2022 national curriculum tests

Key stage 1

English reading test mark schemes

Paper 1: reading prompt and answer booklet

Paper 2: reading answer booklet

Standards & Testing Agency

Contents

1. Introduction **3**

2. Structure of the test **3**

3. Content domain coverage **4**

4. Explanation of the mark schemes **6**
4.1 Applying the mark schemes 7

5. Internal moderation procedures **8**

6. Mark schemes for Paper 1: reading prompt and answer booklet **9**
Section 1: *Lucky Duck* 9
Section 2: *The Vegetable Band* 14

7. Mark schemes for Paper 2: reading answer booklet **18**
Section 1: *Festivals* 18
Section 2: *The Hurricane Tree* 22

1. Introduction

The Standards and Testing Agency (STA) is responsible for the development and delivery of statutory tests and assessments. STA is an executive agency of the Department for Education.

The 2022 test assesses the national curriculum. This test has been developed to meet the specification set out in the test framework[1] for English reading at key stage 1. It assesses the aspects of comprehension that lend themselves to a paper test.

A new test and new mark schemes are produced each year.

The key stage 1 test will be marked in schools to inform teacher assessment.

Scaled score conversion tables are not included in this document. Conversion tables are produced as part of the standards maintenance process. Scaled score conversion tables[2] for the 2022 tests will be published in June 2022.

The mark schemes should be used to mark pupils' responses. The pupil examples are based on responses gathered during the test trialling process. It is important when marking to refer to the general marking principles, the additional guidance and the exemplars section to ensure marking is accurate and consistent.

2. Structure of the test

The key stage 1 English reading test comprises:

- Paper 1: reading prompt and answer booklet (20 marks)
  combined booklet that integrates the reading texts and answer booklet (lower demand)
- Paper 2: reading answer booklet (20 marks)
  reading booklet with a separate answer booklet (higher demand)

1 www.gov.uk/government/publications/key-stage-1-english-reading-test-framework
2 www.gov.uk/guidance/scaled-scores-at-key-stage-1

3. Content domain coverage

The 2022 test meets the specification in the test framework. Tables 1 and 2 set out the areas of the content domain that are assessed in Papers 1 and 2.

Some questions assess more than one area of the content domain. Any secondary content domain references are indicated in the mark schemes.

Table 1: Content domain coverage for Paper 1

	1a	1b	1c	1d	1e
	Draw on knowledge of vocabulary to understand texts.	*Identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.*	*Identify and explain the sequence of events in texts.*	*Make inferences from the text.*	*Predict what might happen on the basis of what has been read so far.*
Qu.	**Section 1: Lucky Duck**				
1		1			
2		1			
3		1			
4		1			
5		1			
6		1			
7		1			
8		1			
9		1			
10			1		
Section 2: The Vegetable Band					
11		1			
12				1	
13		1			
14	1				
15				1	
16		1			
17		1			
18				1	
19			1		
20				1	

Table 2: Content domain coverage for Paper 2

	1a	1b	1c	1d	1e
	Draw on knowledge of vocabulary to understand texts.	*Identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.*	*Identify and explain the sequence of events in texts.*	*Make inferences from the text.*	*Predict what might happen on the basis of what has been read so far.*
Qu.	**Section 1: Festivals**				
1		1			
2		1			
3		1			
4		2			
5				1	
6		1			
7		1			
8		2			
Section 2: The Hurricane Tree					
9		1			
10				1	
11		1			
12	1				
13				1	
14		1			
15		1			
16				1	
17		2			

4. Explanation of the mark schemes

Those marking the test should familiarise themselves with the marking guidance in section 4.1 of this document before applying the mark schemes.

