

2026 national curriculum tests

Key stage 1

English reading test mark schemes

Paper 1: reading prompt and
answer booklet

Paper 2: reading answer booklet



Standards
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Agency

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1. Introduction

The Standards and Testing Agency (STA) is responsible for the development and delivery of key stage 1 and 2 statutory and optional tests. STA is an executive agency of the Department for Education.

The 2026 optional 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.

This key stage 1 reading test is not statutory. The key stage 1 tests can be marked internally within schools to inform teacher assessment. The evidence from the tests can be used to help inform this teacher assessment.

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

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 2026 tests will be published in June 2026.

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 optional 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 2026 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
	<i>Draw on knowledge of vocabulary to understand texts.</i>	<i>Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</i>	<i>Identify and explain the sequence of events in texts.</i>	<i>Make inferences from the text.</i>	<i>Predict what might happen on the basis of what has been read so far.</i>
Qu.	Section 1: One of Our Tigers is Missing!				
1		1			
2				1	
3		1			
4		1			
5		1			
6				1	
7				1	
8		1			
9	1				
10		1			
	Section 2: Swans				
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
	<i>Draw on knowledge of vocabulary to understand texts.</i>	<i>Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</i>	<i>Identify and explain the sequence of events in texts.</i>	<i>Make inferences from the text.</i>	<i>Predict what might happen on the basis of what has been read so far.</i>
Qu.	Section 1: Jack's New Boat				
1		1			
2		1			
3				1	
4	1				
5		1			
6		1			
7				1	
8				1	
9			1		
	Section 2: Bamboo				
10		1			
11		2			
12	1				
13		1			
14				1	
15		2			
16		1			
17		1			
18		1			

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:

Qu.	Requirement	Mark
5	<p>Why did Uncle Jim tell Jack they needed to stop looking for the boat until the next morning?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Secondary content domain: 1d – make inferences from the text</p> <p>Award 1 mark for reference to it getting dark, e.g.</p> <ul style="list-style-type: none"> • <i>it was dark</i> • <i>it was almost night.</i> <p>Also accept reference to it getting late, e.g.</p> <ul style="list-style-type: none"> • <i>it was too late to see properly</i> • <i>it was getting late.</i> <p>Do not accept reference to them having searched for hours / being tired, e.g.</p> <ul style="list-style-type: none"> • <i>they'd searched for a long time</i> • <i>they looked for hours.</i> 	1m

Content domain reference:
Aspect of reading assessed by this question.

Criteria for the award of marks

Acceptable points (AP):
These should be treated as marking principles and should be used to guide marking. Pupils do **not** have to use exact wording.

Examples of pupil responses from the trials

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
<ul style="list-style-type: none"> ■ 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.
<ul style="list-style-type: none"> • 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 the mark(s) 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 optional 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: *One of Our Tigers is Missing!*

Qu.	Requirement	Mark
1	<p>What was the fence around the enclosure made from?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for reference to wire.</p> <p>Also accept reference to metal.</p>	1m
2	<p>Who went with Ted and Ava to the safari park?</p> <p>Content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for reference to their mum.</p> <p>Do not accept reference to their mum and any other person, e.g.</p> <ul style="list-style-type: none"> • <i>Mum and Dad</i> • <i>mum and gran.</i> 	1m
3	<p>How long had the tiger been lost?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for reference to two / 2 days.</p> <p>Do not accept reference to days, without reference to two.</p> <p>Do not accept reference to two, without reference to days.</p>	1m

Section 1: One of Our Tigers is Missing!

Qu.	Requirement	Mark
4	<p>How can a tiger help itself if it has a cut leg?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for reference to licking it, e.g.</p> <ul style="list-style-type: none"> • <i>a tiger's lick</i> • <i>lick</i> • <i>a tiger's lick can heal a cut.</i> <p>Do not accept reference to healing its cut without reference to licking, e.g.</p> <ul style="list-style-type: none"> • <i>it can look after it's leg until it's better</i> • <i>can heal cuts.</i> 	1m
5	<p>What did Ted think had happened to the tiger?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for reference to the tiger having escaped, e.g.</p> <ul style="list-style-type: none"> • <i>it had left the park</i> • <i>it has got out</i> • <i>the tiger ran away</i> • <i>he ran off</i> • <i>escaped.</i> <p>Do not accept reference to the tiger being lost / missing.</p> <p>Do not accept reference to the tiger being injured.</p> <p>Do not accept reference to the pond, e.g.</p> <ul style="list-style-type: none"> • <i>he ran off to the pond.</i> 	1m

