

Key stage 2

English reading

Reading answer booklet

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



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Please do not write on this page.



Instructions

Questions and answers

You have 1 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 only need to 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 more answer lines. This shows that a longer, more detailed answer is needed. You can write in full sentences if you want to.

Selected answers

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

Marks

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

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

You have 1 hour to read the texts in the reading booklet and answer the questions in this booklet.



Questions 1 – 13 are about *A Life-changing Game*
(pages 4–5)

1 How did Phiona make money for her family?

1 mark

2 *An intriguing game*

Which word is closest in meaning to *intriguing*?

Tick **one**.

exciting

☐

popular

☐

challenging

☐

interesting

☐

1 mark

3 How can you tell that people in Uganda were **not** familiar with chess?

1 mark



4

Read the sections: ***A challenging upbringing*** and ***An intriguing game***.

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

	True	False
Phiona left school once she had learnt to read.		
Phiona grew up in a place called Katwe.		
Phiona discovered chess before her brother.		
Phiona walked six kilometres a day to learn about chess.		

2 marks

5

Look at page 5.

According to the text, what is it important to have when learning something new?

1 mark



N 0 0 0 5 0 A 0 5 2 4

6

Look at the section: ***Coaching a champion.***

Find and **copy one** word which tells us that Robert was enthusiastic about football.

1 mark

7

Look at the section: ***Coaching a champion.***

Why did Robert start teaching chess?

1 mark

8

Look at the section: ***Coaching a champion.***

Why did Phiona play carelessly when she started playing chess?

1 mark



9

Read the paragraph beginning: *Robert spotted Phiona's potential...*

Find and **copy one** word which tells us Phiona did well in chess.

1 mark

10

Look at the section: ***A roaring success.***

Phiona's skills in chess took her abroad. Why?

1 mark

11

Look the section: ***A roaring success.***

How long had Phiona been playing chess when she won her first international competition?

1 mark



12 Look at the section: ***Watching her next move.***

Phiona ***caught the attention*** of a journalist...

This means that...

Tick **one**.

Phiona recognised the journalist. ☐

a journalist noticed Phiona. ☐

Phiona became a journalist. ☐

a journalist interviewed Phiona. ☐

1 mark

13 Look at the whole text.

Complete the table below with the year in which each event happened.

	Year
Phiona discovered chess.	
Phiona left her home country for the first time.	
A film telling Phiona's story was released.	

1 mark



Questions 14–27 are about *In the Cave*
(pages 6–7)

14 'It's just a rock. They're all rocks, you can...'

What made Tom realise that what he was looking at wasn't actually a rock?

Write **two** things.

1. _____

2. _____

2 marks

15 Read the paragraph beginning: *He stopped...*

This paragraph creates a sense of...

Tick **one**.

certainty. ☐

relief. ☐

mystery. ☐

panic. ☐

1 mark



N 0 0 0 5 0 A 0 9 2 4

16

What stopped Tom from working out what the writing was?

1 mark

17

Look at page 6.

He was **beckoning** to Tom, and staring intently in front of him.

Which word is closest in meaning to *beckoning*?

Tick **one**.

signalling

☐

reacting

☐

replying

☐

walking

☐

1 mark



18

Look at page 6.

He was beckoning to Tom, and staring intently in front of him.

What was Geoff staring at?

1 mark

19

'I just sat down and it came on.'

What was Geoff trying to do when he said this?

Tick **one**.

pretend nothing is happening

☐

boast about what he has done

☐

tease Tom about the lights

☐

refuse to take the blame

☐

1 mark



N 0 0 0 5 0 A 0 1 1 2 4

20

Read the paragraph beginning: *Silently, Tom climbed in...* to the paragraph ending: *...'I wonder what it is?'*

How does the text show that the object might be a machine?

Write **two** ways.

1. _____

2. _____

2 marks

21

Look at page 7.

And that was that.

What does this sentence suggest?

Tick **one**.

The boys couldn't escape. ☐

The boys were disappointed. ☐

The object had gone silent. ☐

The object could cook food. ☐

1 mark



22

'It's...' Tom shrugged. 'Well, it's a machine.'

Why did Tom shrug?

1 mark

23

Number the events 1 – 4 to show the order in which they happened in the text.

Geoff realised the lights were buttons.

☐

Orange lights began to switch on across the panel.

☐

Geoff noticed a green light on the surface.

☐

The object started making noises.

☐

1 mark



24

Look at page 7.

How did Geoff work out that the lights were buttons?

Write **one** way.

1 mark

25

Look at the whole text.

Tick **one** box in each row to show what the text tells you about the lights.

	Yes	No
where they are placed		
what colour they are		
how many did not work		
what they are used for		

1 mark

26

What impressions do you get of Tom's and Geoff's personalities?

Write **one** impression for **each** boy, using evidence from the text to support each answer.

	Impression	Evidence
Tom	<hr/>	<hr/> <hr/> <hr/>
Geoff	<hr/>	<hr/> <hr/> <hr/>

3 marks



N 0 0 0 5 0 A 0 1 5 2 4

27

Look at page 7.

Reluctantly, Geoff sat back and thought about it.

What does this suggest about the way Geoff felt?

Tick **one**.

He wanted to think about it.

☐

He was worried about the button.

☐

He didn't agree with Tom.

