

## **QTS – Comprehension Practice Test**

### **PASSAGE 1**

All children need to master spelling. This is one of the key skills for effective written communication. In order to express themselves and make their ideas understood by others, children must learn to write using correct grammar and spelling. Although the importance of spelling cannot be underestimated, teachers also need to ensure that young pupils do not restrict their vocabulary to those words that they know how to spell correctly.

A more widespread use of successful spelling programmes needs to be encouraged in primary schools. One method that has proven particularly popular is the spelling journal. This records words that are commonly spelled incorrectly and identifies exceptions to rules (for example pluralizing words ending in y). Another effective spelling programme is the use of mnemonics. The use of such memory aids can make spelling lessons more enjoyable and engaging. Some primary schools create a spelling log containing words that children use most frequently in their writing. To learn these spellings the child is taught to look at the word, to say it out loud, to cover it up, to try to write it down and then to check that it has been spelled correctly.

For maximum success, parents, as well as teachers, need to ensure that children practise their spelling. Targets can be set, such as personalized lists of frequently misspelled words, and shared with parents. Parents can then supervise revision of these target words as part of their child's homework.

TASK A) Select the best heading for the passage.

- Spelling test
- How to spell
- Spelling policy
- Mnemonics



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TASK B) Select from the list below those two options that are the closest in meaning to the following phrase as it appears within the passage: *Another effective spelling programme is the use of mnemonics.*

- Memory aids are an unreliable technique for teaching spelling.
- Memory aids are an unpopular technique for teaching spelling.
- Memory aids are an ineffective technique for teaching spelling.
- Memory aids are a useful technique for teaching spelling.
- Memory aids are a successful technique for teaching spelling.

TASK C) Select the best sub-heading for the second and third paragraphs.

## SECOND PARAGRAPH

- Spelling programmes
- Spelling logs
- Teaching spelling
- Parental involvement

## THIRD PARAGRAPH

- Spelling programmes
- Spelling targets
- Teaching spelling
- Parental involvement



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TASK D) A list of seven possible audiences for the text are presented below. Please select the two potential audiences that you think would find the passage *most* relevant.

- Parents of primary school children
- Pupils
- Primary school teachers
- Students studying for A-levels
- Educational publishers
- School Governors
- Secondary school teachers

## PASSAGE 2

The new head teacher used a curriculum map to restructure his school's curriculum. The aim was to deliver Key Skills as effectively as possible. Within this overall goal were two specific needs. Firstly, to accommodate the different learning styles of the school's diverse range of pupils. Secondly, but equally as important, to address each child's development needs.

Since the adoption of this new plan, the school has demonstrated strength in setting challenging targets at both Key Stage 1 and Key Stage 2. Target setting and pupil attainment are closely monitored. Analysis of the school's results revealed the following: achievement at Key Stage 2 was above the national target, and Key Stage 1 results were above those of comparable local schools. Although its pupils' performance has varied during the period under review, the school has now improved its Key Stage 1 results for three years in a row.

Another target that the school has achieved is a wider application of information and communication technology (ICT) to support the learning process. The previous head teacher had prioritized the application of ICT across the full curriculum, starting with the provision of several new computers in



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each classroom. The new head has continued this process by establishing a dedicated ICT laboratory and investing in computerized white boards for each classroom.

TASK A) Select the most appropriate sub-heading for the final paragraph.

- ICT implementation
- Key Stage 1 and 2 target setting
- Pupil enrichment programme
- The prioritisation of information and communication technology

TASK B) Select the sentence that summarises paragraphs one and two most effectively.

## PARAGRAPH ONE

- The school set and met high targets for both Key Stage 1 and Key Stage 2.
- A curriculum map was used to plan and monitor the school targets.
- The new head teacher's planning of two specific Key Skills targets.
- Key skills and curriculum planning took account of individual learning styles and development needs.

## PARAGRAPH TWO

- There were performance differences in Key Stage 1 but not in Key Stage 2 results.
- The school set and met high targets for both Key Stage 1 and Key Stage 2.
- Key skills planning took account of the needs of individual pupils.
- The school closely monitored its Key Stage 1 and Key Stage 2 targets.



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TASK C) Select four phrases from the list below that accurately convey the school's performance (using only the information given in the passage).

- Key Stage 1 results improved for three years consecutively.
- There were no differences in how different pupil cohorts performed.
- Key Stage 1 results were better than those of equivalent schools.
- The national target for Key Stage 2 was below the school's results.
- Key Stage 1 results improved for four years in a row.
- Pupils' results have not always been consistent during the time period under consideration.
- Achievement at Key Stage 1 was above the national target.
- The Key Stage 1 and 2 targets need to be set at a higher level.

TASK D) Select the two statements below that are closest in meaning to the following phrase within the passage: *The previous head teacher had prioritized the application of ICT across the full curriculum.*

- ICT had been a priority for the previous head teacher.
- The need for improved access to computer facilities had been prioritised.
- ICT had been made part of the wider curriculum.
- The need for improved access to computer facilities had been recognised in the past.



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