

# 2019 national curriculum tests

## Key stage 2

# ENGLISH

## Modified large print

## English grammar, punctuation and spelling

## Paper 1: questions

**First name**

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**Middle name**

---

**Last name**

---

**Date of birth**

**Day**

---

**Month**

---

**Year**

---

**School name**

---

**DfE number**

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**Note to markers:**

This paper should be marked using the standard mark schemes for KS2 English grammar, punctuation and spelling: Paper 1. There is additional guidance on marking some questions in this paper in the Key stage 2 English grammar, punctuation and spelling amendments to mark schemes – MLP document.

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# Instructions

## Questions and answers

You have 45 minutes, plus your additional time allowance, to complete this test. There are different types of question for you to answer in different ways. The space for your answer shows you what type of answer is needed.

- **Multiple-choice answers**

For some questions, you do not need to do any writing. Read the instructions carefully so that you know how to answer each question.

- **Short answers**

Some questions are followed by a line or box. This shows that you need to write a word, a few words or a sentence.

## Marks

Each question has one mark.

You should work through the booklet until you are asked to stop.

Work as quickly and as carefully as you can. If you finish before the end, go back and check your work.

**You have 45 minutes, plus your additional time allowance, to answer the questions in this booklet.**

1. Tick the sentence that must end with a **question mark**.

Tick **one**.

The teacher asked them what they were doing

I wonder what time the next train arrives

Did she play tennis on your team last year

He asked if he could use my pen

2. Draw a line to match each word to the correct **suffix**.

Use each suffix only once.

**Word**

**Suffix**

accomplish ●

● ful

forgive ●

● ment

joy ●

● ish

fool ●

● ness

3. Tick one box in each row to show whether the sentence is a **question** or a **command**.

<b>Sentence</b>	<b>Question</b>	<b>Command</b>
<b>Do your stretches before you exercise</b>		
<b>Do you prefer tennis or cricket</b>		
<b>Do the boys always go running in the morning</b>		
<b>Do take some water with you to football practice</b>		

4. Insert one **comma** in the correct place in the sentence below.

Every night Dad and my brother take the dog for a walk.

5. Draw a line to match each **prefix** to the correct word to make a different word. Use each prefix only once.

Prefix	Word
<input type="checkbox"/> inter	<input type="checkbox"/> approval
<input type="checkbox"/> dis	<input type="checkbox"/> circle
<input type="checkbox"/> semi	<input type="checkbox"/> social
<input type="checkbox"/> anti	<input type="checkbox"/> action

6. Which sentence must **not** end with an **exclamation mark**?

Tick **one**.

- You really must wear a coat
- What a dreadful day I had
- What is the temperature now
- The wind is very strong today

7. Circle the correct word in each box to complete the sentences in **Standard English**.

Pass me 

<b>them</b>
<b>those</b>

 cartons, please.

You sang that song very 

<b>good.</b>
<b>well.</b>

We always 

<b>did</b>
<b>done</b>

 our homework on time.

8. Insert a **relative pronoun** to complete the sentence below.

Everyone loved the music \_\_\_\_\_ was played last night.

9. In which sentence is lock a **verb**?

Tick **one**.

- Aisha closed the box and fastened the lock.
- Make sure you lock the gate before you leave.
- I think I need to buy a new bike lock.
- The lock can only be opened with this special key.

10. Insert a **semi-colon** in the correct place in the sentence below.

Frank would like to go to Cornwall next summer he  
might also visit France in the spring.

11. Insert a **pair of brackets** in the correct place in the sentence below.

Using public transport such as buses and trains can  
reduce pollution.



12. What does the **prefix multi-** mean in the words multicultural, multipurpose and multicoloured?

Tick **one**.

some

few

all

many

13. Which sentence is punctuated correctly?

Tick **one**.

I will be running – a half marathon 13 miles next week!

I will be – running a half marathon – 13 miles next week!

I will be running a half marathon 13 – miles – next week!

I will be running a half marathon – 13 miles – next week!

14. Which word is an **antonym** of difficult?

The problem was difficult to solve.

Tick **one**.

hard

easy

impossible

challenging

15. Which sentence is the most **formal**?

Tick **one**.

The way they played was terrible, wasn't it?

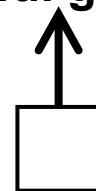
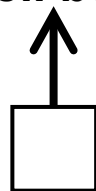
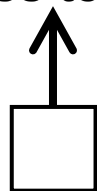
I wish they'd put a little more effort in today!

If only they'd tried a bit harder, they would've won.

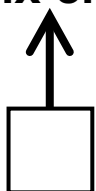
The team were defeated due to mistakes that they made.

16. Tick one box to show where a **hyphen** is needed in the sentence below.

The class teacher praised the well behaved and helpful group of



year six children.



17. What **word class** is him in the sentence below?

Josef's friends rushed to meet him, desperate to see if he had won.

Tick **one**.

a preposition

an adjective

a pronoun

a noun

18. Circle two words in the passage below that are **synonyms** of each other.

Having queued for over an hour, Sanjit found that his tolerance was being severely tested. Most of the other children had lost patience and gone elsewhere.

19. What kind of **clause** is underlined in the sentence below?

If they could afford to, the ancient Romans ate well.

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20. Insert a **dash** in the correct place in the sentence below.

It was a very exciting lesson we learnt how parachutes work and designed one of our own.

21. What is the **word class** of the underlined word?

Our school is bigger than theirs.

Tick **one**.

a co-ordinating conjunction

a subordinating conjunction

a possessive pronoun

a relative pronoun

22. Insert a **colon** in the correct place in the sentence below.

Joshua had mastered two new skateboarding skills he could do a perfect aerial jump and execute a complete 180 degree turn.

23. Add three **commas** in the correct places in the sentence below.

She wore a dark red skirt a woollen jumper a scarf with matching hat thick socks and black boots.

24. Which sentence uses **tense** correctly?

Tick **one**.

- We sat and ate our lunch once we had found a sunny picnic spot.
- Once we find a sunny picnic spot, we sat and ate our lunch.
- Once we had found a sunny picnic spot, we sit and eat our lunch.
- We sat and eat our lunch once we had found a sunny picnic spot.

25. Which sentence below is the most **formal**?

Tick **one**.

- Hope you can make it to my birthday party next week!
- It's going to be great!
- The venue is yet to be confirmed.
- I'm still checking out a couple of places.

26. Circle the word that shows that the sentence below is a **command**.

To see pictures of the rugby match, [click here](#).



30. Circle the three **adjectives** in the sentence below.

He made his way up the cobbled street, striding like the bold and determined man he was.

31. Which sentence is punctuated correctly?

Tick **one**.

- Our parents always say “work hard and do your best.”
- Our parents always say, “work hard and do your best.”
- Our parents always say, “Work hard and do your best.”
- Our parents always say “Work hard and do your best.”

32. Which underlined word is an **adverb**?

Tick **one**.

- The spring garden looks lovely.
- My little sister has a wobbly tooth.
- The clothes are folded neatly.
- Her brown hair is long and curly.



33. What **word class** do the underlined words belong to?

You can have an apple or an orange for your snack.

Since it is sunny, you can eat your snack outside.

Although I prefer oranges, apples are easier to eat.

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34. Explain how the **comma** changes the meaning of the second sentence.

1. I asked if Jake Thomas and Lily were coming to the barbecue.

2. I asked if Jake, Thomas and Lily were coming to the barbecue.

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35. Underline the **adverbial** in the sentence below.

Last week, Ruby went swimming and played football.

36. Complete the sentence below with a **relative clause**.  
Remember to punctuate your answer correctly.

His sister,

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is learning to speak Polish.

37. How does the **conjunction** change the meaning of the second sentence?

1. We listened to the music after we ate our lunch.

2. We listened to the music while we ate our lunch.

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38. Circle the **modal verb** in the sentence below.

Kate hoped that she would see goats and sheep at the farm.

39. Rewrite the sentence below in the **passive**.

Remember to punctuate your answer correctly.

The wind damaged the fence.

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40. Insert **two commas** and a **semi-colon** in the correct places in the passage below.

Last Wednesday we performed a play at school I invited my parents to come and watch. When I first went on stage I was so nervous that I nearly forgot my lines.

41. Circle the three **nouns** in the sentence below.

The fire gave the room a cosy feeling.

42. Which sentence uses the **passive**?

Tick **one**.

The school proposed building a new playground.

The issue was discussed at a council meeting.

The council voted in favour of the proposal.

