



Year 3

Practice SATs

English Pack



A Home from Home

PARENT PACK:

Guidelines

Mark Scheme

PUPIL PACK:

Reading Texts

Comprehension Questions

Spelling Test and Writing Task

Year 3
PARENT PACK

English Practice SATs
Guidelines and Mark Scheme

A Home from Home

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Practice English SATS Reading Paper

Guidelines and Mark Scheme

There are two ways you can use this practice reading paper:

If your child is not very confident with reading and you would like to help improve their reading skills and their confidence, it may be a good idea to work through the test with them, helping them read the text out loud, discussing difficult words and talking about how to answer the questions.

Alternatively, if you feel your child is confident with reading, you could administer the practice test in the same way that it would be administered at school.

If you decide to do it this way, these are the guidelines:

Before the test:

- Explain to your child that the test involves 1 mark questions that just require a word or phrase as an answer and 2 mark questions that require them to write a fuller answer. There are also some questions where you have to tick which answer you think is correct.
- Encourage your child to leave questions they cannot do and then go back to them later.
- Children do not receive any marks for spelling and handwriting and they do not need to answer in full sentences. However, emphasise to them that they need to produce readable work. You can help them with spelling words in their answers if you think it is necessary.
- Explain to your child that you will not be able to read anything from the test to them, nor will you be able to re-phrase question to help them understand.
- Explain to your child that they need to keep going back and looking in the text for answers to the questions. They mustn't just rely on their memory!

Administering the test

- Give your child 10 minutes to read the story text. Then give them 30 minutes to answer the questions on the story.
- Give your child a break and then give them the information text. Give them 6 minutes to read this. Give them 20 minutes to answer the questions on this text.
- Alternatively, you could give your child the two parts of the test on two consecutive days.

Marking the test

Use the following mark scheme to mark their answers. Obviously, the answers given here are a guide. You will need to make your own judgements on whether you think your child has understood a question or not.

Questions and Answers on *The Evacuees*

1. When did the Second World War begin?

1939 (1 mark)

2. Why did the government decide that children living in cities should be evacuated?

Because cities were a target for German bombs (1 mark)

Apart from school-children, who else was evacuated?

Pregnant women

Women with children under five

Disabled people (2 marks for all three given, 1 mark for only two given)

Only two of the following statements are true. Tick the two that you think are true:

Rich people made their own arrangements to evacuate their children ✓

Most children went to live with strangers ✓

(2 marks for both ticked, 1 mark for one ticked)

5. What two things did the children take with them?

Gas mask in a box

Labels for name and address (2 marks for both given, 1 mark for one given)

6. What was the name of the people who arranged the evacuations?

Billeting officers (1 mark)

7. Give two reasons why Agnes did not enjoy her experience of evacuation:

Any two of the following for 2 marks (one for 1 mark)

The woman who looked after them never smiled / hardly spoke to them / made them wash with horrible-smelling soap / They were homesick.

8. Why did John hardly ever see the couple who owned the mansion he lived in?

They were always going to parties and on holiday. (1 mark)

9. What was Mrs Cooper's job?

She was a housekeeper. (1 mark)

Questions and Answers on *All Aboard!*

10. This story is about a boy who is **(1 mark)**

Leaving the country	Going on a train journey	Going on holiday	Going to live in a city
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11. The person telling the children to board the train is a **(1 mark)**

Teacher	Vicar	Billeting Officer	Train driver
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12. When Frank says goodbye to his Mum, he hears other children **(1 mark)**

Shouting	Singing	Laughing	Crying
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13. When Frank gets on the train he **(1 mark)**

Doesn't look back at his Mum	Tries to find friends to sit with	Reads a book to take his mind off things	Tells an adult he is scared
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14. Mrs Rayner had **(1 mark)**

Fair hair and a red dress	Fair hair and freckles	Dark hair and a blue shirt	Dark hair and lots of jewellery
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15. At the start of the story, why is Frank trying to concentrate on the puddle in front of him?
To forget how afraid he is. (1 mark)

16. Why do you think Frank's Mum tells him to be careful not to get his label wet?
Because it has the address of where he is going on it. (1 mark)

17. What does Frank's Mum tell him he will enjoy about going away?

Any one of the following for 1 mark:

He will be with a nice family / He will see all kinds of things in the countryside / It will be cleaner in the countryside.

