

Key stage 2

English reading

Administering the modified large print (MLP) version of the key stage 2 English reading test: reading booklet and reading answer booklet

MONDAY 8 MAY 2017

CONFIDENTIAL: This pack must be kept secure and unopened until the start of the test on **Monday 8 May 2017**.

Early opening, up to 1 hour before the test starts, is permissible only if access to the contents is needed to make adaptations to meet individual pupils' needs.

Please ensure you have read and understood the 2017 test administration guidance before opening this pack.

Pack contents:

- An overview of 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



2017 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. There is information on GOV.UK about administering MLP tests to pupils. 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 at the school.

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.)

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 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

Pupils will need the equipment below:

- a blue / black pen or dark pencil
- a rubber (optional). However, please encourage pupils to cross out any answers they may wish to change, instead of rubbing them out.

Pupils may use monolingual English electronic spell checkers or highlighter pens, if this is normal classroom practice.

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; it can be a guide to the length of answer that is expected for each question.

Assistance

- You must ensure 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 subject-specific terms 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

There is no additional guidance 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. how much additional time a pupil may need, pupils who need a scribe or who may need a transcript made at the end of the test. Ensure you know how to administer any access arrangements correctly. Please refer to the 2017 key stage 2 access arrangements guidance.

Check there are enough administrators to maintain adequate supervision for the test. You should consider the possibility of at least one test administrator needing to leave the room with a pupil.

Ensure you understand how to deal with issues during the tests.

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.

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 test room during the tests
- 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 don't 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 start of the test

Check that pupils don't have mobile phones or other disruptive items.

Check that pupils don't have any materials or equipment that may give them extra help.

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

Ensure each pupil that 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.

What to say at the start of the test

It is important to brief pupils fully at the start of each test. You should 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 / black pen or dark pencil, and you may use a rubber for this test.

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

(If any pupil's name differs to 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 need only 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 to explain your opinion. 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 put a ring around 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 1 hour, plus your additional time allowance, to complete the test.

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.

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 can't help you answer any of the test questions or read any of the words to you.

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.

What to do at the end of the test

If any pupil needs a transcript, complete it with the 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 you inform your senior member of staff / test co-ordinator if you have made a transcript, or if a pupil has used a scribe, or 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 members of staff who are 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 in test scripts, it will be considered maladministration and results could be annulled.

Do not keep or photocopy test scripts for any reason.

2017 national curriculum tests

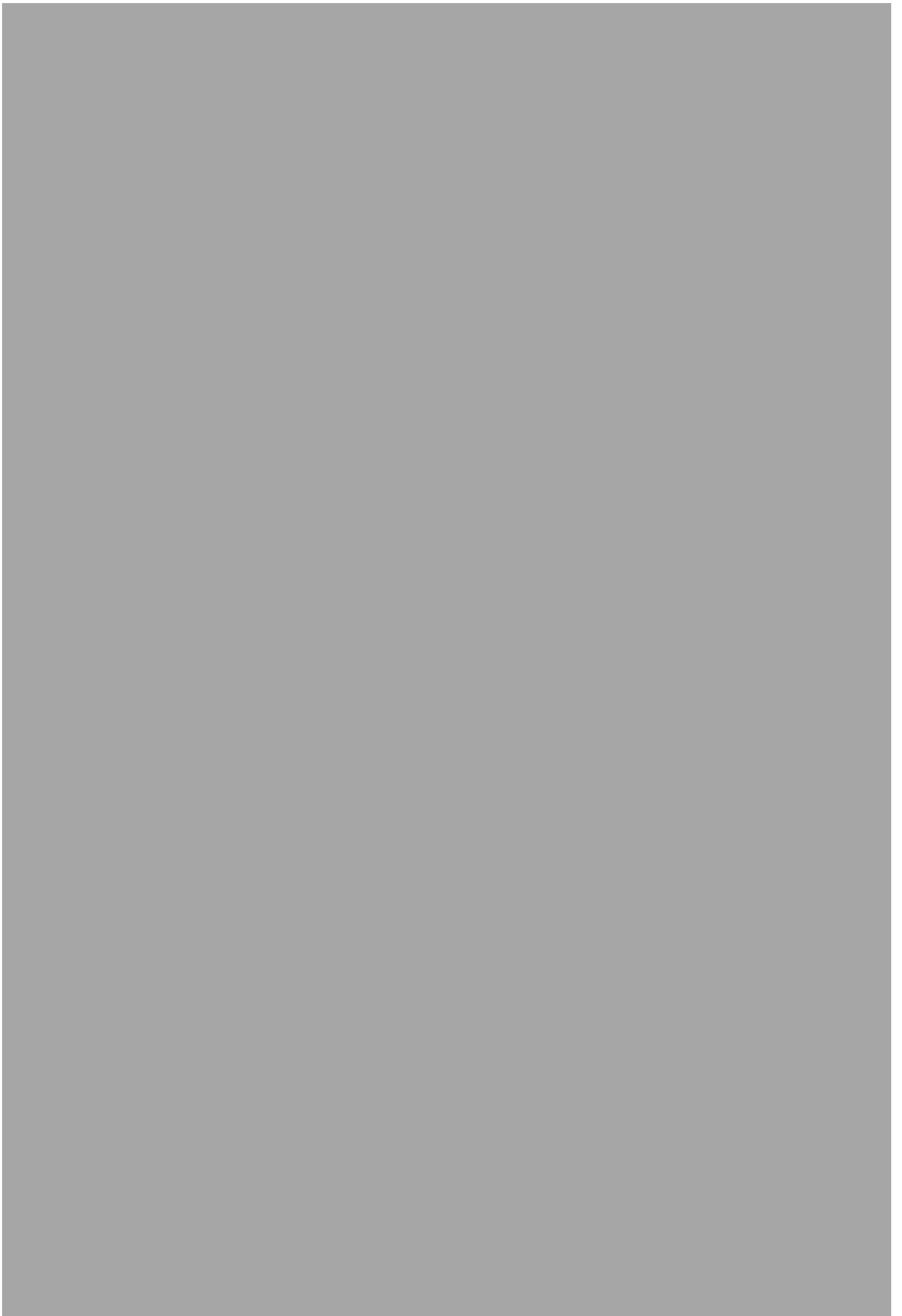
Key stage 2

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.