They started building the new playground last week.

43. Write the **contracted form** of the underlined words in the box below.

We shall not do that again!



44. Complete the sentence by writing a word formed from the root word **music** on each line.

Every member of the Jones family was

\_\_\_\_\_,'

but only Mr Jones was a professional

\_\_\_\_\_.'

45. What is the grammatical term for the underlined words in the sentence below?

The new paintbrushes are in the box.

\_\_\_\_\_

46. Circle each word that should begin with a **capital letter** in the sentence below.

when we visited the museum in birmingham, gareth  
arranged to travel by train with aunt laura.

47. Circle the three **determiners** in the sentence below.

William didn't have any cereal in the house, so he went out to buy some cornflakes.

48. Insert an **apostrophe** in the correct place in the sentence below.

Pupils coats should be hung on the pegs.

49. Circle the three **prepositions** in the sentence below.

After the game, Omar and Alisha walked home with their grandparents, who lived across the road.

50. Circle the **co-ordinating conjunction** in the sentence below.

If you want to enter the competition, you can send your idea by email or by post.

**End of test**



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2019 key stage 2 English grammar, punctuation and spelling  
Paper 1: questions

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2019 national curriculum tests

# Key stage 2

## English grammar, punctuation and spelling

Administering the modified large print (MLP)  
version of Paper 1: questions

**MONDAY 13 MAY 2019**

**CONFIDENTIAL:** This pack must be kept secure and unopened until the start of the test on **Monday 13 May 2019**.

Early opening, up to 1 hour before the test starts, is only allowed if access to the contents is needed to make adaptations to meet individual pupils' needs. Early opening of more than 1 hour is only allowed if permission has been granted by STA.

Please ensure you have read and understood the 2019 modified test administration guidance before opening this pack.

### Pack contents:

- Administration instructions for the MLP key stage 2 English grammar, punctuation and spelling test Paper 1: questions (overleaf)
- 1 copy of the MLP Paper 1: questions

**For test administration**



Standards  
& Testing  
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### 2019 Key stage 2 English grammar, punctuation and spelling test

The following information explains how to administer the modified large print (MLP) version of the key stage 2 English grammar, punctuation and spelling test Paper 1: questions. Modified test administration guidance is available at [www.gov.uk/sta](http://www.gov.uk/sta). If you have any questions, you should check with your headteacher or key stage 2 test co-ordinator before you administer the test. Please make sure you follow these instructions correctly to ensure the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation.

#### Format

The key stage 2 English grammar, punctuation and spelling test consists of 2 papers. The papers must be administered in order. Pupils may have a break between the papers. Test packs must not be opened until pupils are in the test room ready to complete the test, unless early opening is required to meet individual pupils' needs.

Paper 1: questions consist of a single question paper.

Pupils will have 45 minutes, plus up to 100% additional time, to complete the test paper.

#### Equipment

Each pupil will need the equipment specified below:

- a blue/black pen or dark pencil.

Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.

Pupils are **not** allowed:

- dictionaries
- electronic spell checkers
- bilingual word lists or electronic translators.

#### Assistance

- You must ensure that nothing you say or do during the test could be interpreted as giving pupils an advantage, e.g. indicating that an answer is correct or incorrect, or suggesting the pupil looks at an answer again.
- Administrators should ensure that pupils are able to locate all answer spaces correctly.
- You may explain or rephrase a question provided you do not give away subject-specific information. For example, if a question asks to 'insert a pair of commas', 'insert' may be explained but not 'commas'.
- The notes for readers in the English grammar, punctuation and spelling test gives examples of how to read particular types of question in Paper 1.

The examples below illustrate how to deal with some common situations.

- Q.** I don't understand the question.
- A.** Read the question again and underline key words that tell you what to do.
- Q.** What does 'comma' mean?
- A.** I can't tell you, but think hard and try to remember. We can talk about it after the test.
- You must not explain any subject-specific terminology. If any other word in a question is unfamiliar, you may explain it or show them objects to help them understand.

#### Guidance for specific questions

No additional guidance is needed to administer the MLP version of Paper 1: questions.

### Before the test begins

Review the list of pupils with particular individual needs, e.g. pupils who may need a rest break, a scribe or a transcript made at the end of the test.

Ensure you know how to administer any access arrangements correctly. Please refer to the 2019 key stage 2 access arrangements guidance.

It is important that the pupils' names on their tests match the names on the test attendance register. Check with your test co-ordinator whether any pupil in your group is known by a different name in school, or has changed their name since pupil registration. This is so you can ensure the pupil writes the correct name on their test paper.

Write the school's name and DfE number on a board that is visible to all pupils. Leave space on the board to write the start and finish times of the test.

### What to do at the start of the test

Check that seating is appropriately spaced and that no pupil can see another pupil's answer booklet.

Check that pupils do not have mobile phones or other disruptive items.

Check that pupils do not have any materials or equipment that may give them extra help.

Ensure each pupil who needs it has 1 MLP copy of Paper 1: questions.

Write the start and finish times on a board so that all pupils can see them.

### How to introduce the test

It is important to brief pupils fully at the start of each test. Use this script to introduce Paper 1: questions.

*This is the key stage 2 English grammar, punctuation and spelling test Paper 1: questions.*

*You should have Paper 1: questions in front of you.*

*You will need a blue or black pen or dark pencil.*

*Write your name, school name and DfE number on the front of your test paper.*

*[If any pupil's name differs from the name provided during pupil registration, instruct the pupil to write both names on the paper.]*

*Open your test paper to page 3. I will read the instructions to you.*

*In this booklet, your grammar, punctuation and vocabulary are tested.*

*There are different types of question for you to answer in different ways.*

*The space for your answer shows you what type of answer is needed.*

*Write your answer in the space provided.*

*Read the instructions carefully so that you know how to answer each question.*

*Some questions are followed by a line or a box. This shows that you need to write a word, a few words or a sentence.*

*For some questions, you do not need to do any writing.*

*Each question is worth one mark.*

*You will have 45 minutes, plus your additional time allowance, to answer the questions in this booklet.*

*You should try to answer all of the questions. If you can't answer a question, move on to the next one and return to it later if you have time.*

*Pay particular attention to any instructions within test questions.*

*If you want to change your answer, put a line through the response you don't want the marker to read. If you have to use a rubber, make sure you rub out your answer completely before writing a new one.*

*If you have any questions during the test, you should put your hand up and wait for me/someone to come over to you. Remember, I can't help you to answer any of the test questions.*

*You must not talk to each other.*

*Are there any questions you want to ask me now?*

*I will tell you when you have 5 minutes left. I will tell you when the test is over and to stop writing.*

*You may now start the test.*

### How to deal with issues during the test

It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.

In the following circumstances, you will need to stop the test either for an individual pupil, a group of pupils or for the whole cohort:

- test papers are incorrectly collated or the print is illegible
- an incorrect test has been administered
- a fire alarm goes off
- a pupil is unwell
- a pupil needs to leave the room
- a pupil is caught cheating.

If you need to stop the test:

- make a note of the time
- make sure the pupils are kept under test conditions and that they are supervised
- if the pupils have to leave the room, ensure they do not talk about the test
- speak to your test co-ordinator or a senior member of staff for advice on what to do next
- consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice.

You should brief your headteacher on how the incident was dealt with, once the test is over.

### What to do at the end of the test

If you need to make a transcript of a test script, complete it with the individual pupil at the end of the test, under test conditions. Particular care should be taken to ensure accurate transcriptions are made and the pupil's answers, including spelling, are not corrected or amended.

Ensure you inform your senior member of staff/test co-ordinator if you have made a transcript, or if a pupil has used a scribe, word processor or other electronic or technical device. This is so they can complete the appropriate online notification.

Make sure you have collected every test script, including any unused test material. Return them immediately to the senior member of staff who is responsible for collating the tests.

Do not look at, annotate or review pupils' answers in any way (unless it is necessary to make a transcript). If you amend or tamper with pupils' answers, it will be considered maladministration and results could be annulled.

Do not keep or photocopy test scripts for any reason.

All test materials, including any unused test papers, must be stored securely until Monday 3 June 2019.