18. Find one phrase that tells you that Frank's Mum is upset.

Any one of the following for 1 mark:

Her voice wavers / Her eyes were gleaming with tears

19. *Frank felt as if a million bees were buzzing around in his chest.*

How do you think Frank was feeling?

Scared / worried / terrified. (1 mark)

20. Frank and his Mum say they are going to stay in touch. How are they going to do this?

Write to each other. (1 mark)

21. Tick three things that Frank sees on the train journey.

Horses, Clouds, Fields ticked for 1 mark.

22. How did Frank feel as it got darker?

More afraid and more homesick. (1 mark)

23. Find two words or phrases to describe the village hall.

Any two of the following for two marks (one for 1 mark)

bare / paint yellow-grey and peeling / floor dusty / smell of mould / terribly cold

24. Why do you think Frank's legs are shaking when he stands up?

He is scared / nervous / worried. (1 mark)

25. How do you think Frank feels when he meets Mrs Rayner? Why do you think he feels like this?

Answer to give description of Frank's (deduced) feelings and then some explanation for this that shows child has understood the text for 2 marks, for example:

I think he probably feels much better because she smiles at him and seems friendly.

OR

He feels happy because she says 'let me show you to your new home' which tells us she is friendly.

OR

He still feels unhappy because he misses his Mum and he is in a strange, cold place.

Only give 1 mark for mention of appropriate feeling with nothing to back it up.

Questions and Answers on both texts

26. How would you feel if you had to be evacuated? Answer as fully as you can, thinking about what you have read.

Answer to explain feelings, giving reference to the text and showing that text has been understood for 2 marks, for example:

I think I would be terrified and would miss home. I wouldn't like to go to a strange place with people I had never met before.

OR

I would find it really exciting going to a new place and making new friends.

Only give 1 mark for mention of appropriate feeling with nothing to back it up.

27. Do you think evacuation was a good idea? Answer as fully as you can, using examples from the text.

For 2 marks: answer to give an opinion with two reasons, including reference to the text:

I think it was a good idea because otherwise children would stay in the cities and get bombed. Also, they got to meet new people.

OR

I think it was a bad idea, because children were taken away from their homes which made them unhappy. Sometimes they stayed with families that weren't very nice.

Only give 1 mark if only one reason given.

Year 3 Spelling

Give your child Spelling Test 1 (the picture sheet). Read out the following words and ask them to write them in the blank boxes.

scratch

house

church

trumpet

train

sight

umbrella

stream

people

stick

Now give them Spelling Test 2. Read out the whole of the following text, including the words underlined. Then read the text again, this time stopping after each underlined word, giving them enough time to write the word in the space on their sheet.

Jane put her left foot into the stirrup attached to the pony's saddle. She was riding a pony called Peanut today. Peanut was a beautiful pale brown colour. Mary, the teacher at the riding school, told Jane that this colour was called 'palomino'. Jane whispered the word under her breath.

Jane was excited as she sat on Peanut. She liked being higher up, because she could see more. She couldn't wait to start riding through the forest with her.

There were five other people riding with Jane, plus Mary, who was leading the group.

"Everybody ready?" Mary called.

Everyone either nodded or shouted "yes" to Mary.

"Let's get going!" she said.

Year 3 Writing

Administering the Writing Task:

Give your child the story planning sheet and then discuss their ideas with them and talk about what they are going to write.

Give them 10 minutes to plan their story on the planning sheet. Remind them to just write a few words and phrases here **not** full sentences – that will take too much time!

Give them 35 minutes to write their story. If you are administering this as an assessment, your child must not have any help while they are writing.

Marking the Writing Task:

Once they have finished, read through the story and then look at the 'Progression in Writing from Year 1 to Year 6' table. This table is designed to show you how children need to progress in each area of their writing throughout their time at primary school. The purple text shows you what children should aim to achieve by Year 6. The table is only intended as a guide; there is no definitive order for the acquisition of these writing skills.