Section 1: *One of Our Tigers is Missing!*

Qu.	Requirement	Mark
6	<p>How did Ted think they might find the tiger?</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for reference to looking for the tiger’s footprints, e.g.</p> <ul style="list-style-type: none"> • <i>he said they should use the footprints</i> • <i>look for footprints in the rest of the park</i> • <i>have you looked for footprints</i> • <i>footprints.</i> <p>Also accept reference to looking near the trees, e.g.</p> <ul style="list-style-type: none"> • <i>in the trees</i> • <i>look by the trees.</i> <p>Do not accept reference to looking by the pond.</p>	1m
7	<p><i>There was no sign of the missing tiger.</i></p> <p>This means...</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for:</p> <p>visitors pointed to the tiger. <input type="checkbox"/></p> <p>the tiger was near the pond. <input type="checkbox"/></p> <p>the tiger was not far away. <input type="checkbox"/></p> <p>they could not find the tiger. <input checked="" type="checkbox"/></p>	1m

Section 1: *One of Our Tigers is Missing!*

Qu.	Requirement	Mark
8	<p>When tigers have cubs, they...</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Secondary content domain: 1a – draw on knowledge of vocabulary to understand texts</p> <p>Award 1 mark for:</p> <p>stay near a pond. <input type="checkbox"/> climb high up in <input type="checkbox"/> the trees.</p> <p>stay out of sight. <input checked="" type="checkbox"/> try to escape. <input type="checkbox"/></p>	1m
9	<p><i>“Look,” she cried...</i></p> <p>The word <i>cried</i> tells us Ava was...</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts</p> <p>Award 1 mark for:</p> <p>sad. <input type="checkbox"/> cross. <input type="checkbox"/> excited. <input checked="" type="checkbox"/> disappointed. <input type="checkbox"/></p>	1m
10	<p>Andy thought Ted and Ava should...</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for:</p> <p>become vets. <input type="checkbox"/> become park rangers. <input checked="" type="checkbox"/> go on safari. <input type="checkbox"/> find more tigers. <input type="checkbox"/></p>	1m

Section 2: Swans

Qu.	Requirement	Mark
11	<p>People think swans are beautiful because of the way they...</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for:</p> <p>eat. <input type="checkbox"/> look. <input checked="" type="checkbox"/></p> <p>sound. <input type="checkbox"/> live. <input type="checkbox"/></p>	1m
12	<p>In the past, who were the only people allowed to own swans?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for reference to kings / queens, e.g.</p> <ul style="list-style-type: none"> • <i>only kings and queens could keep them</i> • <i>kings</i> • <i>queens</i> • <i>royalty</i> • <i>royals</i> • <i>royal people.</i> 	1m
13	<p><i>Swans gather plants and twigs together...</i></p> <p>The word <i>gather</i> means...</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts</p> <p>Award 1 mark for:</p> <p>break. <input type="checkbox"/> collect. <input checked="" type="checkbox"/></p> <p>dangle. <input type="checkbox"/> tie. <input type="checkbox"/></p>	1m

Section 2: Swans

Qu.	Requirement	Mark
14	<p>How do swans look after their eggs?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for:</p> <p>They make sure the eggs stay warm. <input checked="" type="checkbox"/></p> <p>They roll them around the nest. <input type="checkbox"/></p> <p>They leave them by the edge of the water. <input type="checkbox"/></p> <p>They cover them with sticks and grass. <input type="checkbox"/></p>	1m
15	<p>What might a swan do if someone came towards its nest?</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for:</p> <p>fly away from them <input type="checkbox"/></p> <p>carry their eggs away <input type="checkbox"/></p> <p>hide from them <input type="checkbox"/></p> <p>scare them away <input checked="" type="checkbox"/></p>	1m

Section 2: Swans

Qu.	Requirement	Mark
16	<p>How does a swan make itself seem bigger?</p> <p>Write one way.</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for reference to either of the acceptable points below:</p> <ul style="list-style-type: none"> ■ the swan rising, e.g. <ul style="list-style-type: none"> • <i>rise up on their legs</i> • <i>stand taller</i> • <i>rise up</i> • <i>stand higher</i> • <i>by standing as tall as it can.</i> ■ spreading its wings, e.g. <ul style="list-style-type: none"> • <i>spread their wings out</i> • <i>open its wings.</i> <p>Also accept reference to the swan rising and spreading its wings.</p> <p>Do not accept reference only to standing up, e.g.</p> <ul style="list-style-type: none"> • <i>by standing up</i> • <i>stand on its feet</i> • <i>stand on its legs</i> • <i>stand up on its legs.</i> 	1m

