

National curriculum tests

Key stage 2

English reading

Reading answer booklet

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						

SAMPLE BOOKLET

Published July 2015

This sample test indicates how the national curriculum will be assessed from 2016. Further information is available on GOV.UK at www.gov.uk/sta.



PUPIL ID NUMBER



[BLANK PAGE]

Please do not write on this page.



Instructions

Questions and answers

You have one hour 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. Do not write over any barcodes.

Short answers

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.

Several line answers

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

Longer answers

Some questions are followed by a large box. 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 put a ring around your answer. Read the instructions carefully so that you know how to answer the question.

Marks

The number under each line at the side of the page tells you the maximum number of marks for each question.

You should work through the booklet until you are asked to stop, referring to your reading booklet when you need to. 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 to read the texts in the reading booklet and answer the questions in this booklet.



Questions 1–15 are about *Space Tourism* (pages 4–6).

1 Look at the introduction.

Why is space tourism *impossible* for most people?

1 mark

2 How would you get from the spacecraft to the space hotel?

1 mark

3 Look at page 4.

According to the text, what could you do on your space holiday?

Give **two** examples:

1. _____

2. _____

2 marks

4 How much did the first space tourist pay to go into space?

1 mark



5

How can you tell that the International Space Station is very large?

1 mark

6

How did Anousheh's trip into space make history?

1 mark

7

Look at the text box ***Who has already had a holiday in space?***

Complete the table about Anousheh's trip into space.

Where did she start her trip?	
Where did she stay in space?	
How long did she stay in space?	

2 marks

8

Look at Anousheh's blog entry for September 25th.

Find and **copy** a group of words that shows that Anousheh wrote her blog for others to read.

1 mark



9

Look at Anousheh's blog entry for September 27th.

Explain how Anousheh felt about being in space that day.

2 marks

10

Match the events below to the year in which they happened.

Anousheh Ansari went to space.	1969
The first man stepped on the Moon.	1998
Dennis Tito went to space.	2001
The International Space Station was built.	2006

1 mark



11

Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Anousheh Ansari kept an online diary.		
Brushing your teeth in space is a joy.		
Being weightless is endlessly entertaining.		
Tourists can stay on the International Space Station.		

1 mark

12

...in a flash... (page 6)

What does this tell you about the burning of rocks in space?

1 mark

13

Find out when a meteor shower is due and arrange to go star spotting with an adult...

In this sentence, the word *arrange* is closest in meaning to...

Tick **one**.

set out.

meet.

pack up.

plan.

1 mark



14

How does the information on page 6 make it sound easy to be a star spotter?

Give **two** ways.

1. _____

2. _____

2 marks

15

Tick **true** or **false** in the following table to show what you should do when spotting shooting stars.

	True	False
Take warm clothes, a blanket, a pillow and a torch.		
Stay close to town.		
Point your torch up to the sky.		
You must have binoculars.		

1 mark



Questions 16–24 are about *Giants* (page 7).

16 (a) What does the 'giant' do to frighten the snail?

1 mark

(b) What does the 'giant' do to frighten the frog?

1 mark

17 *Gentle, and small, and frail*

Which part of the snail do these words describe?

Circle the part of the snail in the picture below.



1 mark

18 *Gentle, and small, and frail*

How do these words make the reader feel about the snail?

1 mark



19 How does the snail behave when it is afraid?

Give **two** ways.

1. _____

2. _____

_____ **1 mark**

20 *Into your pitiful shell, so brittle and thin*

In this line, the word *brittle* is closest in meaning to...

Tick **one**.

shiny.

soft.

delicate.

rough.

_____ **1 mark**

21 Explain **two** things that the words *emerald scrap* suggest about the frog.

_____ **2 marks**



22

What is the *tremendous monster*?

1 mark

23

*Just for the joy
Of watching you jump, scramble, tumble, fall*

Find and **copy two** more words from the poem that show that the frog was frightened.

1. _____

2. _____

1 mark

24

What is the main message of the poem?

Tick **one**.

People can learn a lot from holding small creatures.

People should think about how their actions affect others.