PROGRESSION IN WRITING FROM YEAR 1 TO YEAR 6

	Year 1					Year 6
Sentence Structure	Simple sentences which make sense.	Sentences started with a variety of words.	Connectives such as AND, BUT, SO used to join two parts of a sentence.	Sentences of different lengths used.	Connectives such as IF, WHEN, BECAUSE used.	Variety of sentence lengths and structures used containing a wide range of more sophisticated connectives, such as: although, therefore, however.
Punctuation	Some awareness of the use of capital letters and full stops.	Capital letters and full stops used accurately most of the time.	Correct use of question marks and exclamation marks.	Some use of commas in lists. Commas used to split up sentences.	Correct use of speech punctuation.	Wide range of correctly used punctuation in each piece of writing.
Text Structure	Events and ideas in order that makes sense.	Sequencing of ideas with use of time related words. Beginnings and endings clear.	Organisation of ideas with related points in a group.	Beginning to use paragraphs.	Correct use of paragraphs to organise text.	Paragraphs used correctly to organise content. Use of time connectives to link ideas. Clear opening and closing to writing.
Content (this applies to fiction-writing only)	Adjectives to describe nouns.	Starting to be able to describe setting and characters imaginatively.	Describing setting and characters using adjectives. Beginning to use powerful verbs.	Describing setting and characters using adjectives, powerful verbs and adverbs.		Using a range of effective description throughout writing. Viewpoint present throughout writing.
Spelling	Usually correct spelling of simple everyday words, eg: cat, the, he, ran, up.	Correct spelling of words with two vowels together or two consonants together, eg: boat, rain, there, went, stay.	Correct spelling of longer everyday words. Phonic attempts at other difficult words.	Correct spelling of words of two or more syllables. Correct spelling of words with suffixes and prefixes.	Generally correct spelling of words of two or more syllables, words in the past and present tense, adverbs ending -ly, and words with suffixes and prefixes.	
Handwriting	Starting to form letters correctly. Spaces between words.	Letters correctly sized and positioned in relation to each other.	Starting to join handwriting.	Handwriting joined neatly. All letters formed correctly in relation to each other.		Neatly joined, correctly formed handwriting.

Helping your child to improve their writing:

Now look at the elements on the list that are not highlighted. The purpose of the table is for you to see where they need to improve. Look back at your child's story and then think about how they could have achieved the criteria. Discuss these ideas with your child. This could include:

- If they have use lots of simple sentences, discuss how they could extend them with the use of connectives. Choose a simple sentence they have written such as 'The cat walked into the kitchen.' Give your child a connective, such as 'because' and ask them to write a second part to the sentence, for example: 'The cat walked into the kitchen because he could smell mice under the floorboards.' In order to improve their writing, children need to get into the habit of writing sentences containing connectives such as because, but, so, however etc.
- Have they included a sentence that should have an exclamation mark at the end? Explain to them that you use exclamation marks when something is frightening, funny or amazing. Show them where you would put an exclamation mark in or show them how to generate sentences that provide interest in the story that would then be punctuated with an exclamation mark.
- Encourage your child to include questions in their writing, punctuated with question marks. Discuss how these questions could come from the central character if they are puzzled about something or trying to decide something. For example: 'What was my friend Mark doing at my house?', 'Should I get out of bed and see what was causing the noise or just stay here?'
- If your child has not included very descriptive writing, underline all the nouns in their story. Talk to them about how they could use some describing words for these nouns. Discuss colour and size, but also sound, movement and emotion. For example: if they have mentioned a boy as their main character, what colour hair does he have? How is he moving in this particular part of the story? How is he feeling?
- Show them the correct spelling of words they have spelt wrong. You could then ask them to write these words out four or five times so that they learn the correct spelling. You could also test them verbally on a word spelt wrongly at different times during the day. Little and often is the key with spellings!

Year 3
PUPIL PACK

English Practice SATs
Booklet

A Home from Home

Reading Texts
Comprehension Questions
Spelling Test and Writing Task

The Evacuees

In the 20th century there were two world wars. The First World War lasted from 1914 to 1918. The Second World War lasted from 1939 to 1945. The Second World War started because Adolf Hitler, the ruler of Germany at the time, wanted to have power over other countries in Europe, including Britain.



During the Second World War, the government decided that children living in big cities should leave their parents to go to live with families in the countryside. This was called evacuation. The reason for this was that cities were a target for German bombs. No-one was forced to go, but many posters were put up encouraging parents to evacuate their children as this was safer for them.