# 2019 national curriculum tests

## Key stage 2

# ENGLISH

## Modified large print

## English grammar, punctuation and spelling

## Paper 2: spelling

First name

---

Middle name

---

Last name

---

Date of birth

Day

---

Month

---

Year

---

School name

---

DfE number

---

Note to markers:

This paper should be marked using the standard mark schemes for KS2 English grammar, punctuation and spelling: Paper 2. There is additional guidance on marking some questions in this paper in the Key Stage 2 English grammar, punctuation and spelling amendments to mark schemes – MLP document

# Spelling task

1. The dragon is an imaginary \_\_\_\_\_.
2. There was \_\_\_\_\_ food for everyone.
3. My little brother is in \_\_\_\_\_ class.
4. Playing in the snow made my fingers \_\_\_\_\_.
5. We learned how to do \_\_\_\_\_ in mathematics.
6. Charlie \_\_\_\_\_ with relief.
7. \_\_\_\_\_ is easier with a compass.
8. Khalid was a \_\_\_\_\_ boy.
9. Gran \_\_\_\_\_ us a snack when we arrived.
10. Do your stretches so you don't pull a \_\_\_\_\_.
11. Maria looked \_\_\_\_\_ at the box.
12. She found the \_\_\_\_\_ to try something new.

13. Jade and Jamie had a \_\_\_\_\_.
14. Our class made a model \_\_\_\_\_.
15. The school provided an \_\_\_\_\_ education for its pupils.
16. \_\_\_\_\_ people give to charity.
17. Everyone sang the \_\_\_\_\_ loudly.
18. I burnt my \_\_\_\_\_ on the hot soup.
19. Sarah \_\_\_\_\_ spilled water all over the table.
20. The criminal tried to \_\_\_\_\_ the police.

**End of test**



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2019 key stage 2 English grammar, punctuation and spelling  
Paper 2: spelling

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2019 national curriculum tests

# Key stage 2

## English grammar, punctuation and spelling

Administering the modified large print (MLP)  
version of Paper 2: spelling

**MONDAY 13 MAY 2019**

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Please ensure you have read and understood the 2019 modified test administration guidance before opening this pack.

### Pack contents:

- Administration instructions for the MLP key stage 2 English grammar, punctuation and spelling test Paper 2: spelling (overleaf)
- 1 copy of the MLP Paper 2: spelling

**For test administration**



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### 2019 Key stage 2 English grammar, punctuation and spelling test

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#### Format

The key stage 2 English grammar, punctuation and spelling test consists of 2 papers. The papers must be administered in order. Pupils may have a break between the papers.

Test packs must not be opened until the pupils are in the test room ready to complete the test, unless early opening is required to meet individual pupils' needs.

This component of the test consists of an answer booklet for pupils to complete and a test transcript to be read by the test administrator. You will need a copy of the test transcript from the standard version of the test.

Pupils will have approximately 15 minutes to complete the test, plus up to 100% additional time, but it is not strictly timed.

#### Equipment

Each pupil will need the equipment specified below:

- a blue/black pen or dark pencil.

Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.

Pupils are **not** allowed:

- dictionaries
- electronic spell checkers
- bilingual word lists or electronic translators.

#### Assistance

- Pupils should not require any assistance during the administration of Paper 2: spelling.
- You must ensure nothing you say or do during the test could be interpreted as giving pupils an advantage, e.g. indicating an answer is correct or incorrect, or suggesting the pupil looks at an answer again.
- You should take care not to overemphasise spelling when reading out the words that pupils need to spell.

#### Guidance for specific questions

No additional guidance is needed to administer the MLP version of Paper 2: spelling.

### Before the test begins

Make sure you have the printed transcript of Paper 2: spelling.

Review the list of pupils with any particular individual needs, e.g. pupils who may need a rest break, a scribe or a transcript made at the end of the test.

Ensure you know how to administer any access arrangements correctly. Please refer to the 2019 key stage 2 access arrangements guidance.

It is important that the pupils' names on their tests match the names on the test attendance register. Check with your test co-ordinator whether any pupil in your group is known by a different name in school, or has changed their name since pupil registration. This is so you can ensure the pupil writes the correct name on their test paper.

Write the school's name and DfE number on a board that is visible to all pupils.

### What to do at the start of the test

Check that seating is appropriately spaced and that no pupil can see another pupil's answer booklet.

Check that pupils do not have mobile phones or other disruptive items.

Check that pupils do not have any materials or equipment that may give them extra help.

Ensure each pupil who needs it has 1 MLP copy of Paper 2: spelling.

### How to introduce the test

It is important to brief pupils fully at the start of each test. Use this script to introduce Paper 2: spelling.

*This is the key stage 2 English grammar, punctuation and spelling test Paper 2: spelling.*

*You should have Paper 2: spelling in front of you.*

*You will need a blue or black pen or dark pencil.*

*Write your name, school name and DfE number on the front of your test paper.*

[If any pupil's name differs from the name provided during pupil registration, instruct the pupil to write both names on the paper.]

*If you want to change your answer, put a line through the response you don't*

*want the marker to read. If you have to use a rubber, make sure you rub out your answer completely before writing a new one.*

*If you have any questions during the test, you should put your hand up and wait for someone to come over to you. Remember, I can't help you answer any of the test questions.*

*You must not talk to each other.*

Please use the transcript from the standard version of the test to administer the test.

### How to deal with issues during the test

It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.

In the following circumstances, you will need to stop the test either for an individual pupil, a group of pupils or for the whole cohort:

- test papers are incorrectly collated or the print is illegible
- an incorrect test has been administered
- a fire alarm goes off
- a pupil is unwell
- a pupil needs to leave the room
- a pupil is caught cheating.

If you need to stop the test:

- make a note of the time
- make sure the pupils are kept under test conditions and that they are supervised
- if the pupils have to leave the room, ensure they do not talk about the test
- speak to your test co-ordinator or a senior member of staff for advice on what to do next
- consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice.

You should brief your headteacher on how the incident was dealt with, once the test is over.

### What to do at the end of the test

If you need to make a transcript of a test script, complete it with the individual pupil at the end of the test, under test conditions. Particular care should be taken to ensure accurate transcriptions are made and the pupil's answers, including spelling, are not corrected or amended.

Ensure you inform your senior member of staff/test co-ordinator if you have made a transcript, or if a pupil has used a scribe, word processor or other electronic or technical device. This is so they can complete the appropriate online notification.

Make sure you have collected every test script including any unused test material. Return them immediately to the senior member of staff who is responsible for collating the tests.

Do not look at, annotate or review pupils' answers in any way (unless it is necessary to make a transcript). If you amend or tamper with pupils' answers, it will be considered maladministration and results could be annulled.

Do not keep or photocopy test scripts for any reason.

All test materials, including any unused test papers, must be stored securely until Monday 3 June 2019.



2019 national curriculum tests  
Key stage 2

**English grammar, punctuation and spelling**

**Amendments to mark schemes  
Modified large print (MLP)**



Standards  
& Testing  
Agency

## **Introduction**

This guidance is for markers who have been allocated MLP scripts of the 2019 key stage 2 English grammar, punctuation and spelling test.

The standard version of the key stage 2 English grammar, punctuation and spelling test mark schemes should be used in conjunction with the additional guidance in this document. Markers should refer to the standard mark schemes when marking MLP test papers unless an alternative is given in this guidance.

## **Amendments to the mark scheme**

The standard mark schemes can be applied to all questions in the MLP versions of Paper 1: questions and Paper 2: spelling.

## **General guidance to be applied throughout the MLP papers**

- Be sympathetic to the fact that the handwriting of pupils with visual impairment may be of inconsistent size and formation. They may also have difficulty circling or ticking their answers. Award marks where there is a clear and unambiguous indication of the correct answer.
- If children have missed any answer lines or spaces within the text, their answers may be elsewhere on the page. Any unambiguous indication of the correct answer should be credited, working within the parameters of the mark scheme.
- Markers should contact their supervisors if they have any problems applying the mark scheme to MLP scripts, or with specific responses. All supervisors have contact details of markers who will provide specialist advice.

2019 key stage 2 English grammar, punctuation and spelling: amendments to mark schemes – MLP  
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2019 national curriculum tests  
Key stage 2

**English grammar, punctuation and spelling  
Amendments to mark schemes**

**Braille**



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& Testing  
Agency

## Introduction

This guidance details the amendments made to the standard mark scheme for questions which have been adapted or replaced in the braille version of the 2019 key stage 2 English grammar, punctuation and spelling national curriculum test.

The standard version of the key stage 2 English grammar, punctuation and spelling mark schemes, should be used in conjunction with the additional guidance in this document. Markers should refer to standard mark schemes when marking the braille test papers unless an alternative is given in this guidance.

## Amendments to the mark scheme

Amendments to mark schemes are only provided where the content of standard mark schemes is altered.