2017 national curriculum tests

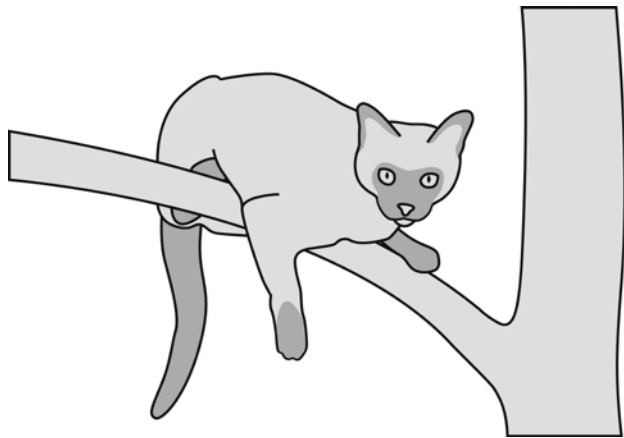
Key stage 2

ENGLISH

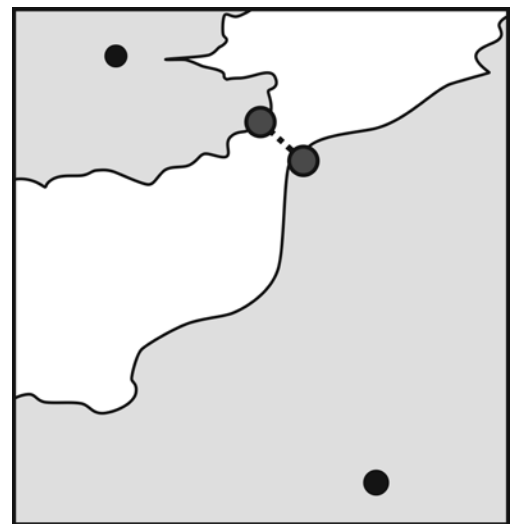
Modified large print

Reading booklet

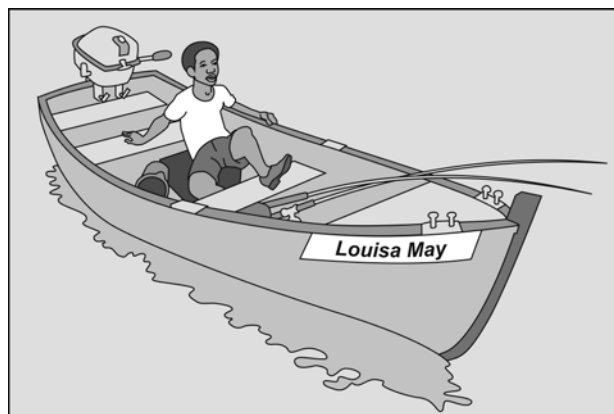
Reading Booklet



Gaby to the Rescue



Swimming the English Channel



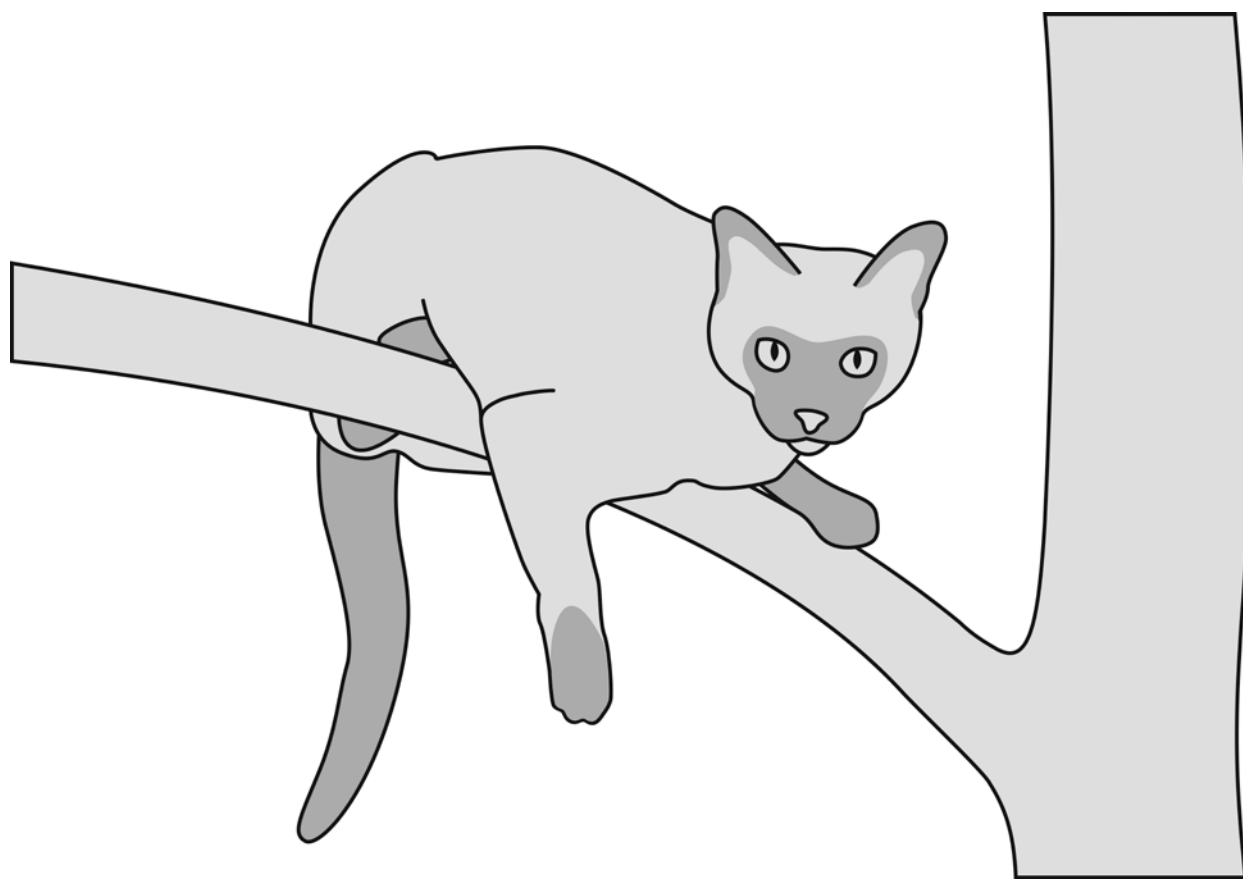
An Encounter at Sea

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Contents

Gaby to the Rescue	4 – 6
Swimming the English Channel	7 – 9
An Encounter at Sea	10 – 12

Gaby to the Rescue



A Siamese cat crouched on a tree branch, peering down at Gaby with brilliant blue eyes. It cried out. The cat was stuck in the tree in front of her house and, as luck would have it, she had on the nicest cardigan she owned. Gaby pulled the cardigan tighter around her. This was her last good school cardigan until who-knows-when her father would have enough money to buy her a new one. The poor cat cried again. Gaby looked back at her small yellow house. If her mother were here, that cat would already be out of the tree and purring – safe and sound, in her mother’s arms.

Mind made up, Gaby pulled off her cardigan and tossed it onto her porch. ‘You’re out of luck, **gato!**’ she yelled. ‘My mom, master tree climber and cat rescuer, isn’t back yet.’ She rolled up the sleeves of her white shirt. ‘But until she is, you’ve got me.’ Gaby grasped the nearest branch and pulled herself up. ‘Gaby to the rescue.’

The cat meowed.

‘**I am** hurrying.’