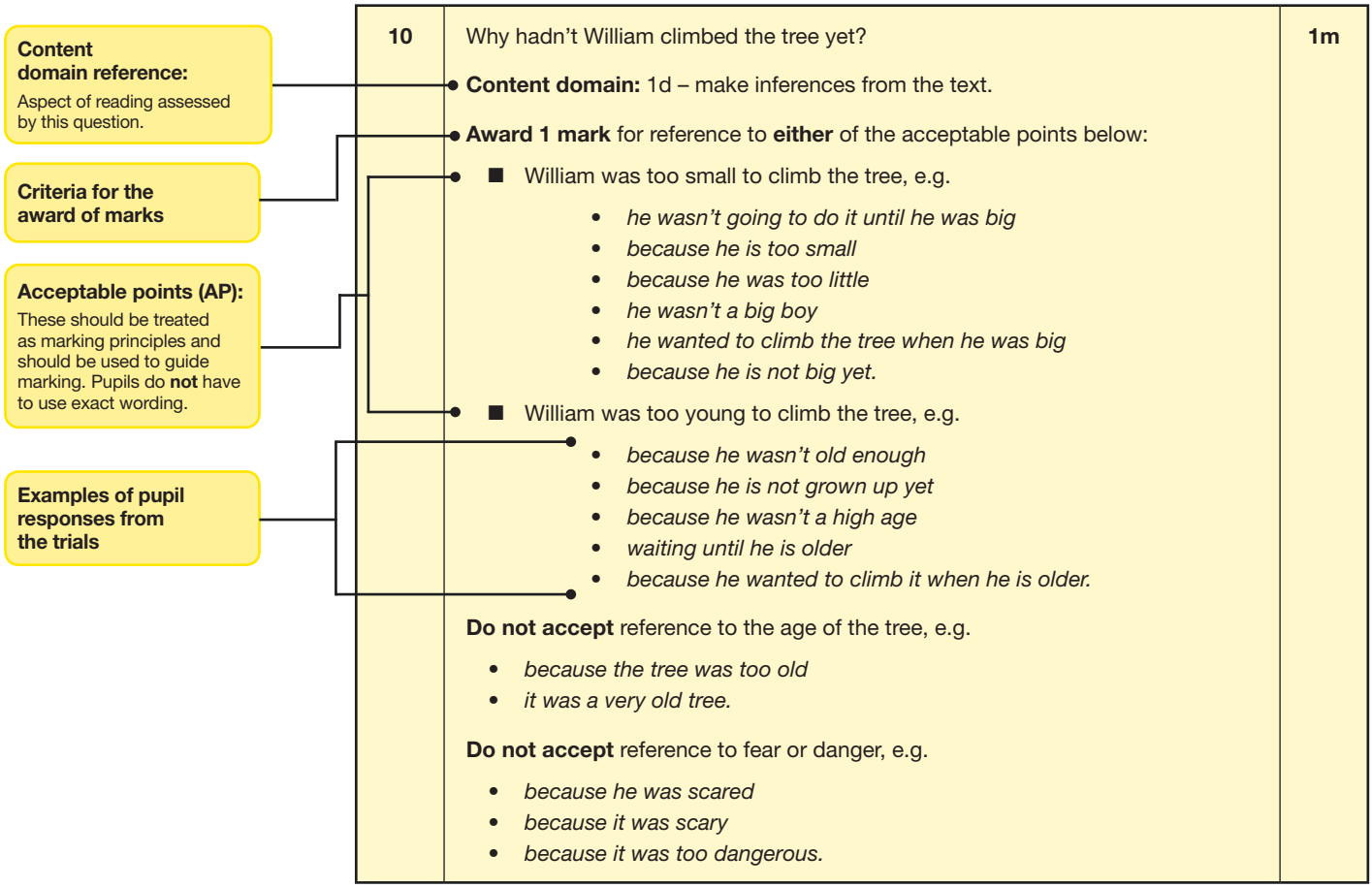
The number of marks available for each item is indicated below the marking circles on the test papers. All questions in Paper 1 are worth 1 mark and questions in Paper 2 are worth either 1 or 2 marks. Incorrect or unacceptable answers are given a mark of 0. No half marks are awarded.

The practice questions are not marked as they are completed by the pupils together with the test administrator as an introduction to the test.