Amendments to mark schemes are not provided where the only change has been to further divide the question into subsections or where the layout of the question is different.

Mark schemes have been amended in some respects for the following questions:

Paper 1	Questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 21, 24, 25, 30, 32, 34, 36, 40, 46
Paper 2	There are no amendments to the mark schemes for the spelling component: the standard mark schemes can be applied for all spellings.

## General guidance to be applied throughout the braille papers

- You should make every effort to understand what the child has written in an answer, without reading into the answer anything that the child did not intend.
- Some children with visual impairment find it difficult to get their answers across clearly. It may take you longer to read their answers. Apply the mark schemes, but be sympathetic to their difficulties. Any unambiguous indication of the correct answer should be credited.
- Throughout the test, where question responses are labelled with letters, or letters and numbers, pupils may write the letter or letter and number of their chosen answer rather than writing out their answer in full, for example B, D, 1C, 2A.
- Some braille questions are worded differently to the standard version, but the differences are sufficiently small that you should still be able to apply the standard mark scheme. For example, pupils may write the answer rather than circle the answer.

## Marking the braille test scripts

Braille scripts will normally be marked by specialist braille markers who will be provided with the physical copy to be marked. Markers should contact their supervisors if they have any problems applying the mark scheme to braille scripts, or with specific responses.

### Mark scheme amendments

Throughout the test, where question responses are labelled with letters, or letters and numbers, pupils may write the letter or letter and number of their chosen answer rather than writing out their answer in full, e.g. B, D, 1C, 2A.

Q	Requirement
1	C
2	A2 B4 C1 D3
3	a) C b) Q c) Q d) C
4	night
5	A2 B3 C4 D1
6	C
7	a) those b) well c) did
9	B
10	summer
11	such, trains
12	D
13	D
14	B
15	D
16	B
17	C
20	lesson
21	C
22	skills
23	skirt, jumper, hat
24	A
25	C
27	a) S b) O c) S d) O
29	C

<b>31</b>	C
<b>32</b>	C
<b>40</b>	a) Wednesday, stage (in either order) b) school
<b>42</b>	B





2019 key stage 2 English grammar, punctuation and spelling: amendments to mark schemes – braille  
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# **2019 national curriculum tests**

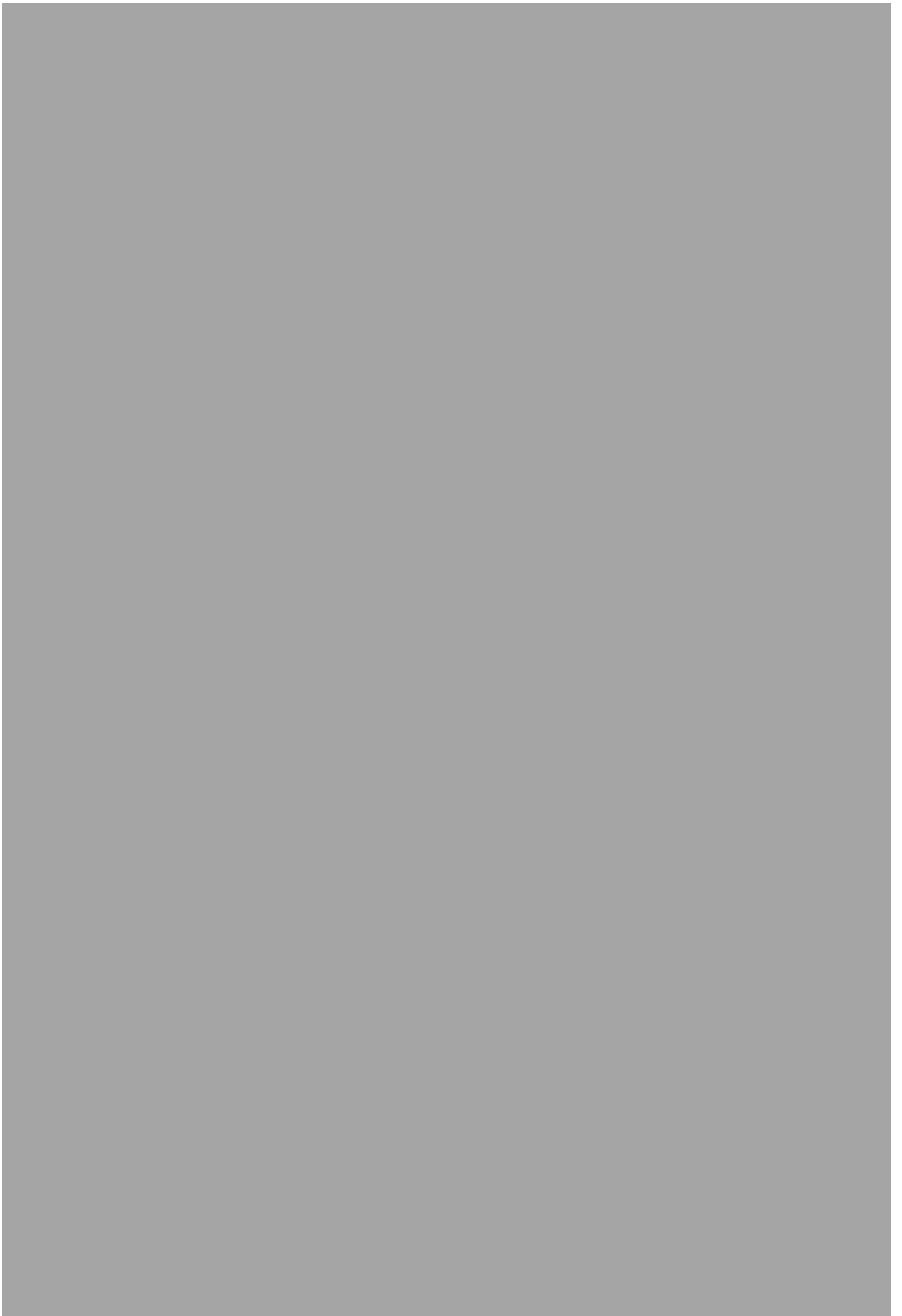
## **Key stage 2**

### **ENGLISH**

#### **Modified large print**

#### **Reading booklet**

**These test materials have an additional front cover for packaging purposes. Test administrators should ensure that this additional cover is removed before the pupil starts the test.**



# 2019 national curriculum tests

## Key stage 2

# ENGLISH

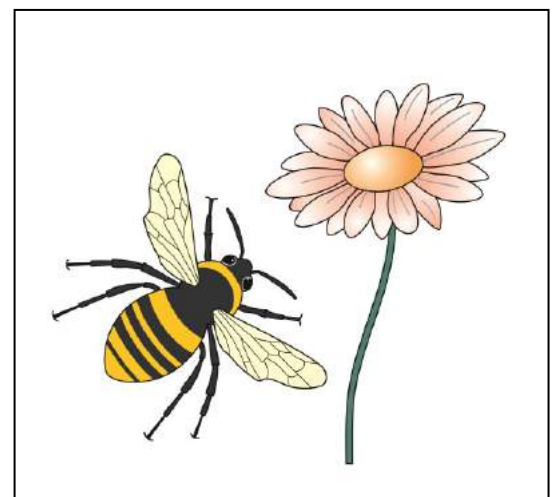
## Modified large print

## Reading booklet

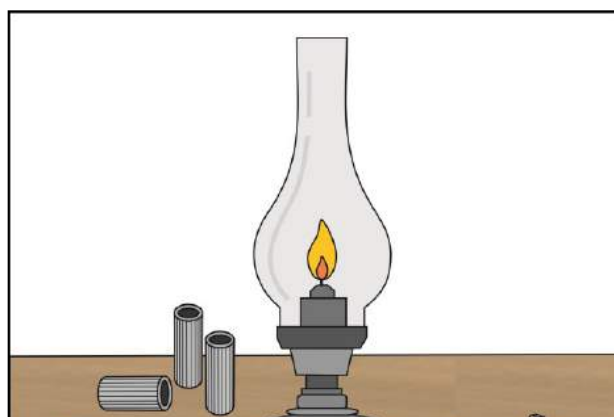
# Reading Booklet



**The Park**



**Fact Sheet:  
About Bumblebees**



**Music Box**

**BLANK PAGE**

# Contents

<b>The Park .....</b>	<b>4–6</b>
<b>Fact Sheet: About Bumblebees .....</b>	<b>7–9</b>
<b>Music Box .....</b>	<b>10–12</b>

[Ajay has just arrived at Joe's house before school. Joe's mother is the warden who looks after the local park.]