Section 2: Swans

Qu.	Requirement	Mark
17	<p>What are cygnets?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for reference to either of the acceptable points below:</p> <ul style="list-style-type: none"> ■ baby swans, e.g. <ul style="list-style-type: none"> • <i>they are little swans</i> • <i>little baby swans</i> • <i>baby swans born with grey feathers.</i> ■ babies without reference to swans, e.g. <ul style="list-style-type: none"> • <i>they are babies</i> • <i>they are young.</i> <p>Also accept reference to chicks.</p> <p>Do not accept reference to them being swans, without reference to them being young, e.g.</p> <ul style="list-style-type: none"> • <i>they are swans</i> • <i>they are a type of swan.</i> 	1m
18	<p>Why do swans carry cygnets on their backs?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for reference to cygnets getting around more quickly, e.g.</p> <ul style="list-style-type: none"> • <i>so they can go more quickly</i> • <i>it's faster.</i> <p>Also accept reference to cygnets not being able to swim well, e.g</p> <ul style="list-style-type: none"> • <i>they can't swim very well</i> • <i>they can only swim slowly.</i> <p>Do not accept reference only to cygnets not being able to swim.</p> <p>Do not accept reference to cygnets being baby swans.</p>	1m

Section 2: Swans

Qu.	Requirement	Mark
19	<p>How does having a long neck help swans?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for reference to any of the acceptable points below:</p> <ul style="list-style-type: none"> ■ the swans being able to reach food / eat food at the bottom of the water, e.g. <ul style="list-style-type: none"> • <i>to reach the plants, fish, frogs and worms they eat</i> • <i>to reach the plants</i> • <i>to reach for food</i> • <i>to get food from deep under water</i> • <i>to eat things at the bottom of the pond.</i> ■ the swans being able to get food (under water) without reference to depth, e.g. <ul style="list-style-type: none"> • <i>it means that they can get food</i> • <i>so they can find food like plants and worms.</i> ■ the swans being able to reach without reference to food, e.g. <ul style="list-style-type: none"> • <i>so they can reach down</i> • <i>reach</i> • <i>it helps them reach.</i> <p>Do not accept reference only to the swans eating, e.g.</p> <ul style="list-style-type: none"> • <i>so they can eat</i> • <i>eat.</i> 	1m
20	<p>Why do swans often need to lift their heads out of the water when they are feeding?</p> <p>Write one reason.</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for reference to either of the acceptable points below:</p> <ul style="list-style-type: none"> ■ breathing ■ watching for predators, e.g. <ul style="list-style-type: none"> • <i>because of predators</i> • <i>predators.</i> <p>Also accept reference to breathing and watching for predators.</p>	1m

7. Mark schemes for Paper 2: reading answer booklet

Section 1: *Jack's New Boat*

Qu.	Requirement	Mark
1	<p>What was Uncle Jim's job?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for reference to sailing / working with boats, e.g.</p> <ul style="list-style-type: none"> • <i>a sailor</i> • <i>sails boats</i> • <i>sails</i> • <i>works at sea.</i> 	1m
2	<p>Where did Jack get his boat?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for:</p> <p>Uncle Jim bought it at a shop. <input type="checkbox"/></p> <p>Jack found it on the beach. <input type="checkbox"/></p> <p>Uncle Jim made it for him. <input checked="" type="checkbox"/></p> <p>Jack brought it from home. <input type="checkbox"/></p>	1m

Section 1: *Jack's New Boat*

Qu.	Requirement	Mark
3	<p><i>Until at last... it stopped!</i></p> <p>What <i>stopped</i>?</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for reference to either of the acceptable points below:</p> <ul style="list-style-type: none"> ■ the rain ■ the bad weather, e.g. <ul style="list-style-type: none"> • <i>the storm</i> • <i>bad weather</i> • <i>the wind.</i> <p>Do not accept reference to the waves.</p> <p>Do not accept reference only to the weather.</p>	1m
4	<p><i>But the little boat drifted farther and farther out to sea.</i></p> <p>The word <i>drifted</i> means...</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts</p> <p>Award 1 mark for:</p> <p>floated away. <input checked="" type="checkbox"/></p> <p>raced past. <input type="checkbox"/></p> <p>sank down. <input type="checkbox"/></p> <p>turned around. <input type="checkbox"/></p>	1m