The last time Gaby had climbed the tree was when she and her best friend, Alma, had challenged the boys to a water-balloon fight last summer. Up high was the perfect spot for a full-blown assault on the boys below. Those guys never had a chance.

Gaby secured her feet and hands and climbed higher, until the cat was within arm's reach. 'See? You aren't the only one who can climb.' But then she looked down. Mistake number one.

She knew the universal rule of tree climbing said don't ever, **ever** look down, but she couldn't help it. This was the highest she'd ever climbed. If she fell, she'd definitely end up looking like an Egyptian mummy. Gaby imagined herself bandaged from head to toe and sipping dinner through a straw.

Well, she'd just have to not fall. Simple as that. 'Here, kitty, kitty!' she called out, the same way she had heard her mom call for stray cats hundreds of times. But this was no stray. The cat was too shiny. Too chubby. Around its neck, a rhinestone collar with gold charms sparkled. Someone loved that cat. She reached out toward it. 'Almost got you.' Mistake number two.

The cat arched its back and hissed.

Gaby pulled back, startled. 'Nice teeth.' She resettled on the branch, considering her options.

When Gaby was younger, she had seen her mom climb the same tree many times to rescue a cat. All the way up, her mom had giggled and sweet-talked the cat in Spanish. '**Que bonita eres gatita.** You're so pretty, little cat.' Her mom told her that when dealing with cats you should speak softly and pick them up by the loose skin at the back of their neck, because that's how their mothers carried them. Her mom had always made it look so easy. Once she had the cat nestled against her chest, she would manoeuvre down through the branches, comforting the cat with kisses on the ears and soft words with rolling Spanish r's like purrs.

There were never any arched backs, hisses, or sharp teeth.

Gaby took a deep breath and reached out for the cat again. 'It's okay, little kitty,' she said sweetly. This time the cat latched on to her, digging its claws into her arm and shoulder. 'Ooh, ouch!' She couldn't quite get it by the scruff of the neck like her mom had shown her, but at least she had the animal. That was progress. Now she just had to get down.

Without falling.

Swimming the English Channel

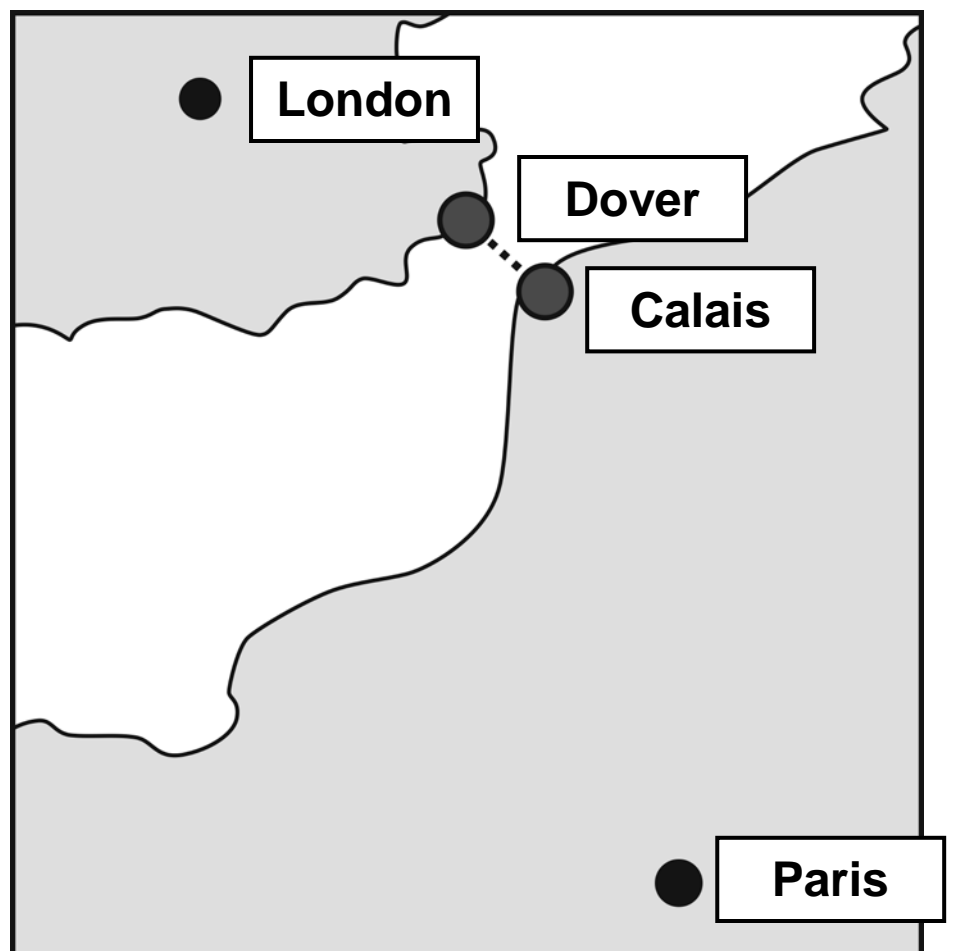
from Dover in England to Calais in France

The first Channel swimmer

On a foggy August afternoon in 1875, a lone swimmer dived from Admiralty Pier in Dover into the cold waters of the English Channel. Nearly twenty-two hours later, the exhausted man staggered onto French soil at Calais and became an instant hero. Captain Matthew Webb had become the first person to swim across the English Channel.

Twenty-seven-year-old Webb was a merchant seaman from Shropshire. He had always been a powerful swimmer and, hearing of J.B. Thompson's failed attempt to swim the Channel in 1872, he was inspired to give up his job and train as a long-distance swimmer. Webb's first attempt had to be abandoned due to bad weather, but he returned to the icy Channel waters two weeks later.

Many of the hardships that Matthew Webb had to deal with during his pioneering swim are still faced by modern-day Channel swimmers. In fact, some of his methods for dealing with these hardships are still used today. Webb coated himself in oil for protection against the cold and jellyfish stings. He was also accompanied by boats so his friends could protect and feed him. It must be said, however, that the ale, brandy and beef tea they supplied are not standard for today's cross-Channel swimmers!



Frequently asked questions

Q: How cold is the water?

A: The water temperature can range from 12°C to 18°C. Most people would consider water below 20°C too cold for swimming.

Q: How far is it from England to France?

A: The direct distance from Dover to Cape Gris Nez near Calais is approximately 21 miles, but a swimmer always swims further than that due to the movement of tides.

Q: How long does it take to swim across the Channel?

A: How fast do you swim? The faster you are, the more direct your swim will be. A slower swimmer will not only take longer but will have to swim further because of the tides and currents. Swimmers also have to plan stops for feeding. The fastest recorded crossing is 7 hours; the slowest is nearly 29 hours. An average swimmer doing two miles per hour would be in the water for up to 16 hours, but a stronger swimmer may take only 10 hours.

Q: Will you succeed if you train hard?