☐

He had decided to press the button.

☐

1 mark



**Questions 28–40 are about *Longbow Girl*
(pages 8–10)**

28 Read the first paragraph beginning: *Merry stepped forward...*

How did Merry try to prepare herself for her turn?

Write **one** way.

1 mark

29 Read the paragraph beginning: *Merry took her stance...*

The crowd had fallen silent.

Why was the crowd silent?

1 mark

30 *It seemed to take long seconds to fly home to its target.*

Why did Merry feel as though her arrow took a while to reach the target?

Tick **one**.

She really wanted to know the result.

☐

She was not strong enough.

☐

The crowd was starting to feel worried.

☐

The bow was too old to shoot well.

☐

1 mark



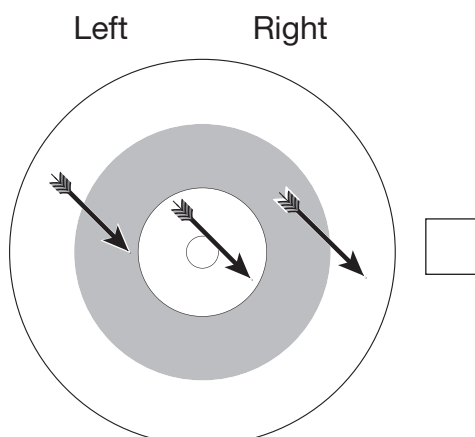
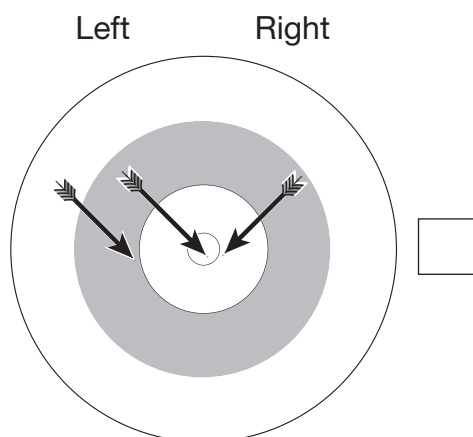
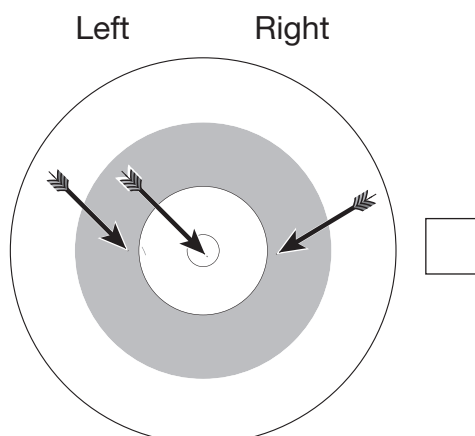
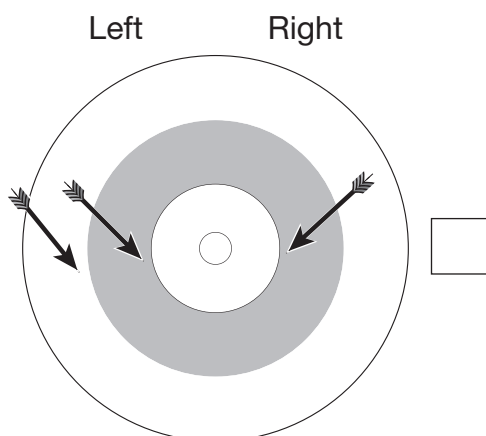
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31

Read the paragraph beginning: *Merry took her stance...* to the paragraph ending: *...She was sure of it.*

Which target shows where Merry's arrows landed in the **first round** of the competition?

Tick **one**.



1 mark



32

She turned, walked back from the line as the crowd, which had been stunned into silence, started to clap.

Why was the crowd *stunned*?

1 mark

33

Read the paragraph beginning: *She turned...*

Merry did not smile straight away.

Why not?

1 mark



34

Look at page 9.

Write **two** pieces of evidence that show the marshal was shocked by Merry's first round.

1. _____

2. _____

2 marks

35

Read the paragraph beginning: '*In round two,*'...

(a) In what way was round two different from the first round?

Write **one** way.

1 mark

(b) Why were the rules changed after the first round?

Write **one** reason.

1 mark



36

Read the paragraph beginning: *She waited till...*

What made Merry worry that her bow might be close to breaking?

1 mark

37

Look at page 10.

Only then did she smile.

Why was Merry happy at this point in the text?

Write **two** reasons.

1.

2.

2 marks



38

Merry won the competition because she was an experienced archer.

How can you tell that she was experienced?

Write **two** ways, using evidence from the text to support each answer.

An example has been done for you.

Reason	Evidence
She had the strength to do it.	She was able to pull the bow back to its fullest extension.
<hr/> <hr/>	<hr/> <hr/> <hr/>
<hr/> <hr/>	<hr/> <hr/> <hr/>

3 marks



39

How can you tell that the marshal had changed his opinion of Merry by the end of the story?

1 mark

40

'We have an **outright** winner,' he declared.

Which of the following is closest in meaning to *outright*?

Tick **one**.

lucky

☐

predictable

☐

disappointing

☐

clear

☐

1 mark



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& Testing
Agency

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