Section 1: *Jack's New Boat*

Qu.	Requirement	Mark
5	<p>Why did Uncle Jim tell Jack they needed to stop looking for the boat until the next morning?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Secondary content domain: 1d – make inferences from the text</p> <p>Award 1 mark for reference to it getting dark, e.g.</p> <ul style="list-style-type: none"> • <i>it was dark</i> • <i>it was almost night.</i> <p>Also accept reference to it getting late, e.g.</p> <ul style="list-style-type: none"> • <i>it was too late to see properly</i> • <i>it was getting late.</i> <p>Do not accept reference to them having searched for hours / being tired, e.g.</p> <ul style="list-style-type: none"> • <i>they'd searched for a long time</i> • <i>they looked for hours.</i> 	1m
6	<p>How did Uncle Jim make Jack feel better?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Secondary content domain: 1d – make inferences from the text</p> <p>Award 1 mark for reference to either of the acceptable points below:</p> <ul style="list-style-type: none"> ■ Uncle Jim taking Jack to the harbour / dock / to see the boats, e.g. <ul style="list-style-type: none"> • <i>he made Jack feel better by showing him the boats at the pier</i> • <i>showed him the other big boats.</i> ■ Uncle Jim helping Jack look for his boat, e.g. <ul style="list-style-type: none"> • <i>by helping to find his boat</i> • <i>helping Jack to look for it.</i> <p>Also accept reference to Uncle Jim suggesting they do something else, e.g.</p> <ul style="list-style-type: none"> • <i>he said they should do something else for a while.</i> <p>Also accept reference to Uncle Jim saying he would help Jack fix his boat.</p>	1m

Section 1: *Jack's New Boat*

Qu.	Requirement	Mark
7	<p><i>Jack ran to look.</i></p> <p>Why did Jack run?</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for reference to any of the acceptable points below:</p> <ul style="list-style-type: none"> ■ Jack having found his boat, e.g. <ul style="list-style-type: none"> • <i>he saw his boat</i> • <i>he found his boat</i> • <i>to get his boat</i> • <i>he could see it.</i> ■ Jack believing it is his boat, e.g. <ul style="list-style-type: none"> • <i>he wanted to check it was his boat</i> • <i>he thought it was his boat</i> • <i>to see if it was his boat</i> • <i>he hoped it was his boat.</i> ■ Jack's reaction to finding his boat, e.g. <ul style="list-style-type: none"> • <i>he was happy because he had found his boat</i> • <i>because he was excited to see his boat again</i> • <i>he was excited to see it</i> • <i>because it was his boat and he was so happy.</i> <p>Also accept reference to Jack running because he saw a red boat.</p> <p>Do not accept reference to Jack's boat being red, e.g.</p> <ul style="list-style-type: none"> • <i>because his boat was red</i> • <i>because his boat was red and he lost it.</i> <p>Do not accept reference to Jack wanting to see the boats without specifying his boat, e.g.</p> <ul style="list-style-type: none"> • <i>to look at the boats</i> • <i>to see all the boats</i> • <i>he was excited to see the boats.</i> <p>Do not accept reference to how Jack felt without explanation, e.g.</p> <ul style="list-style-type: none"> • <i>he was excited</i> • <i>he was so happy.</i> 	1m

Section 1: *Jack's New Boat*

Qu.	Requirement	Mark
8	<p>Think about the whole story.</p> <p>What might Jack have learned from his stay with Uncle Jim?</p> <p>Content domain: 1d – make inferences from the text</p> <p>Secondary content domain: 1e – predict what might happen on the basis of what has been read so far</p> <p>Award 1 mark for:</p> <p>to be hard working <input type="checkbox"/></p> <p>to be generous <input type="checkbox"/></p> <p>to be patient <input checked="" type="checkbox"/></p> <p>to be grateful <input type="checkbox"/></p>	1m
9	<p>Think about the whole story.</p> <p>Number the following from 1 to 4 to show the order things happen in the story.</p> <p>Content domain: 1c – identify and explain the sequence of events in texts</p> <p>Award 1 mark for:</p> <p>The boat disappeared beneath a wave. <input type="text" value="3"/></p> <p>Uncle Jim said they could fix Jack's boat. <input type="text" value="4"/></p> <p>Uncle Jim told Jack that a storm was coming. <input type="text" value="1"/></p> <p>Jack took his boat to the beach. <input type="text" value="2"/></p>	1m