The mark schemes contain the following information for each question:

- the question number
- the question from the test paper
- the number of marks available for each question
- what is required to answer each question, including correct answers and examples of different types of creditworthy response
- any additional guidance that may be relevant, including unacceptable responses, where appropriate
- the content domain reference and, if applicable, the secondary content domain reference

The diagram below exemplifies the content of the mark schemes:



4.1 Applying the mark schemes

The table below explains the key features of the key stage 1 English reading test mark schemes:

Mark scheme	Explanation
■ Square bullets	Square bullets indicate acceptable points that can be credited in a pupil's response. They must be treated as marking principles, **not** as the exact response a pupil needs to give.
• Round bullets	Round bullets indicate examples of frequently occurring responses given by pupils during trialling. There are many ways for pupils to express an acceptable answer. Those marking the test must focus on the **content** of what has been written and not on the quality, expression or grammatical construction of the response.
Use of brackets in acceptable points	Brackets provide additional information that is relevant to the required response, but is **not** required for the award of the mark.
Do not accept	**Do not accept** indicates commonly occurring but incorrect answers that should not be credited.
Possible ambiguity	Pupils who write a correct and an incorrect answer should be awarded for the correct answer. This principle must be carefully applied in conjunction with the mark scheme for each question.
Minor copying errors and plausible misspellings	Minor copying errors and plausible misspellings are permitted in responses to all questions.
'Find and copy' questions	For 'find and copy' questions, introductions such as 'the answer is (…)' or 'it is (…)' and plausible misspellings are permitted.
Use of brackets in 'find and copy'	For 'find and copy' questions, the correct answer is indicated by the word(s) outside the brackets. The word(s) inside the brackets indicate any additional word(s) allowable for the award of the mark. The words inside the brackets are not creditworthy if given alone.
Tick boxes and tables	Accept any clear indication of the correct response, including crosses, underlining and circling answers.
Drawing lines to 'match' boxes	Accept lines that do not touch the boxes, providing the intention is clear.
Circling or underlining	Accept any clear indication of the correct response, including ticks, underlining and circling answers.

5. Internal moderation procedures

We recommend those who are involved in marking the key stage 1 tests undertake moderation activity to ensure marking is consistent across their school.

6. Mark schemes for Paper 1: reading prompt and answer booklet

Section 1: *Lucky Duck*

Qu.	Requirement	Mark
1	Who lived at the seaside? **Content domain:** 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for: Dad ☐ Duck ☐ Lenny ☐ Gran ☑	**1m**
2	Write **two** things Lenny took to the seaside. **Content domain:** 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. Secondary content domain: 1d – make inferences from the text. **Award 1 mark** for reference to **two** of the acceptable points below: ■ a bucket (for himself) ■ a spade (for himself) ■ Duck ■ an extra bucket or a bucket for Duck ■ an extra spade or a spade for Duck. **Please note** that some pupils will give both answers on the same line. This should be accepted. **Do not accept** *bucket* or *spade* given twice unless the pupil has clearly identified that one of the buckets or spades was extra or for Duck, e.g. **acceptable** / **not acceptable** 1. *a bucket* / 1. *a bucket* 2. *a bucket for Duck* / 2. *a bucket*	**1m**

Section 1: *Lucky Duck*

<table>
<tr><th>Qu.</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>3</td><td>Write two places that the family looked for Duck.

Content domain: 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for reference to both of the acceptable points below:
■ Gran’s house, e.g.
• the house
• the home
• Granny’s house
• Gran’s
• Gran’s house was one
• they looked in Gran’s house.
■ the beach, e.g.
• seaside
• along the beach
• the beach was the other one
• they even looked along the beach.

Please note that some pupils will give both answers on the same line. This should be accepted.</td><td>1m</td></tr>
<tr><td>4</td><td>Put ticks in the table to show which statements are true and which are false.