## The Park

Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam when there was a loud clatter from the letterbox as an important-looking brown envelope landed on the mat. 'Bit early for the post isn't it?' Mum said. 'Ooh, it says Special Delivery.' Mum opened it, and unfolded the letter.

Joe knew instantly that something was wrong. He could see it on Mum's face. 'What is it, Mum?' Joe asked.

'Yeah, Mrs P, what's happened?' Ajay asked too.

'It's the park. . . they've shut it down.'

For a second no one said a word. Joe and Ajay looked at each other, then back at Joe's mum. Her face was pale, her jaw dropped open. She stared at the letter, her eyes watery and ready to spill over with tears.

'Shut the park!' Joe said furiously. 'They can't do that, it's. . . it's the park!!'

'Yeah, everyone loves that place!' Ajay joined in.

'You boys best get to school, or you'll be late,' said Mum, her voice all shaky.

'But what about. . .?' Joe started to say.



**'You leave that to me, I don't want you worrying.'** Mum tried to smile, but it didn't reach her eyes. If she was trying to reassure Joe, it wasn't working. He knew his mum needed that job – how else was she supposed to put sweet-and-sour spaghetti on the table?

**'Don't worry, Mum, I'll. . . I'll think of something.'**

Joe's mum just nodded, turning away to wipe her eyes.

Joe and Ajay grabbed their bags and reluctantly headed out of the door. Neither of them said anything for what seemed like ages.

**'You all right, man?'** Ajay asked, breaking the silence.

**'I don't know. . . I can't believe they've closed the park. I mean, why?!'** Joe said in disbelief.

**'Dunno,'** Ajay shrugged. **'But I know a man who might,'** he said, pointing down the road.

As they turned the corner at the top of Joe's street they saw a man in the distance. He had a ladder and toolbox and was busy hammering a sign into the park gates. This made Joe's blood boil. If Mum had been there she would have given him what for – no one hammers anything into anything without her say-so first.

**'Oi!'** Ajay yelled, **'what are you doing?'**

Joe read the sign: **'Under development.'**

**'What's going on?'** Joe asked. **'Why have you closed the park?'**

The man stopped what he was doing and shrugged. **'They don't tell me anything, I'm just the bloke who hammers things.'**



**Joe read the rest of the sign:**

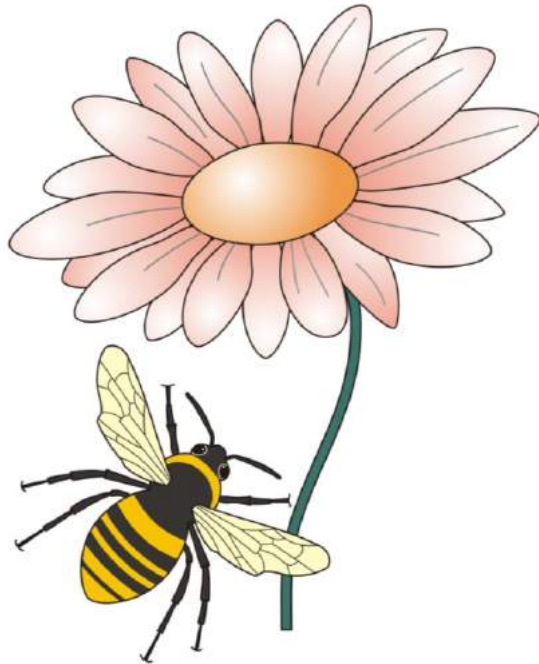


**Underneath the notice was a drawing of a posh building, tall and made of glass. It had pictures of smiling people chatting and drinking coffee outside. Joe and Ajay looked through the park gates and could already see diggers moving in, ready to tear the playground apart.**

**'This can't be happening,' Joe muttered, blinking back the tears. This was the place where he and Ajay hung out. Where they used to plot how they were going to become mega rich, and plan what to do if the world got taken over by zombies. This was the place where Joe and Ajay used to play football – or rather where Ajay would kick the ball and Joe would try to get out of the way of it before it hit him in the face. And now it was going to be turned into flats! Why wasn't anyone stopping this?**

# Fact Sheet: About Bumblebees

1. **At the Bumblebee Conservation Trust, we are passionate about saving bees. Here is why.**



## 2. **Save our bees**

**Bumblebees are among the most loved and familiar of garden insects. The sight and sound of them buzzing from flower to flower is an essential part of summertime, but sadly these fat, furry little creatures are struggling to survive.**

**At the time of writing, 24 bumblebee species are found in the UK, but unfortunately, in the last 80 years, two UK species have become extinct and others have declined sharply. In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless. The reason for this is simple and clearly visible: there are now far fewer flowers to provide bees with the pollen and nectar that they need to survive. But all is not lost – you can take action today to help save these hardworking pollinators. This fact sheet explains how.**

### **3. What's so different about the bumblebee?**

To most people, bees are instantly recognisable but there are distinct differences between the appearance and lives of bumblebees and honeybees. Bumblebees are larger and hairier than their cousins which makes them perfectly suited for colder climates. Bumblebee nests are small and they do not store large quantities of honey, so their extra furry coat allows them to venture out on cold days to collect pollen and nectar when honeybees stay inside.

### **4. Don't 'bee' confused**

Don't confuse bumblebees with wasps. Bumblebees do not swarm and are not aggressive. Only female bumblebees can sting and they will only do so if they feel very threatened. Bumblebees will never interrupt your picnic or steal your sandwiches!

### **5. Buzz pollination**

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.

### **6. Did you know that bumblebees have smelly feet?**

Well they do and they're quite useful! After feeding, they leave a scent on the flower which lets other bumblebees know to avoid wasting energy landing – the flower will contain very little nectar or pollen.

### **7. Things you can do to help**

Bumblebees help pollinate plants in more than one million acres of British gardens and the flowers they find can be a lifeline for them. No matter how small your garden, you can help to save the sound of summer by providing lots of bee-friendly flowers throughout the year. By 'bee-friendly' we mean flowers that are rich in pollen and nectar. Many ornamental plants that are commonly found in British gardens, such as pansies and begonias, are of no value to wildlife. These decorative and colourful flowers often produce little pollen or nectar. However, there are hundreds of beautiful flowers that do offer these rewards, including foxgloves, lavender, geraniums, herbs and wild roses that you can add to your garden.

---

## **8. Energy drink for bees**

**If you find a stranded or sleepy bumblebee, you can help to boost its energy levels with a simple sugar and water mix. Mix equal parts white sugar and warm water then pour into a small container or sponge. Place both the bee and the artificial nectar near to some flowers.**

## **9. Act now**

**You can also help by supporting our work to conserve bumblebee habitats and raise public awareness. There are various ways to show your support including volunteering, fundraising and becoming a member of the Bumblebee Conservation Trust. For more information on all of the above, including access to our Bee Kind gardening web page, visit: [www.bumblebeeconservation.org](http://www.bumblebeeconservation.org)**

[This is an extract from an adventure story set in a different world. Micah, who earns money by finding things and selling them, goes to visit his 13-year-old friend, Piper.]

## Music Box

Micah brought the music box to her on the night of the meteor storm. Piper never slept on these nights, when debris from other worlds fell from the sky. Restlessness kept her awake in bed, staring at the slanted ceiling of her house. She counted the widening cracks in the grey scrub-pine planks and then counted the seconds as they ticked by on the tarnished silver watch she wore around her neck. Beneath her cotton nightdress, the metal lay warm and comfortable against her skin. Micah's knock made her lose count, but the watch ticked on steadily.



She pulled on a pair of her father's old boots, slung his brown coat over her nightdress, and opened the door. Wind blew a harsh breath of snow and ice crystals into her face. Piper wiped her eyes and fixed a look of annoyance on the boy huddled in the doorway.

'I must be seeing things,' Piper said. 'This can't be Micah Howell standing at my door, dragging me out of bed in the drop dead of night. Look at me – I'm stunned stiff. I'm speechless.'

Micah snorted. 'That'll be the day, then. Let me in, Piper, will ya?' He stomped snow off his boots. 'Stinks out here, and it's so cold my teeth are cracking together.'

'That's your own fault for being out on a storm night. Most scrappers have the sense to stay inside.' He was right, though. The air already reeked of brimstone. The storm was coming. Piper moved to let him in, then shut the door behind him. He immediately ran to the cast-iron stove to warm his hands. Piper nudged him aside and adjusted the controls. 'Hand me a log before you make yourself at home,' she said. It

was her habit to pretend to be bothered by her friend, even though she was happy to see him.