A: Preparation for a Channel swim involves months of training in very cold ocean water. But even this does not guarantee success. Fewer people have swum the English Channel than have climbed Mount Everest, the world's highest mountain! Some hazards of the swim include hypothermia (dangerous loss of body heat), seasickness and jellyfish. Unforeseen obstacles like rubbish floating in the sea can also cause problems no matter how hard you train.

Q: Why do people swim the English Channel?

A: That isn't a question with a single answer! The motivations for such a venture are as varied as the swimmers. Some people do it for glory, some to raise money for charity, but most do it to challenge themselves and for the satisfaction of being one of a select few to achieve this feat.

Safe to swim?

The French and UK coastguards are responsible for search and rescue operations in the English Channel. The French authorities outlawed swimming from France to England in 1993 for safety reasons. Then in 2010 the deputy director of the French coastguard, Jean-Christophe Burvingt, said he was in favour of a complete ban on swimming in either direction. He pointed out that the swim uses the same stretch of water as 500 vessels each day. Critics compare the swim to crossing a motorway on foot; supporters say the swim is well regulated and comparatively safe.

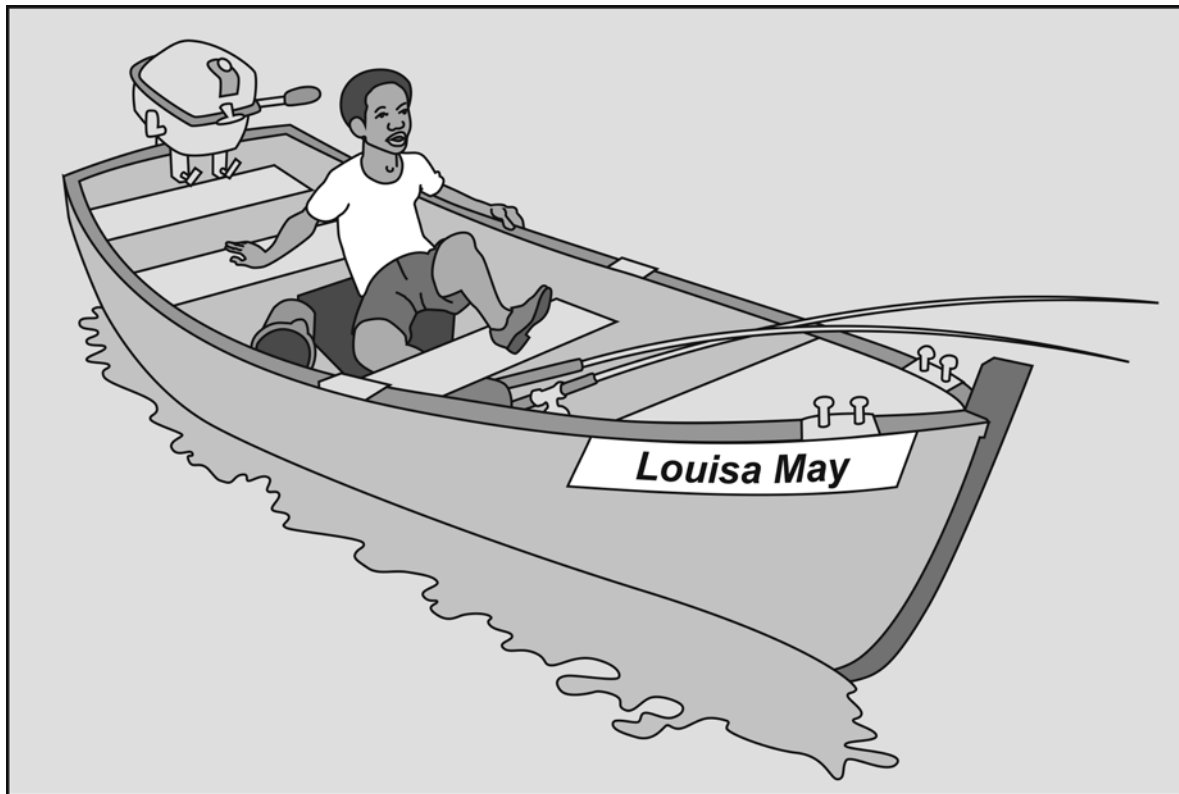
Celebrity swimmer

The author, comedian and actor, David Walliams, says that he was never sporty at school but he did enjoy swimming.

While preparing for his Channel swim, Walliams didn't miss a single training session in nine months. He knew that more than 90 per cent of people who attempt the swim fail. Walliams took 10 hours and 34 minutes to cross the Channel. His swim raised more than £1 million in donations for the charity Sport Relief.

[Michael is a young fisherman. He often takes out his boat, the 'Louisa May', for a day of fishing.]

An Encounter at Sea



It was hot. Really hot. There wasn't the slightest breeze to cool the skin or make even a baby-finger crease on the surface of the sea. The **Louisa May** floated like a toy sitting on a glass table.

For the first time in over a week, Michael hadn't seen a dolphin all day. He was two miles offshore now, motoring along his daily survey course. The **Louisa May** pulled the reflection of the sky and the island into pleats behind her, and the **putt-putt** of her engine was lost in the big, quiet stillness of the afternoon.

Michael shut off the outboard motor and stopped. He leaned over the side to scoop up a bucket of seawater to cool himself, and looked down. Long fingers of sunlight slanted into the clear water, shifting slightly in arcs of radiating lines, and were swallowed up at last into the perfect blueness of the depths.

He poured the water over himself, savouring the delicious coolness.

Pppffffwwwraa! The sound came from close behind him, and made him spin round so fast he lost his balance and fell into the bottom of the boat.

Pppffff – shorter and louder, even closer.

Michael picked himself up and looked over the side.

A black shape, much, much bigger than the biggest dolphin, showed about five metres from the boat. It was like a polished rock. On its rounded side was a slit like a flattened S, bigger than a man's two clenched fists, with a raised lip around it. As Michael watched, astonished, not understanding what he was seeing, the lips pinched together, the hole closed, and the black shape sank rapidly beneath the sluicing water.

A whale! Its dark head and blowhole! That's what he had seen.

Pppffffwwwraa!

Now it had surfaced on the other side of the boat. This second surfacing was hardly less shocking than the first, although Michael just managed to stay on his feet and cross the boat this time.

Carefully, Michael leaned over to look: on one side of the boat lay the whale's tapering tail; on the other side, the head with its scarred lines lay like a piece of huge, dark wreckage. This close, Michael could see that big sections of skin had peeled off in straight lines, giving the whale's head a patchwork look in greys and blacks. Closest of all to the boat, only just submerged, was the whale's eye. Michael looked right into it, and the whale looked back. It was so very, very close. He leaned out further and further, stretching his hand slowly towards it. The whale didn't draw away.

He reached down, until his fingertips touched the crease of skin that gave the whale a kind of eyebrow. It was cool and smooth, like a carved stone covered in a finely stretched coat of rubber.