Content domain: 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

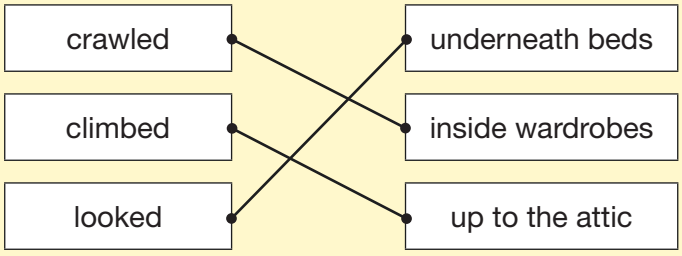
Award 1 mark for all three boxes ticked correctly.

<table>
<tr><th></th><th>True</th><th>False</th></tr>
<tr><td>They found Duck at the beach.</td><td></td><td>✓</td></tr>
<tr><td>Lenny missed Duck.</td><td>✓</td><td></td></tr>
<tr><td>Duck was the only toy Lenny had.</td><td></td><td>✓</td></tr>
</table>
</td><td>1m</td></tr>
</table>

Section 1: *Lucky Duck*

Qu.	Requirement	Mark
5	What was the weather like when Jack went exploring? **Content domain:** 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for reference to raining, e.g. • *rain* • *the weather was like raining* • *it was wet and raining* • *rainy* • *it was raining and miserable* • *bad.*	**1m**

6	Why did Jack go exploring? **Content domain:** 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for: because Gran was lost ☐ because he wanted to find Duck ☐ because Lenny gave him the idea ☑ because Gran told him to ☐	**1m**

7	Draw **three** lines to match what Jack did to where he did it. **Content domain:** 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for all three lines joined to the correct boxes:  	**1m**

Section 1: *Lucky Duck*

Qu.	Requirement	Mark
8	Who found Duck? **Content domain:** 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. Secondary content domain: 1d – make inferences from the text. **Award 1 mark** for any plausible reference to Jack, e.g. • *Jack* • *the boy* • *the son* • *Lenny's son* • *grandchild* • *the kid.*	**1m**

9	How can you tell Duck had been in the attic for a long time?
	Write **two** ways.
	
	Content domain: 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
	Secondary content domain: 1d – make inferences from the text.
	
	Award 1 mark for reference to **both** of the acceptable points below:
	■ Duck was dirty, e.g.
	  • *beak dirty*
	  • *he was dirty*
	  • *his orange beak was dirty*
	  • *dirty.*
	■ Duck was dusty, e.g.
	  • *fur dusty*
	  • *he was dusty*
	  • *his white fur was very dusty*
	  • *dusty.*
		1m

Section 1: *Lucky Duck*

Qu.	Requirement	Mark
10	Look at the whole story. Number the sentences below from 1 to 4 to show the order they happen in the story. The first one has been done for you. **Content domain:** 1c – identify and explain the sequence of events in texts. **Award 1 mark** for: Lenny got a new toy. [1] Duck was found in the attic. [4] Duck was lost. [3] Lenny took Duck to the seaside. [2]	**1m**

Section 2: *The Vegetable Band*

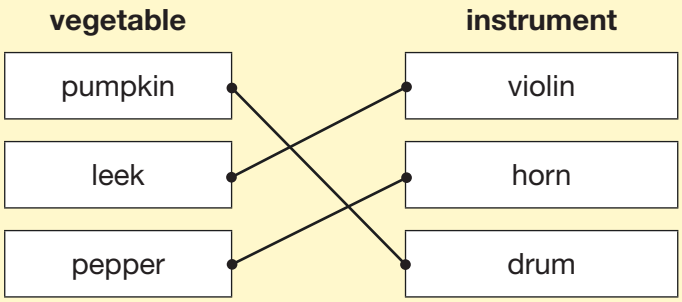
Qu.	Requirement	Mark
11	Where is the vegetable band from? **Content domain:** 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for reference to Austria. **Do not accept** reference to Australia.	**1m**
12	The people in the band wanted to make musical instruments out of vegetables because they… **Content domain:** 1d – make inferences from the text. **Award 1 mark** for: liked the taste of different vegetables. ☐ wanted to use leftover vegetables. ☐ grew more vegetables than they could eat. ☐ wanted to do something different with vegetables. ☑	**1m**
13	How many people are in the band? **Content domain:** 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for reference to 11 or eleven.	**1m**
14	*People who come to watch are amazed by how interesting these unusual instruments look and how great they sound*. The word *amazed* tells you the people are… **Content domain:** 1a – draw on knowledge of vocabulary to understand texts. **Award 1 mark** for: surprised. ☑ confused. ☐ scared. ☐ annoyed. ☐	**1m**