Micah handed her a piece of wood from the basket near the stove and reached into the bulky sack he had slung over his shoulder. 'I brought it, just like I said I would.'

'That's great, kid, but I thought you were going to bring it a few hours ago – you know, before I made a comfortable nest in the middle of my bed.' Piper tended the stove, and then she went to the window and looked out at the sky, which had begun to lighten, though it was still several hours until dawn. The moon was a sickly greenish colour, as it always was before the meteors fell, making the clouds around it look like swelling bruises on the sky.

Piper's skin itched. She had the urge to go outside and watch the fields, to see the first of the meteors streak from the sky, but it was too cold, too dangerous. And besides, she'd promised to fix Micah's toy. A musical box – Piper rolled her eyes. Machines couldn't make proper music. You needed a person for that.

She lit an extra kerosene lamp and placed it on the small kitchen table. Piston rings, bolts, and cylinders littered its surface. Piper shifted these aside, wishing she had a bigger work space, one she didn't also have to eat at. 'Let's see it, then.'

Micah set the music box between them. 'Isn't she beautiful?' he said, his fingers lingering on the lid. It was decorated with a painted figure of a woman in a white silk robe. She reclined on a strip of grass, her long black hair falling around her waist. At her back grew a tree full to bursting with pink blossoms that hung over her like a veil.

Whoever had made the music box was a skilled artist. Piper could practically smell the flowers, each one hand-painted in white, coral, and cerise. In a few places, the paint had cracked and faded, but those were hardly noticeable. Overall, it was an incredible piece. Micah had been lucky to find it.

**‘But she won’t sing?’ Piper lifted the lid to get a look at the musical components. She’d seen contraptions like these before. A series of pins arranged on a metal cylinder struck the teeth of a steel comb while the cylinder turned, making the tinkling notes of a song. She’d heard this type of music and had always thought the sound was a little annoying. ‘Did you clean the inside after you dug it out of the crater?’**

**‘Course I did.’ The boy was indignant. ‘You think I’m stupid?’**

**Piper glanced up from the box and raised an eyebrow.**

**‘Ha-ha. You watch – the coin I get from that thing will feed my family and me for a month. She’ll look smart in one of those fancy mansions in Ardra. Don’t you think she will, Piper?’ His excitement faltered, and he looked at her anxiously.**

**‘Yeah, it’ll look smart. Just make sure you find a buyer with a stiff hip at the market,’ Piper said. ‘They’re the ones who’ll be looking for these kinds of pretties.’ She felt the cylinder and its tiny pins. Micah had done a decent job cleaning it, but flecks of dirt still caked the comb, and something was keeping the cylinder from turning. She heard the soft, strangled notes of a song trying to play.**

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2019 key stage 2 English reading booklet

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# 2019 national curriculum tests

## Key stage 2

# ENGLISH

## Modified large print

## Reading answer booklet

First name

---

Middle name

---

Last name

---

Date of birth

Day

---

Month

---

Year

---

School name

---

DfE number

---

### Note to markers:

This paper should be marked using the standard mark schemes for KS2 English reading. There is additional guidance on marking some questions in this paper in the Key stage 2 English reading amendments to mark schemes – MLP document.

# Instructions

## Questions and answers

You have one hour, plus your additional time allowance, to complete this test, answering the questions in the answer booklet. Read one text and answer the questions about that text before moving on to read the next text. There are three texts and three sets of questions.

In this booklet, there are different types of question for you to answer in different ways. The space for your answer shows you what type of answer is needed. Write your answer in the space provided.

- **Short answers**

This shows that you only need to write a word or a few words in your answer.

- **Sentence answers**

This shows that you need to write more words or a sentence or two.

- **Longer answers**

This shows that a longer, more detailed answer is needed. You can write in full sentences if you want to.

- **Selected answers**

For some questions you do not need to write anything at all and you should tick, draw lines to or circle your answer. Read the instructions carefully so that you know how to answer the question.

# Marks

After each question, the type of answer required and the maximum number of marks is shown [in brackets].

As this is a reading test, you must use the information in the texts to answer the questions. When a question includes a page reference, you should refer to the text on that page to help you with your answer.

**You have one hour, plus your additional time allowance, to read the texts in the reading booklet and answer the questions in this booklet.**

Questions 1–13 are about **The Park** (pages 4–6)

1. What is Ajay doing when the post arrives?  
[sentence answer, 1 mark]

---

---

2. How does Joe know that the letter contains bad news **before** his mum tells him what it says? [sentence answer, 1 mark]

---

---

3. What does the letter in the brown envelope tell Joe's mother?  
[sentence answer, 1 mark]

---

---

4. Look at the section **'Ajay was just. . . wipe her eyes.'**  
(pages 4–5)

**Find and copy one** word which shows that Joe is angry.  
[short answer, 1 mark]

---

5. Look at the section **'Ajay was just. . . wipe her eyes.'**  
(pages 4–5)

In Ajay's opinion, how do people feel about the park?  
[sentence answer, 1 mark]

---

---

6. Look at the section **‘You boys best get to school. . . wipe her eyes.’** (pages 4–5)

**‘But what about. . . ?’ Joe started to say.**

**Which words would best complete Joe’s question? [1 mark]**

**Tick one.**

your breakfast

our games

your job

our homework

7. **What is Joe’s mother thinking after she reads the letter?**

**Tick one thought. [1 mark]**

**‘I’m happy that the boys have finished their breakfast.’**

**‘I don’t want the boys to realise how upset I am.’**

**‘I’m worried the boys will be late for school.’**

**‘I’ll cook sweet-and-sour spaghetti for the boys later.’**

8. If she was trying to **reassure** Joe, it wasn't working.

What does '**reassure**' mean in this sentence?

[sentence answer, 1 mark]

---

---

9. Look at the paragraph '**Joe and Ajay grabbed. . . like ages.**' (page 5)

**Find** and **copy one** word that shows the boys do not want to leave the house. [short answer, 1 mark]

---



10. 'Oi!' Ajay yelled, 'what are you doing?'

Joe read the sign: 'Under development.'

'What's going on?' Joe asked. 'Why have you closed the park?'

Joe and Ajay react differently to seeing the man hammering in the sign.

How does Joe react? [1 mark]

Tick **one**.

He is calmer.

He is ruder.

He is less interested.

He is less worried.

11. Look at the sign from the story. (page 6)

Who has produced the sign? [short answer, 1 mark]

---

---

12. Look at the paragraph beginning: **‘Underneath the notice was a . . .’** to the end of the text.

What is happening inside the park straight after Joe and Ajay have read the sign? [sentence answer, 1 mark]

---

---

13. Using information from the text, tick one box in each row to show whether each statement is **true** or **false**. [2 marks]

	<b>True</b>	<b>False</b>
The park has been looked after by a park warden.		
The park is going to be replaced with a shopping centre.		
Building work in the park will start at the end of July.		
The warden had two weeks' notice of the park's closure.		

Questions 14–27 are about **Fact Sheet: About Bumblebees**  
(pages 7–9)

14. What is the name of the organisation that produced this fact sheet about bumblebees? [short answer, 1 mark]

---

---

15. Look at Section 2, '**Save our bees**'. (page 7)

Give **one** piece of evidence from the leaflet to support each statement. [sentence answers, 2 marks]

1. The Bumblebee Conservation Trust is worried about bees.

---

---

2. The leaflet makes readers feel hopeful for bumblebees.

---

---

16. In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless.

This suggests that. . . [1 mark]

Tick **one**.

- farming has helped bees.
- paved gardens are attractive.
- bees are good at finding their way.
- bees have only started struggling recently.

17. Look at Section 3, '**What's so different about the bumblebee?**' (page 8)

The text refers to the bumblebees' '**cousins**'.

Who are their '**cousins**'? [short answer, 1 mark]

---

18. Which section of the leaflet is written to inform readers that they are unlikely to be stung by bumblebees?

Write the number of the section: [short answer, 1 mark]

---

19. In what way is 'buzz pollination' more useful than other forms of pollination? [sentence answer, 1 mark]

---

---

---

---

20. Look at Sections 6–9. (pages 8–9)

Why is it important for bumblebees to leave a smelly scent on some flowers? [1 mark]

Tick **one**.