People are much bigger than frogs and snails.

People should overcome their fear of nature.

1 mark



Questions 25–36 are about *The Lost World* (pages 8–9).

25 Circle the correct option to complete each sentence below.

(a) The story is told from the perspective of...

Professor
Summerlee.

Lord John.

Malone.

Professor
Challenger.

 1 mark

(b) At the start of the extract the men entered the forest...

carefully.

quickly.

fearfully.

noisily.

 1 mark

(c) There, they came to a patch where the stream was...

smaller.

bigger.

faster.

slower.

 1 mark

(d) The ferns here were spaced...

regularly.

randomly.

carefully.

equally.

 1 mark

26 How far into the forest did the stream become a *considerable bog*?

 1 mark



27

How does the first paragraph suggest that the characters are in a 'lost world'?

1 mark

28

In the paragraph beginning, *There were, as I say...* Malone compares the iguanodons to different animals.

How do these comparisons help the reader understand what the iguanodons look like?

1 mark



29

The iguanodons are described as *inoffensive brutes*...

Look at the paragraph beginning: *I do not know how long...* (page 8).

Explain how the descriptions of the iguanodons in this paragraph support the idea that they were both *inoffensive* and *brutes*.

Use evidence from the text to support your answer.

A large rectangular box containing ten horizontal lines for writing an answer.

3 marks



30

Look at the paragraph beginning: *I do not know how long...*

The word *unwieldy* in this paragraph is closest in meaning to...

Tick **one**.

fast.

violent.

clumsy.

gentle.

1 mark

31

Find and copy one word on page 9 that suggests Malone feels part of the team of explorers.

1 mark

32

How can you tell that Professor Summerlee is an expert on dinosaurs?

1 mark



33

Look at the paragraph beginning: *I had the same feeling of mystery and danger around us.*

Find and **copy four different** words from the rest of the paragraph that suggest danger.

1. _____

2. _____

3. _____

4. _____

2 marks

34

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

	True	False
Lord John saw the dinosaur tracks first.	<input type="checkbox"/>	<input type="checkbox"/>
Professor Summerlee has faked the evidence.	<input type="checkbox"/>	<input type="checkbox"/>
Professor Challenger worries that people won't believe them.	<input type="checkbox"/>	<input type="checkbox"/>
They are all frightened of the iguanodons.	<input type="checkbox"/>	<input type="checkbox"/>

1 mark



35

The mood of the characters changes throughout the extract.

- (a) **Find** and **copy** the group of words on page 9 where Lord John's mood changes.

1 mark

- (b) How does Lord John's mood change?

1 mark

36

Based on what you have read, what does the last paragraph suggest might happen to the explorers next?

Use evidence from this paragraph to support your prediction.

2 marks



[END OF TEST]

Please do not write on this page.



[BLANK PAGE]

Please do not write on this page.



Sample key stage 2 English reading answer booklet
Electronic PDF version product code: STA/15/7319/e ISBN: 978-1-78315-737-2

For more copies

Additional printed copies of this booklet are not available. It can be downloaded from www.gov.uk/government/publications.

© Crown copyright and Crown information 2015

Re-use of Crown copyright and Crown information in test materials

Subject to the exceptions listed below, the test materials on this website are Crown copyright or Crown information and you may re-use them (not including logos) free of charge in any format or medium in accordance with the terms of the Open Government Licence v3.0 which can be found on the National Archives website and accessed via the following link: www.nationalarchives.gov.uk/doc/open-government-licence. When you use this information under the Open Government Licence v3.0, you should include the following attribution: 'Contains public sector information licensed under the Open Government Licence v3.0' and where possible provide a link to the licence.



Exceptions – third-party copyright content in test materials

You must obtain permission from the relevant copyright owners, as listed in the '2016 sample tests copyright report', for re-use of any third-party copyright content which we have identified in the test materials, as listed below. Alternatively you should remove the unlicensed third-party copyright content and/or replace it with appropriately licensed material.

Third-party content

These materials contain no third-party copyright content.

If you have any queries regarding these test materials contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk.

