

HLTA Literacy sample Entry Test

Section 1 – spelling

Is the word in bold spelled correctly? (Answer yes or no)

1) We will collect the children from assembly **immediately**.

- a) Yes b) No

answer _____

Is the word in bold spelled correctly? (Answer yes or no)

2) James is **mischevious** rather than naughty.

- a) Yes b) No

answer _____

Identify the correct spelling.

- 3) a) conscous b) conshious
c) conscious d) conchious

answer _____

Identify the correct spelling.

- 4) a) temperashure b) temprature
c) temperasure d) temperature

answer _____

Which word fills the gap correctly?

5) Children are not _____ to bring toys to school.

- a) aloud b) allowed

answer _____

HLTA Literacy sample Entry Test Section 2 – grammar

6) Which of these sentences is in the passive voice?

- a) Mrs Smith has completed the files and they are ready for collection.
- b) The files are complete and ready for collection.

answer _____

7) Could you collect the _____ book bags?

The correct word to fill the gap is:

- a) girls
- b) girl's
- c) girls'

answer _____

8) The entire staff _____ to the training course next week.

The correct form of word to fill the gap is:

- a) is going
- b) are going

answer _____

9) The girl opened her book and she began to read.

This sentence is:

- a) a simple sentence
- b) a compound sentence
- c) a complex sentence

answer _____

10) Which sentence is punctuated correctly?

- a) "Could you pass me the scissors, please?" asked Mrs Smith.
- b) "Could you pass me the scissors, please" asked Mrs Smith.

answer _____

HLTA Literacy sample Entry Test

Section 3 – comprehension passage

Read this passage. Use it to answer questions 1 to 5.

Activity plan – exploring mark making for tone in drawing

Learning objective / success criteria:

We are learning to: *use a pencil to make lighter and darker marks.*

We will need to: *change how hard we press the pencil onto the paper.*

control how hard we press the pencil onto the paper.

Activity:

Children will be encouraged to make marks, patches and lines with their drawing pencils to begin to develop how they use tone (light and dark). They will press on hard to make dark, bold marks and press on gently to make light, faint marks. They will make marks (dots, dashes), continuous lines and patches on their paper. They are not drawing a 'picture' in this activity.

Vocabulary: tone, lighter, darker, press on, gently, harder, pressure, faint, dark

Resources: 6B drawing pencils, white cartridge paper (pencil sharpeners for adults)

Advice for teaching assistants:

- You should have your own piece of paper and pencil so you can model alongside children, challenging them to make lighter and darker marks than those you have made.
- As children explore you could describe what they are doing 'that's so dark – you must have pressed on very hard' or 'you have pressed on gently to make that light line'.
- You might ask questions to encourage children to articulate what they are doing: 'how are you making that mark so dark?' or to challenge them to extend their control: 'can change the tone in a continuous line, so you have darker, then lighter then darker?'
- You should look out for blunt / broken pencils and give children sharpened pencils so they can continue drawing.

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Section 3 comprehension questions

Use the passage to answer these questions.

11) This passage could best be described as an example of:

- a) fiction text
- b) persuasive text
- c) instruction text
- d) descriptive text

answer _____

12) What is the main focus of this activity?

- a) shape
- b) tone
- c) form
- d) pattern

answer _____

13) Who is the target audience for this text?

- a) teaching assistants
- b) teachers
- c) children

answer _____

14) Some lines of text are in bold because they are

- a) dates
- b) direct speech
- c) sub-headings

answer _____

15) What are children learning in this activity?

- a) to draw owls
- b) to draw lines
- c) to colour in
- d) to press on harder / lighter

answer _____