And as his fingertips touched the whale, he looked into its eye. It was impossible to say what colour it was: dark but with rays of brightness. It was like a window into a whole galaxy, with stars and planets, comets and supernovae moving inside.

Effortlessly, as if movement and thought were the same thing, the whale submerged out of reach of Michael's hand. There was a last shushing sigh as the flipper caressed the boat one more time, and then they were separate again.

The setting sun made a path over the sea, bathing Michael in golden light. He felt as if he were lit up inside too. He had touched a whale and looked into its eye! Like a sleeper waking from a dream, he looked around, dazed.

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Key stage 2 English reading booklet

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Encounter at Sea extract from 'Whale Boy', by Nicola Davies. Yearling, 2013.

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2017 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 for marking:

This paper should be marked using the standard mark schemes for KS2 English reading.

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 need only write a word or a few words in your answer.

- **Sentence answers**

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

- **Longer answers**

This shows that a longer, more detailed answer is needed to explain your opinion. 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 – 14 are about **Gaby to the Rescue** (pages 4–6)

1. A Siamese cat **crouched** on a tree branch, peering down at Gaby with brilliant blue eyes.

Which word is closest in meaning to ‘**crouched**’?

Tick **one**.

balanced

squatted

trembled

pounced

[1 mark]

2. Look at the first paragraph, beginning: **‘A Siamese cat . . .’**
(page 4)

Gaby pulled the cardigan tighter around her.

Why does Gaby do this?

Tick one.

She is thinking of wrapping the cat in her cardigan.

She is worried about damaging the cardigan.

She is feeling cold.

She is worried the cardigan will be difficult to climb in.

[1 mark]

3. In the paragraph beginning: **‘Mind made up . . .’** (page 4)
Gaby says to the cat, **‘You’re out of luck . . .’**

In what way does Gaby think the cat is out of luck?
[sentence answer, 1 mark]

4. When Gaby pulls herself up on the branch, (**‘Mind made up, . . . to end of page 4)**, the cat meows.

What does Gaby think that the cat is trying to say when it meows?
[short answer, 1 mark]

5. **Why had Gaby climbed the tree the previous summer?**

[sentence answer, 1 mark]

6. **Gaby secured her feet and hands and climbed higher . . .**

What does 'secured her feet and hands' mean?

[sentence answer, 1 mark]

7. Gaby thinks she makes two mistakes while trying to rescue the cat.

What is the **first** mistake that Gaby makes while trying to rescue the cat?

[short answer, 1 mark]

8. Look at the paragraph beginning: ‘**She knew the universal rule . . .**’ (page 5)

What does the word ‘**universal**’ tell you about the rule?

[sentence answer, 1 mark]

9. Look at the paragraph beginning: **‘Well, she’d just have to not fall . . .’** (page 5)

The cat was too shiny. Too chubby.

What conclusion does Gaby draw from this?

[sentence answer, 1 mark]

10. Look at the section ‘**She knew the universal rule . . .**’ to the end of the text (pages 5–6).

What are **three** ways the cat shows it does not enjoy Gaby trying to rescue it?

[short answers, 2 marks]

1.

2.

3.

11. She resettled on the branch, considering her options.

What does **'considering her options'** mean in this sentence?

Tick **one**.

thinking about what to do

changing her mind

looking at it from the cat's point of view

wishing her mother was there

[1 mark]

12. Look at the section ‘**She knew the universal rule . . .**’ to the end of the text (pages 5–6).

Give **one** piece of advice that Gaby’s mother gives her for dealing with cats.

[sentence answer, 1 mark]

13. Gaby uses the Spanish word ‘**gato**’ for cat.

Who else in the story speaks Spanish?

[short answer, 1 mark]

14. Number the following events 1 – 5 to show the order in which they happened.

The first one has been done for you.

[1 mark]

Gaby breaks the universal rule of tree climbing.

Gaby notices the cat.

Gaby tries to pick up the cat.

Gaby remembers the water-balloon fight.

Gaby takes her cardigan off.

Questions 15 – 28 are about **Swimming the English Channel** (pages 7–9)

15. Nearly twenty-two hours later, the exhausted man staggered onto French soil at Calais and became an instant hero.

Find and copy two different words from the sentence above that show how tired Matthew Webb was.

[short answers, 1 mark]

1. _____

2. _____

16. What event made Matthew Webb want to swim the English Channel?

[sentence answer, 1 mark]

17. Look at the paragraph beginning: **‘Twenty-seven year old Webb . . .’** (page 7)

Find and copy one word from this paragraph that is closest in meaning to ‘motivated’.

[short answer, 1 mark]

18. Using information from the text, put a tick in the correct box to show whether each statement is **true** or **false**.

	True	False
Matthew Webb’s first attempt to swim the English Channel was not successful.		
The first successful swim of the English Channel was in 1872.		
J.B. Thompson and Matthew Webb swam the English Channel in 1875.		
Matthew Webb took twenty hours to swim the English Channel.		

[2 marks total]

19. Name **two** of the hardships that Matthew Webb faced in swimming the English Channel and explain how he dealt with them. [short answers, 2 marks]

1. Hardship

How he dealt with it:

2. Hardship

How he dealt with it:

20. **Find and copy** a group of words that tells you that the drinks of ale, brandy and beef tea given to Matthew Webb would be considered unusual today.

[short answer, 1 mark]

21. **Why do slow Channel swimmers swim further than faster swimmers?**

[sentence answer, 1 mark]

22. **Look at the section headed: Frequently asked questions (page 8).**

How long did the fastest swim across the Channel take?

[sentence answer, 1 mark]

23. Look at the section headed: **Frequently asked questions.**

Put a tick in the correct box to show whether each of the following statements is a **fact** or an **opinion**.

	Fact	Opinion
The temperature of the water in the Channel can range from 12°C to 18°C.		
Water with a temperature of 18°C is too cold to swim in.		
The direct distance across the Channel is approximately 21 miles.		
Faster swimmers do not swim as many miles across the Channel.		

[2 marks]

24. In what year did the French authorities make it illegal for people to swim from France to England?

[short answer, 1 mark]

25. Look at the section headed: **Safe to swim?** (page 9)

Find and copy one word which shows that swimming the Channel is illegal in France.

[short answer, 1 mark]

26. David Walliams was determined to be successful in his attempt to swim the English Channel.

Give one piece of evidence from the text which shows this.

[sentence answer, 1 mark]

27. Which of the following would be the most suitable summary of the whole text?

Tick **one**.

