

Learners' version

Guidance

These materials are provided to **exemplify the types of text and questions** that are used for the statutory National Reading Tests.

There are four reading tests in English and four reading tests in Welsh (these are unique tests, not translations) for use in May which will be used across pairs of year groups – Years 2/3, Years 4/5, Years 6/7 and Years 8/9.

However, **for the purposes of these samples**, materials are presented in the following way, with a view to making it easier for use in schools.

- Years 2/3 – learner version and teacher version.
- Years 4/5/6 (primary materials) – learner version and teacher version.
- Years 7/8/9 (secondary materials) – learner version and teacher version.

The **materials are intended to be used together** – with the learner version and the teacher version complementing each other.

Each learner version consists of a **text and associated questions**. This can be downloaded and used with learners in class – either as printed copies or electronically, for example, on an interactive whiteboard.

Each teacher version consists of an **annotated copy of the learner version**. This provides information about the purpose of each question type as well as explaining ways in which the questions should be approached in order for learners to show the best of their ability. The teacher version can be downloaded and printed or used electronically.

Please note: these sample materials are not intended to represent a whole test, merely to exemplify the style of questioning that will be employed.

Modified sample materials are being produced to support learners with visual impairment or learners who normally use large print as part of their normal classroom practice.

All materials are available in Modified Large Print (B4 sized, 18 point font) or Braille (Grade 2). Materials for learners in Years 4 to 9 are also available in Enlarged Print format (B4 sized, 14 point font).

If you have ordered modified tests and would like to receive a copy of these sample materials in their modified form, please contact the Test Order Helpline on 01753 637270 or at welsh-test-orders@nfer.ac.uk



Reading sample materials

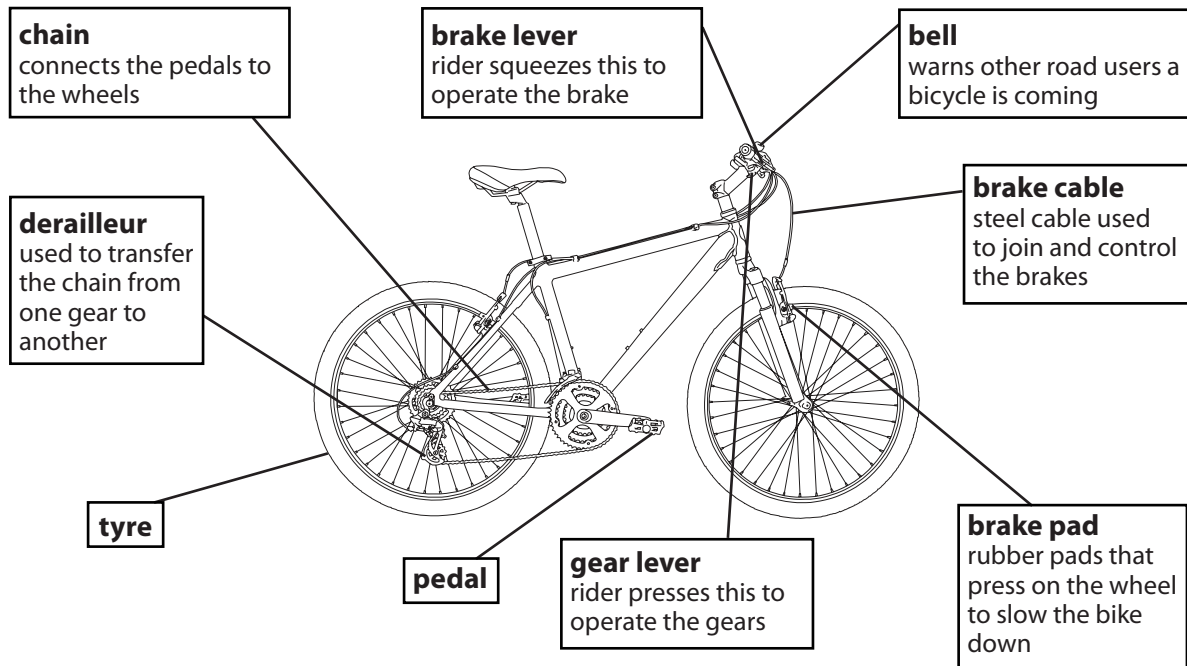
Learners' version



Llywodraeth Cymru
Welsh Government

How to ride a bicycle

Riding a bike is fantastic: the freedom to explore, going fast down hills, the wind in your hair – and it's good exercise. Here are some instructions and tips for learning how to ride your bicycle. And once you learn to ride, you never forget.