Section 2: *The Vegetable Band*

Qu.	Requirement	Mark
15	What happens to the leftover vegetables? They are… **Content domain:** 1d – make inferences from the text. **Award 1 mark** for: given to other bands. ☐ sold in the market. ☐ made into soup. ☑ kept for another concert. ☐	**1m**

16	Why does every concert sound different? **Content domain:** 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for reference to either of the acceptable points below: ■ the band making or using new or different instruments, e.g. • *because they make new instruments* • *because they create different instruments* • *they create new instruments* • *it sounds different because they make new instruments before every concert* • *because they are different instruments* • *every concert sounds different because they use different instruments in each concert.* ■ the band using different vegetables, e.g. • *they use different vegetables* • *every concert sounds different because they have different vegetables.*	**1m**

Section 2: *The Vegetable Band*

Qu.	Requirement	Mark
17	Draw **three** lines to match each vegetable to the instrument made from it. **Content domain:** 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for all three lines joined to the correct boxes: 	**1m**
18	How can you tell that the leek is easy to make into an instrument? **Content domain:** 1d – make inferences from the text. **Award 1 mark** for: It was the first instrument the band made. ☐ It is the only vegetable the band uses. ☐ It does not take long to make. ☑ It can be made into different instruments. ☐	**1m**
19	Number these instructions from 1 to 4 to show how to make a pepper into a musical instrument. **Content domain:** 1c – identify and explain the sequence of events in texts. **Award 1 mark** for: Take the seeds out of the pepper. 2 Put the top on the pepper. 4 Ask an adult to cut off the top of the pepper. 1 Put some rice inside the pepper. 3	**1m**

Section 2: *The Vegetable Band*

<table>
<tr><th>Qu.</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>20</td><td>Put ticks in the table to show which statements are true and which are false.

Content domain: 1d – make inferences from the text.

Award 1 mark for all three boxes ticked correctly.

<table>
<tr><th></th><th>True</th><th>False</th></tr>
<tr><td>You should blow this instrument to make a sound.</td><td></td><td>✓</td></tr>
<tr><td>You should put the top on the pepper before shaking it.</td><td>✓</td><td></td></tr>
<tr><td>You must use a green pepper to make this instrument.</td><td></td><td>✓</td></tr>
</table>
</td><td>1m</td></tr>
</table>

7. Mark schemes for Paper 2: reading answer booklet

Section 1: *Festivals*

Qu.	Requirement	Mark
1	Look at *What are festivals?* on page 4. What do people sometimes wear at festivals? **Content domain:** 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for reference to (beautiful) costumes, e.g. • *beautiful clothes* • *fancy clothes* • *fancy outfits* • *costumes* • *colourful costumes.*	**1m**

2	Look at *Harvest festivals* on page 4. What does the text say some schools do to celebrate Harvest Festival? **Content domain:** 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for reference to **either** of the acceptable points below: ■ Make displays (of food, flowers, or food and flowers), e.g. • *it says many schools make displays of food and flowers* • *schools make displays of food* • *display of food* • *that many schools make displays* • *displays* • *they display food and flowers.* ■ Collect food for charity, e.g. • *they give food to charity* • *bringing in food to help people* • *food box for charities* • *they give some food to the charities.* **Do not accept** reference to food, flowers, or food and flowers alone, e.g. • *food and flowers* • *they have food and flowers*.	**1m**

Section 1: *Festivals*

Qu.	Requirement	Mark
3	Why do bakers sometimes make bread in the shape of wheat? **Content domain:** 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for: to celebrate New Year ☐ because children in schools enjoy eating it ☐ to celebrate a harvest ☑ because it makes the bread taste better ☐	**1m**