The Life of David Walliams

A Sporting Challenge

Sailing the Channel

Training for Survival

[1 mark]

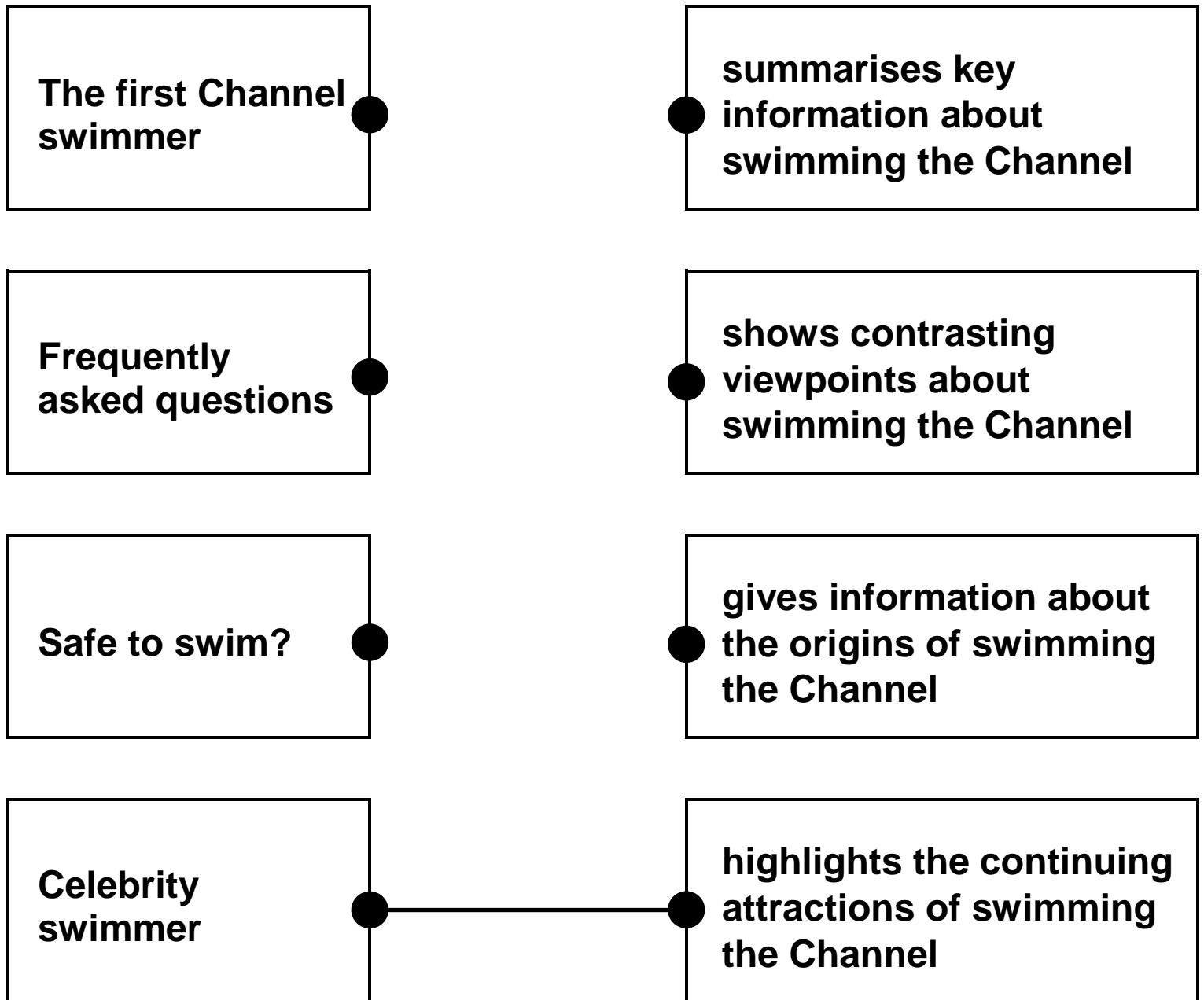
28. Draw lines to match each section to its main content.

One has been done for you.

[1 mark]

Section

Content



Questions 29 – 39 are about **An Encounter at Sea**
(pages 10–12)

29. . . . like a toy sitting on a glass table. (page 10)

What does this description suggest about the boat?

[sentence answer, 1 mark]

30. Look at page 10.

What was unusual for Michael about this day?

[sentence answer, 1 mark]

31. . . . the 'putt-putt' of her engine was lost in the big, quiet stillness of the afternoon.

Choose the best words to match the description above. Tick both of your choices.

(a) **The boat was**

chugging

smoking

racing

roaring

(b) **along on the**

cold sea.

bubbling ripples.

smooth waters.

rocking tide.

[1 mark for each answer]

32. Look at the opening section: **'It was hot . . . to . . . delicious coolness.'** (page 10)

Find and copy two different words that show Michael enjoyed the feeling of the cool water.

[short answers, 1 mark]

1. _____

2. _____

BLANK PAGE

Turn over for the next question.



34. When Michael touched the whale it felt smooth.

(a) Look at the section of text **‘Pppffffwwwraa! The sound came . . . boat this time’** (page 11).

According to this section of text, why might he have expected it to feel smooth?

[sentence answer, 1 mark]

(b) Look at the section of text **‘Carefully, Michael leaned . . .’** to the end of the text (pages 11–12).

According to this section of text, why might he **NOT** have expected it to feel smooth?

[sentence answer, 1 mark]

35. Look at the paragraph beginning: **‘Carefully, Michael leaned . . .’** (page 11)

Where was the whale?

Tick **one**.

in front of the boat

at the side of the boat

under the boat

five metres from the boat

[1 mark]

37. The whale did not seem to be alarmed by meeting Michael. How can you tell this from its actions?

Give TWO ways.

[sentence answers, 1 mark each]

1.

2.

38. Like a sleeper, waking from a dream, he looked around, dazed.

This tells that at the end of the story Michael felt that . . .

Tick one.

he wanted the experience to continue.

he had experienced something similar before.

the experience was unreal.

the experience was worrying.

[1 mark]

39. Tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Michael was in an unfamiliar area of sea when he saw the whale.		
The boat was still motoring forwards when the whale appeared.		
The whale felt warm and soft when Michael touched it.		
Michael could not name the colour of the whale's eye.		

[1 mark total]

End of test



2017 key stage 2 English reading
Reading answer booklet

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2017 national curriculum tests

Key stage 2

English grammar, punctuation and spelling

Administering the modified large print (MLP) version of the key stage 2 English grammar, punctuation and spelling test Paper 2: spelling

TUESDAY 9 MAY 2017

CONFIDENTIAL: This pack must be kept secure and unopened until the start of the test on **Tuesday 9 May 2017**.

Paper 2: spelling must be administered after Paper 1: questions. Early opening, up to 1 hour before the test starts, is permissible only if access to the contents is needed to make adaptations to meet individual pupils' needs.

Please ensure you have read and understood the 2017 test administration guidance before opening this pack.

Pack contents:

- An overview of 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



Standards
& Testing
Agency

STA/17/7800/e ISBN: 978-1-78644-613-8

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2017 Key stage 2 English grammar, punctuation and spelling test

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. However, test packs must not be opened until the pupils are in the test room ready to complete the test.