Practice

The easiest surfaces to cycle on are concrete and tarmac but they are unforgiving if you fall. Short grass would be an acceptable alternative for anyone who feels panicky about falling, but be warned that softer surfaces, like grass, make balancing harder. Wherever you end up practising, make sure it has both flat areas and gentle slopes.

TOP TIP

Find a safe, large and open area for practising: away from traffic, with no tight corners or very steep slopes.

Safety

You should check the tyre pressure, brakes, chain and bell. Avoid wearing long skirts or baggy clothing (which could become caught in the chain, brakes or gears) and flimsy or open-toed shoes.

TOP TIP

It's a good idea to wear a helmet in case you fall off your bike.

Braking

While practising, it's a good idea to allow yourself a long distance over which to brake gently so that you feel you can get off, if necessary.

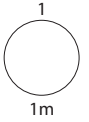
Balancing

Push yourself along a flat surface with your feet and get the feel of how the bike leans and steers. Do this until you have some confidence about steering. Try pushing yourself along fast and 'gliding' with your feet up, steering only with your hands. When you are ready, try to turn gently left or right with your body and let the bike follow you. These are the key bike-riding skills: balancing and steering.

Once you can do all this with ease, you're ready for more cycling challenges.

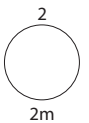
1 Draw **three** lines to show what each part of the bicycle brake does.

brake cable	used to apply the brakes
brake lever	connects different parts of the brake
brake pad	presses on the wheel to stop it moving



2 Find and **copy two** things you should avoid wearing when riding a bicycle.

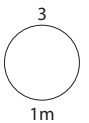
1. _____
2. _____



3 According to the text, in which parts of a bicycle can clothes get caught?

Tick **two**.

handle bars	<input type="checkbox"/>	chain	<input type="checkbox"/>
gears	<input type="checkbox"/>	wheel rim	<input type="checkbox"/>
saddle	<input type="checkbox"/>		



4 Choose the **best** word or group of words to fit the passage and tick your choice.

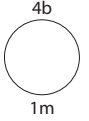
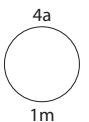
It is best to learn how to cycle

a) **in a large, open area** **on a steep slope** **around tight corners** **near traffic**

and to wear

b) **a warm coat** **baggy clothing** **a helmet** **open-toed shoes**

for protection.



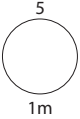
please turn over

5

Look at the text in the box below.

Underline the **phrase** that tells you that cycling keeps you fit.

Riding a bike is fantastic: the freedom to explore, going fast down hills, the wind in your hair – and it’s good exercise. Here are some instructions and tips for learning how to ride your bicycle. And once you learn to ride, you never forget.



6

Number these instructions from 1 to 4 to show the order in which they should be carried out.

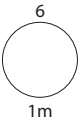
One has been done for you.

Find a sensible place to practise.

Check your bike is in good order.

When confident, try going faster.

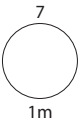
Practise gliding, braking, balancing.



7

Put ticks to show which statements are **true** and which are **false**.

	True	False
You should only practise riding a bike on level ground.	<input type="checkbox"/>	<input type="checkbox"/>
Balancing and steering are important skills for cycling.	<input type="checkbox"/>	<input type="checkbox"/>
The derailleur moves the chain to change gears.	<input type="checkbox"/>	<input type="checkbox"/>
It is easy to forget how to ride a bicycle.	<input type="checkbox"/>	<input type="checkbox"/>



End of sample materials.