4	What **two** things can you see at **both** the Chinese New Year and Hogmanay festivals? **Content domain:** 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for reference to any of the acceptable points below up to a maximum of **2 marks**. ■ fireworks **or** firecrackers ■ dancing ■ music **or** singing.	**Up to 2m**

Section 1: *Festivals*

Qu.	Requirement	Mark
5	Why might people in China hope to see a dragon? **Content domain:** 1d – make inferences from the text. **Award 1 mark** for reference to **either** of the acceptable points below: ■ Dragons bring good luck, e.g. • *because they bring them good luck* • *they hope to see a dragon so they can get good luck* • *they hope to see a dragon because they mean good luck in China* • *they bring good luck* • *because they're lucky.* ■ Dragons are friendly, e.g. • *they are friendly* • *because to them they are friendly* • *in legend they are friendly.* **Please note** that pupils might give both acceptable points. This is acceptable and should be awarded **1 mark**, e.g. • *in Chinese legend, dragons are friendly and bring good luck* • *believed to bring good luck and friendly.*	**1m**

6	How do people in Italy celebrate their festival? **Content domain:** 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. Secondary content domain: 1d – make inferences from the text. **Award 1 mark** for: use tulips to decorate boats ☐ cover the streets with flowers ☑ make giant models of animals ☐ have a firework display ☐	**1m**

Section 1: *Festivals*

<table>
<tr><th>Qu.</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>7</td><td>What do people in Italy do at the end of their festival?

Content domain: 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
Secondary content domain: 1d – make inferences from the text.

Award 1 mark for reference to playing in the flowers, e.g.
• children are allowed to play in the flowers
• let children play in the flowers
• they play in the flowers
• people can play in the flowers
• play in the flowers
• at the end of the festival children are allowed to play in the flower carpets.

Also accept reference to playing in the street, e.g.
• the children play in the street
• they play in the street.</td><td>1m</td></tr>
<tr><td>8</td><td>Put ticks in the table to show which statements are true and which are false.

Content domain: 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
Secondary content domain: 1d – make inferences from the text.

Award 2 marks for all four boxes ticked correctly; award 1 mark for three boxes ticked correctly.

<table>
<tr><th></th><th>True</th><th>False</th></tr>
<tr><td>Hogmanay is a Scottish festival.</td><td>✓</td><td></td></tr>
<tr><td>In Jersey, people make carpets of flowers in the streets.</td><td></td><td>✓</td></tr>
<tr><td>In England, Harvest Festival takes place in April.</td><td></td><td>✓</td></tr>
<tr><td>Before the Chinese New Year parade, people celebrate with firecrackers.</td><td></td><td>✓</td></tr>
</table>
</td><td>Up to 2m</td></tr>
</table>

Section 2: *The Hurricane Tree*

Qu.	Requirement	Mark
9	Where was the house? **Content domain:** 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for reference to **either** of the acceptable points below: ■ underneath a tree, e.g. • *underneath a tall tree* • *under the tree* • *under a big tree.* ■ next to a tree, e.g. • *next to the tree* • *by the tree* • *near the tall tree.*	**1m**

Section 2: *The Hurricane Tree*

Qu.	Requirement	Mark
10	Why hadn't William climbed the tree yet? **Content domain:** 1d – make inferences from the text. **Award 1 mark** for reference to **either** of the acceptable points below: ■ William was too small to climb the tree, e.g. • *he wasn't going to do it until he was big* • *because he is too small* • *because he was too little* • *he wasn't a big boy* • *he wanted to climb the tree when he was big* • *because he is not big yet.* ■ William was too young to climb the tree, e.g. • *because he wasn't old enough* • *because he is not grown up yet* • *because he wasn't a high age* • *waiting until he is older* • *because he wanted to climb it when he is older.* **Do not accept** reference to the age of the tree, e.g. • *because the tree was too old* • *it was a very old tree.* **Do not accept** reference to fear or danger, e.g. • *because he was scared* • *because it was scary* • *because it was too dangerous.*	**1m**