Paper 2: spelling

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 2: spelling. There is additional information on GOV.UK about administering MLP tests to pupils. If you have any questions you should check with your headteacher or key stage 2 test co-ordinator before the test begins. You will need a copy of the test transcript from the standard version of the test.

Please make sure you follow these instructions correctly in order to ensure that the test is properly administered. Failure to administer the test correctly could result in a maladministration investigation at the school.

Format

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), not strictly timed.

Equipment

Pupils will need the equipment below:

- a blue / black pen or dark pencil
- a rubber (optional). However, please encourage pupils to cross out any answers they may wish to change, instead of rubbing them out.

Pupils are not allowed:

- dictionaries
- electronic spell checkers
- bilingual word lists.

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 this component of the test.

Before the test begins

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

Ensure you know how to administer any access arrangements correctly.

Please refer to the 2017 key stage 2 access arrangements guidance.

Check there are enough administrators to maintain adequate supervision for the test. You should consider the possibility of at least one test administrator needing to leave the room with a pupil.

Ensure you understand how to deal with issues during the tests.

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

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 test room during the test
 - 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 don't 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 start of the test

Check that pupils don't have mobile phones or other disruptive items.

Check that pupils don't have any materials or equipment that may give them extra help.

Check that spacing is appropriate and that no pupil can see another pupil's answer booklet.

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

What to say at the start of the test

It is important to brief pupils fully at the start of each test. You should use these instructions 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 / black pen or dark pencil and you may use a rubber for this test.

Write your name, school name and DfE number on the front of your test paper. (If any pupil's name differs to 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 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.

What to do at the end of the test

If any pupil needs a transcript, complete it with the 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, or 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. Return them immediately to the senior members of staff who are 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 tests for any reason.

2017 national curriculum tests

Key stage 2

ENGLISH

Modified large print

English grammar, punctuation and spelling

Paper 1: questions

First name

Middle name

Last name

Date of birth

Day

Month

Year

School name

DfE number

Note for marking:

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**.

Why he went there was a mystery

What he thinks about the problem is anyone's guess

When are your cousins expected to arrive

How they would get to the match was unclear

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

Come and see me tomorrow I will not have time
to see you today.

3. Which sentence uses **capital letters** correctly?

Tick **one**.

We went to manchester for Kajal and Jamal's party.

we went to Manchester for Kajal and Jamal's party.

We went to Manchester for Kajal and Jamal's party.

We went to Manchester for Kajal and Jamal's Party.

4. The **prefix mis-** can be added to the word **read** to make the word **misread**.

What does the word **misread** mean?

Tick **one**.

to read quickly

to read incorrectly

to read again

to read before

5. Which **verb form** completes the sentence?

After Disha _____ her medal, she gave a television interview.

Tick **one**.

is collecting

had collected

has collected

was collecting

6. Circle the correct **verb form** in each underlined pair to complete the sentences below.

The last place I saw Jack and Gwen was / were in the playground.

At the museum, there was / were many interesting exhibits.

The bikes was / were lined up for the start of the race.

7. Tick the option that correctly completes the sentence below.

_____ an official Olympic sport at the Winter Olympics in Japan.

Tick **one**.

In 1998 snowboarding became,

In 1998 snowboarding, became

In, 1998 snowboarding became

In 1998, snowboarding became

8. Which sentence is punctuated correctly?

Tick **one**.

Joe went upstairs, turned on his computer took out his homework and started.

Joe went upstairs turned on his computer, took out his homework, and started.

Joe went, upstairs turned on his computer, took out his homework, and started.

Joe went upstairs, turned on his computer, took out his homework and started.

9. What is the **word class** of the underlined word in the sentence below?

The alarm rang and Jamal immediately jumped out of bed.

Tick **one**.

conjunction

adverb

verb

determiner

10. Tick one box to show the correct place for a **colon** in the sentence below.

Tom needed to think carefully about his homework it

looked very difficult.

11. What is the **word class** of the underlined words in the sentence below?

The girl brought a sandwich and an apple to eat for lunch.

Tick **one**.

adjectives

adverbs

determiners

nouns

12. Which sentence is punctuated correctly?

Tick **one**.

The man grabbed his coat – it looked cold and windy outside.

The man grabbed his coat it looked cold – and windy outside.

The man grabbed his coat it looked cold and windy – outside.

The man grabbed his coat it looked – cold and windy outside.

13. Which sentence uses the word round as an **adjective**?

Tick **one**.

The dog ran round in circles.

There was a round of applause.

The castle had a round tower.

The team has already made the final round.

14. Which sentence is punctuated correctly?

Tick **one**.

The town is ten miles (16 kilometres) away.

The town is ten miles (16 kilometres away.)

The town is ten miles (16) kilometres away.

The town is ten miles (16 kilometres away).

15. Which sentence uses **capital letters** correctly?

Tick **one**.

We are going to see a Play by Shakespeare.

There is a new Doctor at the local Hospital.

There is a Class Visit to the museum next week.

He is trying to swim the English Channel.

16. Complete the sentence with an appropriate **subordinating conjunction**.

Tracey decided to walk _____ it was a lovely day.

17. Which sentence is an **exclamation**?

Tick **one**.

What time did the sun set last night

She said the sunset was particularly beautiful

What a spectacular sunset that is

The sunsets are lovely at this time of year

18. Which sentence uses the word book as a **verb**?

Tick **one**.

We decided to book tickets for the football match.

Arin wrote a book review for the school magazine.

The scientist's ideas are explained in his latest book.

Book club meets every Wednesday in the library.

19. Insert a **pair of commas** in the correct place in the sentence below.

I enjoy sitting in my bedroom even though it is quite small and listening to music.

20. Replace the underlined word or words in the sentence below with the correct **pronouns**.

For his ninth birthday, James visited his grandparents and his grandparents took James to the cinema.

↑

↑

21. Which sentence is punctuated correctly?

Tick **one**.

Abdul called out, “will you come and help me?”

Abdul called out “Will you come and help me”

Abdul called out, “Will you come and help me”?

Abdul called out, “Will you come and help me?”

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

Tick **one**.

Your presence is requested at the wedding of our daughter.

You would like to come to our daughter’s wedding, wouldn’t you?

We’d love you to join us for our daughter’s wedding.

Our daughter’s getting married – please come!

23. Which underlined group of words is a **subordinate clause**?

Tick **one**.

If you want to, you can walk with us.

This is the best fishing spot we have found.

We change places when the bell rings.

We planted the parsley next to the mint.

24. Circle the two words that are **antonyms** in the sentence below.

What looked like a worthless collection of rusty

metal turned out to include ancient coins and valuable

jewellery.

25. Tick one box in each row to show whether the apostrophe is used for a **contracted form** or **possession**.

Sentence	Apostrophe for a contracted form	Apostrophe for possession
Where is Karen's pen?		
Joshua's hungry.		
Please get the dog's dinner.		
The cat's outside.		

26. Which sentence contains a **relative clause**?

Tick **one**.