It wasn't just school-children who were evacuated. Pregnant women and women with children under five also went. Disabled people were evacuated because they were less able to look after themselves in the event of a bombing.

Some children were sent to live with relatives, but others were sent to complete strangers. Rich parents made their own arrangements for their children and would send them to manor houses in the countryside. Most children did not know where they were going, whom they would be staying with or when they would return.

Children would take a gas mask with them in a box. They also had labels attached to them, with their name, home address, school and the address of where they were going.



Evacuees went to live with host families. Their new homes were called billets. Billeting officers arranged for people to look after the children. Sometimes children stood in a line and local people picked which children to take.

Some children found their host families unfriendly and unwelcoming. It is said that some host families living in the countryside had the idea that city children were dirty and riddled with parasites. Others, on the other hand, lived with warm and kind families who made them feel at home and introduced them to the joys of the countryside.

Here are two accounts from people who were evacuated as children during the war:

I was evacuated with my younger brother. I was nine and he was seven. The woman who looked after us never smiled and hardly spoke to us. We were very homesick. She used to make us wash with a horrible-smelling medicated soap because she thought we had brought lice with us from the city.

Agnes

I was sent to live in a huge mansion in Devon. The mansion was owned by a rich couple who were constantly going to parties and on holiday. We hardly ever saw them, but luckily the housekeeper was present to look after us. She was called Mrs Cooper and she was a lovely lady. She used to bake us apple crumble and take us on walks, telling us all the names of the wild flowers. I was sad to leave.

John

All Aboard!

Frank stared at the wet ground beneath his feet. If he tried to concentrate on something boring, like the puddle in front of him, he could forget how afraid he was. Suddenly, the shrill sound of steam from a train pierced his thoughts. He looked up with a start.

“Here it is, Frank,” said his mother, her voice wavering a little. That shocked him a little. He was sad to be leaving her, but it didn’t occur to him that she might be about to cry too.

“Now, don’t worry love, things are going to be ok,” she said, smoothing down his hair. “Be careful not to get this label wet,” she said touching the brown card label on his coat. On it was written his name, the name of his school and the address he was going to.



“Look at me sweetheart.” He didn’t want to look at his Mum. He knew as soon as he did that, he would start to cry. Eventually he managed to look up at her. Her hair was shiny and curled into a roll at the front. Her lips were smiling, but her eyes were gleaming with tears and reflected the bright station lights. “You’re going to go to a nice family who will see what a lovely boy you are. You’ll see all kinds of things in the countryside! Everything’s cleaner there. You’ll have a great time!”

Frank wasn't so sure. He had seen pictures of the countryside but he'd never been before. He wondered where people got their food from if there were no shops and only fields. Maybe he would go and stay on a farm. He wondered if he might learn to milk a cow.

"All children to board the train now please!" called the billeting officer.

Frank felt as if a million bees were buzzing around in his chest. This was the moment he had been dreading. His Mum wrapped her arms around him and held him close to her. He put his arms around her and let out a small sob. He didn't want to cry in front of other people but then he heard other children start to cry and realised that now wasn't the time to be embarrassed. His Mum held onto him for what felt like a long time. Eventually she let go.

"Don't worry, Mum. I'll be alright," said Frank through his tears. "I'll write to you as soon as I get there."



"Yes, you do that darling. We must write as often as we can. Now: when you get on the train, don't look back. I'll be watching you go, but I don't want you to look back and worry about me, do you understand?"

"Yes, Mum." Frank did as his mother asked. He wanted to look back, but instead he boarded the train then went straight to look for a seat. He didn't look out of the window as the train left.

The train wound its way through London, past terraced houses and open parks. Past shops and alleyways and football pitches. Soon, the grey streets were replaced by fresh, green fields. Frank saw black and white cows lying down with their calves. He saw horses standing nose to tail, swishing flies from each others faces. Gradually the sun went down, leaving the sky filled with orange and pink scalloped clouds. As it got darker, Frank became more afraid and more homesick. The train slowed down and stopped. The billeting officers shouted that they had arrived in Plymouth and that they all needed to gather their belongings and get off the train.