Section 2: *The Hurricane Tree*

Qu.	Requirement	Mark
11	Look at page 7. Write **two** noises that William heard during the night. **Content domain:** 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. Secondary content domain: 1d – make inferences from the text. **Award 1 mark** for reference to any **two** of the acceptable points below: ■ blowing, e.g. • *the wind blowing* • *the wind* • *a very strong wind* • *blowing.* ■ rattling, e.g. • *the roof tiles rattling* • *tiles rattling* • *rattling.* ■ sighing, e.g. • *the trees sighing* • *sighing.* ■ creaking, e.g. • *creaking* • *some creaking.* ■ crashing, e.g. • *crash* • *a crash* • *the tree falling down.* **Please note** that some pupils will give both answers on the same line. This is acceptable and should be awarded **1 mark**, e.g. • *trees sighing and creaking.*	**1m**

12	Circle **one** word that shows William felt sorry for the tree. **Content domain:** 1a – draw on knowledge of vocabulary to understand texts. **Award 1 mark** for *poor* circled. *William just stood and looked at the (poor) old tree.*	**1m**

Section 2: *The Hurricane Tree*

Qu.	Requirement	Mark
13	What did William pretend to be when he climbed on the tree? **Content domain:** 1d – make inferences from the text. **Award 1 mark** for reference to a squirrel.	**1m**
14	Write **two** things that were damaged by the storm. **Content domain:** 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. Secondary content domain: 1d – make inferences from the text. **Award 1 mark** for reference to **two** of the acceptable points below: ■ poles ■ wires ■ electricity, e.g. • *electricity* • *the electricity* • *electrical stuff.* ■ the tree (including parts of the tree), e.g. • *the tree* • *tree* • *the roots* • *branches.* ■ the garden. **Do not accept** *poles* and *electricity* given together, or *wires* and *electricity* given together, e.g. **1.** *poles* **2.** *the electrics* **1.** *electricity* **2.** *wires*	**1m**

Section 2: *The Hurricane Tree*

Qu.	Requirement	Mark
15	What could William's great-grandchildren do in the garden? **Content domain:** 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. Secondary content domain: 1d – make inferences from the text. **Award 1 mark** for reference to any of the acceptable points below, e.g. ■ play on or under the tree, e.g. • *climb the tree* • *they could play under the tree with their friends* • *play in the tree* • *his children can play on the tree.* ■ look at a tree, e.g. • *they will see a big strong tree* • *look at a new tree* • *look at the tree* • *look at a big, strong tree like William's* • *notice a tree as big as this tree.* ■ think about William and his dad, e.g. • *think about the people who planted the tree* • *thinking they must have loved this tree* • *learn about how William and his dad planted the tree.* ■ appreciate that the tree was planted a long time ago, e.g. • *think about how it was planted a long time ago* • *think it's an old tree.*	**1m**

16	The story finishes with the words …*someone who loved trees*. Who does this describe? **Content domain:** 1d – make inferences from the text. **Award 1 mark** for reference to William. **Also accept** reference to Daddy or reference to William and Daddy.	**1m**

Section 2: *The Hurricane Tree*

<table>
<tr><th>Qu.</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>17</td><td>
Put ticks in the table to show what happened before the storm and after the storm.

Content domain: 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
Secondary content domain: 1d – make inferences from the text.

Award 2 marks for all four boxes ticked correctly; award 1 mark for three boxes ticked correctly.
<table>
<tr><th></th><th>before the storm</th><th>after the storm</th></tr>
<tr><td>William reached the higher branches of the tree.</td><td></td><td>✓</td></tr>
<tr><td>William looked at the moon through the tree.</td><td>✓</td><td></td></tr>
<tr><td>William felt safe in the leaves of the tree.</td><td></td><td>✓</td></tr>
<tr><td>William painted a picture of the tree.</td><td></td><td>✓</td></tr>
</table>
</td><td>Up to 2m</td></tr>
</table>

Standards & Testing Agency

2022 key stage 1 English reading test mark schemes
Paper 1: reading prompt and answer booklet and Paper 2: reading answer booklet
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