified and find evidence of Seonaid living outside the village. (E.g. <i>She had to go by tractor</i>.) Highlight or underline evidence using the online modelling responses software or the paper copies.</p> <p>Ask pairs of pupils to compose an answer and compare it to the model answer given on the online modelling responses software, or here (Answer and marks), improving it if necessary.</p>	<p>Recall the text well enough to say where they think the answer might be.</p> <p>Link to their own experience to help answer the question.</p> <p>Carefully re-read the relevant section to find the answer. Find evidence in the text to help answer the question.</p> <p>Write an answer and compare it to the model given, improving it if necessary.</p>	<p>Her dad took her to the biggest village by tractor.</p> <p>Or: She had to drive to school. (1 mark)</p>
2 (2d)	How was Seonaid different from all her friends? Tick (✓) one . <input type="checkbox"/> She went to school in the village. <input type="checkbox"/> Her dad took her to school. <input type="checkbox"/> She loved life on the island. <input type="checkbox"/> Her friends all liked to play in the sea.		
Support	<p>Support pupils to decide where in the text they are likely to find the answer and to re-read that section.</p> <p>Support pupils to re-read the question and the options given.</p> <p>Support pupils to carefully re-read the</p>	<p>Recall the text well enough to say where they think the answer might be.</p> <p>Carefully re-read that section of the text.</p> <p>Carefully re-read the question</p>	<p>✓ Her friends all liked to play in the sea. (1 mark)</p>

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Assess > Identify > Intervene

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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.