Frank got off with around fifty other children. The billeting officer led them to a village hall, where they were told to sit on the floor. The hall was bare and the paint on the walls was yellowy-grey and peeling. The floor was dusty and there was a smell of mould. It was terribly cold and Frank was glad he had his hat and gloves with him. Three couples entered the room. Frank realised that these must be the host families, here to collect their evacuees. The billeting officers started collecting children and then introducing them to the couples. More adults arrived, some couples, some single men and women, some young and some old. Eventually, Frank's name was called. He could feel his legs shaking as he stood up.

“Frank Waters?” said the billeting officer. “This is Mrs Rayner. She’ll be looking after you.”

Frank looked at the lady stood before him. She had fair hair and freckles and her pale pink lips were stretched into a kind smile. She put out a hand to shake his and he noticed how red and cold her hands were.

“Hello Frank,” she said. “Let me show you to your new home.”

Questions on *The Evacuees*

1. When did the Second World War begin?

1 mark

2. Why did the government decide that children living in cities should be evacuated?

1 mark

3. Apart from school-children, who else was evacuated?

2 marks

4. Only two of the following statements are true. Tick the two that you think are true:

Rich people made their own arrangements to evacuate their children

Most children went to live with strangers

All the children evacuated went to live in manor houses in the countryside

Everybody knew they would return within a year

2 marks

5. What two things did the children take with them?

2 marks

6. What was the name of the people who arranged the evacuations?

1 mark

7. Give two reasons why Agnes did not enjoy her experience of evacuation:

2 marks

8. Why did John hardly ever see the couple who owned the mansion he lived in?

1 mark

9. What was Mrs Cooper's job?

1 mark

Questions on *All Aboard!*

10. This story is about a boy who is

Leaving the country	Going on a train journey	Going on holiday	Going to live in a city
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 1 mark

11. The person telling the children to board the train is a

Teacher	Vicar	Billeting Officer	Train driver
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 1 mark

12. When Frank says goodbye to his Mum, he hears other children

Shouting	Singing	Laughing	Crying
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 1 mark

13. When Frank gets on the train he

Doesn't look back at his Mum	Tries to find friends to sit with	Reads a book to take his mind off	Tells an adult he is scared
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 1 mark

14. Mrs Rayner had

Fair hair and a red dress	Fair hair and freckles	Dark hair and a blue shirt	Dark hair and lots of jewellery
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 1 mark

15. At the start of the story, why is Frank trying to concentrate on the puddle in front of him?

1 mark

16. Why do you think Frank's Mum tells him to be careful not to get his label wet?

1 mark

17. What does Frank's Mum tell him he will enjoy about going away?

1 mark

18. Find one phrase that tells you that Frank's Mum is upset.

1 mark

19. *Frank felt as if a million bees were buzzing around in his chest.*

How do you think Frank was feeling?

1 mark

20. Frank and his Mum say they are going to stay in touch. How are they going to do this?

1 mark

21. Tick three things that Frank sees on the train journey.

Horses _____

Pigs _____

Clouds _____

A rainbow _____

Car parks _____

Fields _____

1 mark

22. How did Frank feel as it got darker?

1 mark

23. Find two words or phrases to describe the village hall.

2 marks

24. Why do you think Frank's legs are shaking when he stands up?

1 mark

25. How do you think Frank feels when he meets Mrs Rayner? Why do you think he feels like this?

2 marks

Questions on both texts

26. How would you feel if you had to be evacuated? Answer as fully as you can, thinking about what you have read.

2 marks

27. Do you think evacuation was a good idea? Answer as fully as you can, using examples from the text.

2 marks

Spelling Test 1



Spelling Test 2

Jane put her left foot into the stirrup attached to the pony's saddle. She was _____ a pony called Peanut today. Peanut was a _____ pale brown _____. Mary, the _____ at the riding school, told Jane that this colour was called 'palomino'. Jane whispered the word under her breath.

Jane was excited as she sat on Peanut. She liked being higher up, _____ she could see more. She _____ wait to start riding through the forest with her.

There _____ five other people riding with Jane, plus Mary, who was _____ the group.

"_____ ready?" Mary called.

Everyone either nodded or _____ "yes" to Mary.

"Let's get going!" she said.

Year 3 Writing Task— A Stay Away

Imagine you are being evacuated. Write an account of meeting your new family for the first time.

Use this sheet to plan your writing.

How do you feel on the train?

What do your new family look like? What do they do when they meet you?

What is their home like?

What is your first meal like? How do you feel on the first night?