The boy who I met at the park is in my class.

The team is going to play a match tomorrow.

Sue said that she wanted to learn to play the drums.

Whenever they have time, they like to go cycling.

27. Which sentence is a **statement**?

Tick **one**.

You can copy the pattern from a book

Be careful when you use the glue

Do you use glitter to decorate the edges

Do not touch the paint until it is dry

28. Insert **full stops** and **capital letters** in the passage below so it is punctuated correctly.

Declan has always been fascinated by animals he has

read many books about exotic creatures jellyfish interest

him the most and he would like to study them when

he is older

29. Insert a **pair of commas** in the correct place in the sentence below.

Jenna a very gifted singer won the talent competition that was held in her local theatre.

30. Rewrite the verbs in the boxes to complete the sentences with the correct choice of **tense**.

The visitors left after they _____ their coffee.

↑
to finish

Jo usually _____ up early on Saturday morning and

↑
to wake

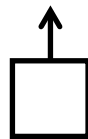
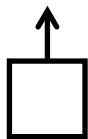
goes swimming before breakfast.

31. Write a **command** which could be the first step in the instructions for making a sandwich.

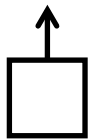
Remember to punctuate your answer correctly.

32. Label each of the clauses in the sentence below as either **M** (if it is a **Main Clause**) or **S** (if it is a **Subordinate Clause**).

When the bell rang, we dashed into the playground and



we started a game of football.



33. Circle the **conjunction** in each sentence.

We like to eat popcorn when we go to the cinema.

Although my sister likes salted popcorn, I prefer sweet popcorn.

My brother doesn't like popcorn at all, so he buys sweets instead.

34. Which two sentences contain a **preposition**?

Tick **two**.

He walked really quickly.

The horse munched his hay happily.

She ran around the games field.

The old man walked past the door.

35. What is the **subject** of the sentence below?

On Tuesday, Mary plans to meet Aidan in Liverpool.

Tick **one**.

Tuesday

Mary

Aidan

Liverpool

36. Insert a **comma** and a **dash** in the correct places in the sentence below.

Before we leave school our class wants to start a vegetable garden the first in our school's history.

37. Circle the **relative pronoun** in the sentence below.

The mountain, which could be seen in the distance, had snow on top of it.

38. Complete the sentence below with the **simple past tense** of the verbs in the boxes.

I _____ netball last weekend, but I

↑
to play

only _____ where the

↑
to know

match _____ the day before.

↑
to be

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

The highest mountain in Great Britain is Ben Nevis
1,344 metres in Scotland.

40. Which one **prefix** can be added to all three words below to make their antonyms?

Write the prefix below the list.

secure

active

complete

41. Circle the two words that are **synonyms** in the passage below.

The café serves delicious snacks and cakes until noon.

After midday, you can also order hot lunches, sandwiches
or soup.

42. Circle the **possessive pronoun** in the passage below.

The boy showed me around the school. He took me to the music room and pointed out which classroom was his.

43. Which punctuation mark should be used in the place indicated by the arrow?

Josh was excellent at languages he spoke French and Spanish.



Tick **one**.

comma

hyphen

full stop

semi-colon

44. Complete each sentence below with a word formed from the root word thought.

Olisa was a very _____ girl.

The children looked _____ at the poster on the wall.

45. Complete the sentence below with a **NOUN** formed from the verb encourage.

My friend offered me lots of _____ to meet my targets.

46. Insert two **hyphens** in the correct places in the sentence below.

The children have been busy cooking some healthy
sugar free snacks and learning some well known
traditional songs for visitors to enjoy.

47. Rewrite the sentence below in the **active**.

Remember to punctuate your answer correctly.

The vital clues were discovered by the detective.

48. Rewrite the underlined verbs in the sentence below so that they are in the **present progressive** form.

Jim learns French at school. He plans to ski in the Alps in the spring.

learns: _____

plans: _____

49. Write a **noun phrase** containing at least three words to complete the sentence below.

Remember to punctuate your answer correctly.

_____ was preparing
for an important athletics competition.

50. Circle the **adverb** in the sentence below.

Of all the toys in his large collection, Karl's little brother
liked the cuddly rabbit best.

End of test



2017 key stage 2 English grammar, punctuation and spelling
Paper 1: questions

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2017 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 for marking:

This paper should be marked using the standard mark schemes for KS2 English grammar, punctuation and spelling: Paper 2.

Spelling task

1. Sam is _____ to play football at playtime.
2. Use a ruler to draw a _____ line.
3. Being dizzy is a strange _____.
4. Lauren was _____ before her first swimming lesson.
5. The bird found a _____ of bread.
6. It is _____ that it will rain tomorrow.
7. An _____ author visited our school.
8. Sap is a sticky _____ that comes from trees.
9. John is having an _____ on his foot.

10. Aamid faced his _____ challenge on the zip wire.
11. I don't mind if my apple has a _____ on it.
12. The children walked _____ across the road.
13. The _____ of the storm was surprising.
14. The dog _____ its owner.
15. There was a _____ search for the missing P.E. bag.
16. The longest reigning _____ is Queen Elizabeth II.
17. Oliver was _____ when his friend lost his trainers.
18. Angus was _____ from Scotland.

19. The drum is part of the _____ family.

20. The prickly jumper was made from a _____
material.

End of test

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2017 key stage 2 English grammar, punctuation and spelling
Paper 2: spelling

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Key stage 2 English reading test material

Test title	Page/ question number	Description	Reference / copyright owner
KS2 reading test	Reading Booklet cover	Background illustration	Cover illustration of trees and sky commissioned by STA. Crown copyright.
	Reading Booklet, pages 4 - 5	Gaby to the Rescue, adapted from Gaby, Lost and Found, Scholastic Press, 2013	Text – Author Angela Cervantes. Illustrations – commissioned by item-writing agency. Crown copyright.
	Reading Booklet, pages 6 - 7	Swimming the English Channel	Text – written by item-writing agency, specifically for the test. Crown copyright. Photograph of Matthew Webb: http://www.telegraph.co.uk/news/picturegalleries/uknews/7429840/English-Channel-crossings-in-pictures.html?image=17

			<p>Photograph of David Walliams: http://www.metro.co.uk/showbiz/875146-david-walliams-enters-final-leg-of-river-thames-sport-relief-swim</p> <p>White cliffs of Dover background: https://www.shutterstock.com/pic-6612721.html</p> <p>Map - Googlemaps - Google Earth 2016 landsat, data SIO, NOAA, US Navy, NGA, GBECO, mapdata, GeoBsis-de / bkg@2009.</p>
	Reading Booklet, pages 8 - 10	An Encounter at Sea, adapted from Whale Boy, Nicola Davies, Yearling, 2013.	<p>Text – Author Nicola Davies.</p> <p>Illustrations – commissioned by STA. Crown copyright.</p>

Key stage 2 mathematics and English grammar, punctuation and spelling tests

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