- so that others avoid it
- because it smells better than nectar
- so others know it has pollen
- because bees give flowers their scent

21. Look at Section 7, ‘Things you can do to help’. (page 8)

**Find and copy one** word that shows how essential flowers are to bees. [short answer, 1 mark]

---

22. Look at Sections 6–9. (pages 8–9)

- (a) Tick one box in each row to show whether each of the following flowers is **bee-friendly** or **not bee-friendly**.  
[1 mark]

	<b>Bee-friendly</b>	<b>Not bee-friendly</b>
<b>lavender</b>		
<b>pansy</b>		
<b>herbs</b>		
<b>wild rose</b>		

- (b) Explain why the flowers that are not bee-friendly do not attract bees. [sentence answer, 1 mark]

---

---

---

---

23. Look at Section 8, 'Energy drink for bees'. (page 9)

These instructions suggest that the reader. . . [1 mark]

Tick **one**.

- enjoys preparing food.
- has lots of energy.
- is willing to handle bees.
- is skilled at gardening.

24. Using information from the text, tick one box in each row to show whether each statement is **true** or **false**. [2 marks]

	<b>True</b>	<b>False</b>
<b>Wasps can be aggressive.</b>		
<b>Male bumblebees sometimes sting.</b>		
<b>Bumblebees only go outside when it is warm.</b>		
<b>You need a big garden to help bumblebees.</b>		



25. Look at the whole text.

[sentence answers, 2 marks]

(a) Give **two** examples of what the text says you can do to help all bumblebees.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

(b) Give **one** example of what the text says you can do to help a weak bumblebee.

\_\_\_\_\_  
\_\_\_\_\_

26. Give **one** example of the use of humour in the fact sheet.  
[sentence answer, 1 mark]

---

---

27. Bumblebees are very important to the human race.  
Give **two** ways they are important. [sentence answers, 2 marks]

1. \_\_\_\_\_

---

2. \_\_\_\_\_

---

Questions 28–39 are about **Music Box** (pages 10–12)

28. What has Piper been counting in the first paragraph?

Give **two** things. [short answer, 1 mark]

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

29. She pulled on a pair of her father's old boots, **slung** his brown coat over her nightdress, and opened the door.

The word '**slung**' suggests that Piper put on the brown coat. . .

[1 mark]

Tick **one**.

- carelessly.
- slowly.
- tidily.
- thoughtfully.

30. Look at the section '**Micah brought. . . I would.**'  
(pages 10–11)

Why is the boy '**huddled**' in the doorway while he waits for Piper to open the door? [sentence answer, 1 mark]

---

---

---

---

**31. Why has Micah come to Piper's house on the night of the storm?  
(page 11) [sentence answer, 1 mark]**

---

---

**32. What impressions do you get of Piper's house?**

**Give **two** impressions, using evidence from the text to support your answer. [longer answers, 3 marks]**

**1. Impression:**

---

**Evidence:**

---

---

**2. Impression:**

---

**Evidence:**

---

---

**33. Piper has mixed feelings about music boxes.  
[short answers, 2 marks]**

**(a) What does Piper like about the music box?**

---

---

**(b) What does Piper dislike about music boxes?**

---

---

**34. Look at the section “That’s great, kid. . . trying to play.”  
(pages 11–12)**

**‘But she won’t sing?’**

**What does Piper mean when she says this?  
[sentence answer, 1 mark]**

---

---

35. Look at the section ‘That’s great, kid. . . trying to play.’  
(pages 11–12)

Where did Micah find the music box? [sentence answer, 1 mark]

---

---

36. What work has Micah done to the music box before showing it to Piper? [sentence answer, 1 mark]

---

---

37. Piper thinks Micah has ‘done a decent job’.

She thinks his work has been. . . [1 mark]

Tick **one**.

- excellent.
- careful.
- sloppy.
- reasonable.



38. Look at the last paragraph, beginning: **“Yeah, it’ll look smart.”** (page 12)

**Find and copy one** word that suggests that the sound coming from Micah’s music box is unpleasant. [short answer, 1 mark]

---

39. What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text. [longer answer, 3 marks]

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**End of test**

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2019 key stage 2 English reading booklet  
Reading answer booklet

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**Music Box:** Taken from *The Mark of the Dragonfly*, Delacorte Press, 2014. Author: Jaleigh Johnson.

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2019 national curriculum tests

# Key stage 2

## English reading

Administering the modified large print (MLP) version of the reading booklet and reading answer booklet

**TUESDAY 14 MAY 2019**

**CONFIDENTIAL:** This pack must be kept secure and unopened until the start of the test on **Tuesday 14 May 2019**.

Early opening, up to 1 hour before the test starts, is only allowed if access to the contents is needed to make adaptations to meet individual pupils' needs. Early opening of more than 1 hour is only allowed if permission has been granted by STA.

Please ensure you have read and understood the 2019 modified test administration guidance before opening this pack.

### Pack contents:

- Administration instructions for the MLP key stage 2 English reading test: reading booklet and reading answer booklet (overleaf)
- 1 copy of the MLP reading booklet
- 1 copy of the MLP reading answer booklet

**For test administration**



Standards  
& Testing  
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### 2019 key stage 2 English reading test

The following information explains how to administer the modified large print (MLP) version of the key stage 2 English reading test. Modified test administration guidance is available at [www.gov.uk/sta](http://www.gov.uk/sta). If you have any questions, you should check with your headteacher or key stage 2 test co-ordinator before you administer the test.

Please follow these instructions correctly to ensure the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation.

#### Format

This test consists of a reading booklet and an answer booklet. All pupils must be given an unused reading booklet. Do not re-use reading booklets if you administer the test to groups of pupils at different times.

Test packs must not be opened until pupils are in the test room ready to complete the test, unless early opening is required to meet individual pupils' needs.

Pupils have a total of 1 hour, plus up to 100% additional time, to read the 3 texts in the reading booklet and complete the questions at their own pace. They can approach the test as they choose, e.g. working through one text and answering the questions before moving onto the next.

Changes have been made to the layout and wording of some questions in the MLP reading answer booklet, compared with the standard version of the test. The layout of the reading booklet may also vary.

You must not refer to the standard test questions when administering this test.

#### Equipment

Each pupil will need the equipment specified below:

- a blue/black pen or dark pencil.

Rubbers are allowed, but please encourage pupils to cross out answers they wish to change instead of rubbing them out.

Pupils may use monolingual English electronic spell checkers, provided they do not give definitions, or highlighter pens, if this is normal classroom practice.

Pupils must not use a dictionary.

You may give pupils additional lined paper if they request it. However, pupils should be encouraged to use the extra space in the answer booklet before using additional paper. The answer space provided in the answer booklet should be sufficient for most pupils and gives a guide to the length of answer that is expected for each question.

#### Assistance

- You must ensure that nothing you say or do during a test could be interpreted as giving pupils an advantage, e.g. indicating an answer is correct or incorrect, or suggesting the pupil looks at an answer again.
- The English reading test must not be read to individuals or to a group, except for the general instructions. However, you may read, and rephrase if necessary, the information provided in the test instructions on pages 2 and 3 of the reading answer booklet to ensure that all pupils understand them.
- You may help to identify and interpret any pictorial details within the test, but you must not help with the reading of any text. Pupils with severe visual impairment will need extra time to interpret pictures and diagrams. You may 'stop the clock' while pupils examine them.
- If a pupil asks a question about test content, you must not explain the meanings of any words or expressions.
- The example below illustrates how to deal with a common situation:

**Q.** I don't understand the question.

**A.** Read the question again and underline key words that tell you what to do.

#### Guidance for specific questions

No additional guidance is needed to administer the MLP version of the reading test.

### Before the test begins

Review the list of pupils with particular individual needs, e.g. pupils who may need a rest break, a scribe or a transcript made at the end of the test.

Ensure you know how to administer any access arrangements correctly. Please refer to the 2019 key stage 2 access arrangements guidance.

It is important that the pupils' names on their tests match the names on the test attendance register. Check with your test co-ordinator whether any pupil in your group is known by a different name in school, or has changed their name since pupil registration. This is so you can ensure the pupil writes the correct name on their test paper.

Write the school's name and DfE number on a board that is visible to all pupils. Leave space on the board to write the start and finish times of the test.

### What to do at the start of the test

Check that seating is appropriately spaced and that no pupil can see another pupil's answer booklet.

Check that pupils do not have mobile phones or other disruptive items.

Check that pupils do not have any materials or equipment that may give them extra help.

Ensure each pupil who needs it has 1 MLP copy of the reading booklet and 1 MLP copy of the answer booklet.

Write the start and finish times on a board so all pupils can see them.

### How to introduce the test

It is important to brief pupils fully at the start of each test. Use this script to introduce the English reading test.

*This is the key stage 2 English reading test. You should have a reading booklet and an answer booklet in front of you.*

*You will need a blue or black pen or dark pencil.*

*Write your name, school and DfE number on the front of your answer booklet.*

[If any pupil's name differs from the name provided during pupil registration, instruct the pupil to write both names on the paper.]

*Open your answer booklet to page 2. I will read the instructions to you.*

*Read one text and answer the questions about that text before moving on to read the next text.*

*There are 3 texts and 3 sets of questions.*

*There are different types of question for you to answer in different ways. The space for your answer shows you what type of writing is needed. Write your answer in the space provided.*

*Some questions are followed by a short line or box. This shows that you only need to write a word or a few words in your answer.*

*Some questions are followed by a few lines. This gives you space to write more words or a sentence or two.*

*Some questions are followed by a larger number of answer lines. This shows that a longer, more detailed answer is needed. You can write in full sentences if you want to.*

*For some questions, you do not need to write anything at all and you should tick, draw lines to or circle your answer.*

*Read the instructions carefully so that you know how to answer the question.*

*Your answer booklet will show how many marks you can get for each question.*

*You should try to answer all of the questions. If you can't answer a question, move on and return to it later. Remember that you should keep referring back to your reading booklet.*

*You have up to 2 hours to complete the test. This includes your additional time allowance.*

*Pay particular attention to any instructions within test questions.*

*If you want to change your answer, put a line through the answer you do not want the marker to read. If you have to use a rubber, make sure you rub out your answer completely before writing a new one.*

*Remember to check your work carefully.*

*If you have any questions during the test, you should put your hand up and wait for someone to come over to you. Remember, I cannot help you answer any of the test questions or read any of the words to you.*

*You must not talk to each other.*

*Do you have any questions?*

*I will tell you when you have 5 minutes left. I will tell you when the test is over and to stop writing.*

*You may now start the test.*

### How to deal with issues during the test

It is impossible to plan for every scenario. Whatever action you take, pupil safety must always be your first consideration.

In the following circumstances, you will need to stop the test either for an individual pupil, a group of pupils or for the whole cohort:

- test papers are incorrectly collated or the print is illegible
  - an incorrect test has been administered
  - a fire alarm goes off
  - a pupil is unwell
  - a pupil needs to leave the room
  - a pupil is caught cheating.
- If you need to stop the test:
- make a note of the time
  - make sure pupils are kept under test conditions and that they are supervised
  - if pupils have to leave the room, ensure they do not talk about the test
  - speak to your test co-ordinator or a senior member of staff for advice on what to do next
  - consider contacting the national curriculum assessments helpline on 0300 303 3013 for further advice.

You should brief your headteacher on how the incident was dealt with, once the test is over.

### What to do at the end of the test

If you need to make a transcript of a test script, complete it with the individual pupil at the end of the test, under test conditions. Particular care should be taken to ensure accurate transcriptions are made and the pupil's answers are not corrected or amended.

Ensure that you inform your senior member of staff/test co-ordinator if you have made a transcript, or if a pupil has used a scribe, word processor or other electronic or technical device. This is so they can complete the appropriate online notification.

Make sure you have collected every test script and any additional paper which pupils have recorded their answers on.

Return the test scripts, and any additional paper, immediately to the senior member of staff who is responsible for collating the test scripts. Ensure you inform them of any pupils who have used additional paper so they can collate the pupils' responses correctly.

Do not look at, annotate or review pupils' answers in any way (unless it is necessary to make a transcript). If you amend or tamper with pupils' answers, it will be considered maladministration and results could be annulled.

Do not keep or photocopy test scripts for any reason.

All test materials, including reading booklets and any unused test papers, must be stored securely until Friday 24 May.

2019 national curriculum tests  
Key stage 2

**English reading**

**Amendments to mark schemes  
Modified large print (MLP)**



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## Introduction

This guidance is for markers who have been allocated MLP scripts of the 2019 key stage 2 English reading test.

The standard version of the key stage 2 English reading test mark schemes should be used in conjunction with the additional guidance in this document. Markers should refer to the standard mark schemes when marking MLP test papers unless an alternative is given in this guidance.

## Amendments to the mark scheme

Modified mark scheme amendments are only provided where the content of the standard mark scheme is altered.

Mark scheme amendments are not provided where the only change has been to further divide the question into subsections or where the layout of the question is different.

The mark scheme has been amended for question 18 only.

## General guidance to be applied throughout the MLP papers

- Be sympathetic to the fact that the handwriting of pupils with visual impairment may be of inconsistent size and formation. They may also have difficulty circling or ticking their answers. Award marks where there is a clear and unambiguous indication of the correct answer.
- If pupils have missed any answer lines or spaces within the text, their answers may be elsewhere on the page. Any unambiguous indication of the correct answer should be credited, working within the parameters of the mark scheme.
- Markers should contact their supervisors if they have any problems applying the mark scheme to MLP scripts, or with specific responses. All supervisors have contact details of markers who will provide specialist advice.

## Mark scheme amend

### Question 18

In order to lessen the reading burden for visually impaired pupils, we have numbered the sections in the MLP version of this text and so pupils can answer question 18 with a number rather than the section heading.

Which section of the leaflet is written to inform readers that they are unlikely to be stung by bumblebees?

Write the number of the section:

**Award 1 mark** for reference to section 4 (*Don't 'bee' confused*).

2019 key stage 2 English reading: amendments to mark schemes – MLP  
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2019 national curriculum tests  
Key stage 2

**English reading**  
**Amendments to mark schemes**

**Braille**



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## Introduction

This guidance details the amendments made to the standard mark schemes for questions that have been adapted or replaced in the braille version of the 2019 key stage 2 English reading test.

This guidance should be used in conjunction with the standard version of the 2019 key stage 2 English reading test mark schemes. Markers should refer to the standard mark schemes when marking the braille test papers, unless additional guidance is given in this document.

## Amendments to the mark schemes

Amendments to mark schemes are only provided where the content of the standard mark schemes is altered.

Amendments are not provided where the only change has been to divide the question into subsections or to alter the layout of the question.

The mark schemes have been amended for the following questions:

Reading test	6, 7, 10, 13, 15, 16, 18, 20, 22, 23, 24, 29, 33 and 37
--------------	---

## General guidance to be applied throughout the braille papers

- You should make every effort to understand what the pupil has written in an answer, without reading into the answer anything that the child did not intend.
- Any unambiguous indication of the correct answer should be credited.
- Throughout the test, where question responses are labelled with letters or letters and numbers, pupils may write the letter or letter and number of their chosen answer rather than writing out their answer in full, for example B, D, 1C, 2A.
- Some braille questions are worded differently from the standard version, but the differences are sufficiently small that the standard mark scheme can still be applied. For example, pupils may write the answer rather than circle the answer.

## Marking brailled test scripts

Brailled scripts will usually be marked by specialist braille markers who will be provided with the physical copy to be marked. Markers should contact their supervisors if they have any problems applying the mark schemes to brailled scripts or with specific responses.

## Amendments to mark schemes for the key stage 2 reading test

Throughout the test, where question responses are labelled with letters or letters and numbers, pupils may write the letter or letter and number of their chosen answer instead of writing out their answer in full, e.g. B, D, 1C, 2A.

## Reading test

Q	Requirement
6	C (your job)
7	B ( <i>I don't want the boys to realise how upset I am</i> )
10	A (He is calmer)
13	a. T b. F c. F d. F
15	a) Apply the mark scheme criteria for evidence that the Bumblebee Conservation Trust is worried about bees. b) Apply the mark scheme criteria for evidence that the leaflet makes readers feel hopeful for bumblebees.
16	D (bees have only started struggling recently)
18	4 (Don't 'bee' confused)
20	A (so that others avoid it)
22	a) A (lavender), C (herbs), D (wild rose) in any order b) B (pansy) c) as standard for question 22(b)
23	C (is willing to handle bees)
24	a. T b. F c. F d. F
29	A (carelessly)

Q	Requirement
33	a) Apply the mark scheme criteria for what Piper likes about the music box b) Apply the mark scheme criteria for what Piper dislikes about music boxes
37	D (reasonable)

2019 key stage 2 English reading: amendments to mark schemes –Braille  
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### Key stage 2 English reading test material

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