Section 2: *Bamboo*

Qu.	Requirement	Mark															
10	<p>What are bamboo stems called?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for canes.</p>	1m															
11	<p>Look at <i>What is bamboo?</i> on page 6.</p> <p>Put ticks in the table to show which sentences are true and which are false.</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 2 marks for all four boxes ticked correctly; award 1 mark for three boxes ticked correctly.</p> <table border="1" data-bbox="212 958 884 1444"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>Bamboo only grows in one country.</td> <td></td> <td>✓</td> </tr> <tr> <td>Bamboo can grow very tall.</td> <td>✓</td> <td></td> </tr> <tr> <td>Bamboo stems are hard and straight.</td> <td>✓</td> <td></td> </tr> <tr> <td>Bamboo can be used in different ways.</td> <td>✓</td> <td></td> </tr> </tbody> </table>		True	False	Bamboo only grows in one country.		✓	Bamboo can grow very tall.	✓		Bamboo stems are hard and straight.	✓		Bamboo can be used in different ways.	✓		Up to 2m
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12	<p>Look at <i>What is bamboo?</i> on page 6.</p> <p>Find and copy one word that means the same as 'cut'.</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts</p> <p>Award 1 mark for chopped (down), e.g.</p> <ul style="list-style-type: none"> • <i>chop (down)</i> • <i>chops (down)</i> • <i>chopping (down).</i> <p>Go to page 7 for more guidance on marking this question.</p> <p>Do not accept responses that include additional words not listed above, e.g.</p> <ul style="list-style-type: none"> • <i>chop it down.</i> 	1m															

Section 2: *Bamboo*

Qu.	Requirement	Mark
13	<p>What colour are bamboo leaves in winter?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for green.</p> <p>Do not accept reference to green in addition to any incorrect colour(s) such as red, yellow, white or golden.</p> <p>Do not accept reference to the leaves being / staying the same colour (without reference to green), e.g.</p> <ul style="list-style-type: none"> • <i>they stay the same colour</i> • <i>they don't change.</i> 	1m
14	<p>Look at <i>The bamboo plant</i> on page 6.</p> <p><i>This doesn't happen very often, so they are rarely seen.</i></p> <p>This means that bamboo flowers...</p> <p>Content domain: 1d – make inferences from the text</p> <p>Secondary content domain: 1a – draw on knowledge of vocabulary to understand texts</p> <p>Award 1 mark for:</p> <p>smell beautiful. <input type="checkbox"/></p> <p>are only seen in winter. <input type="checkbox"/></p> <p>are not seen a lot. <input checked="" type="checkbox"/></p> <p>grow slowly. <input type="checkbox"/></p>	1m

Section 2: *Bamboo*

Qu.	Requirement	Mark
15	<p>Bamboo is a good material for making furniture.</p> <p>Write two reasons why.</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for reference to any of the acceptable points below up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> ■ bamboo being strong, e.g. <ul style="list-style-type: none"> • <i>it doesn't break easily.</i> ■ the smooth feel, e.g. <ul style="list-style-type: none"> • <i>smooth.</i> ■ the golden colour, e.g. <ul style="list-style-type: none"> • <i>because it has a beautiful colour</i> • <i>golden</i> • <i>its colour.</i> <p>Please note that some pupils will give more than one acceptable answer on the same line. This is acceptable and should be awarded 2 marks, e.g.</p> <ul style="list-style-type: none"> • <i>because bamboo feels very smooth and is a lovely golden colour.</i> <p>Do not accept reference to a text-based piece of furniture, e.g.</p> <ul style="list-style-type: none"> • <i>it's great for making beds / chairs / tables.</i> <p>Do not accept reference to how bamboo feels without reference to smooth / strong, e.g.</p> <ul style="list-style-type: none"> • <i>it feels lovely</i> • <i>it feels hard</i> • <i>comfy.</i> 	Up to 2m
16	<p>A stir-fry is one meal you can cook with bamboo.</p> <p>Write one other meal.</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for reference to either of the acceptable points below:</p> <ul style="list-style-type: none"> ■ soup(s) ■ curry/curries. <p>Also accept soup(s) and curry/curries.</p>	1m

Section 2: Bamboo

Qu.	Requirement	Mark
17	<p>Why do people need to be careful when cooking bamboo?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Secondary content domain: 1d – make inferences from the text</p> <p>Award 1 mark for reference to either of the acceptable points below:</p> <ul style="list-style-type: none"> ■ raw bamboo being poisonous, e.g. <ul style="list-style-type: none"> • <i>raw bamboo shoots have a poison inside</i> • <i>the poison is dangerous (to humans).</i> ■ making people ill, e.g. <ul style="list-style-type: none"> • <i>it could make you sick</i> • <i>if you eat raw bamboo you will get poisoned.</i> <p>Do not accept reference to safety not linked to cooking bamboo carefully, e.g.</p> <ul style="list-style-type: none"> • <i>because an oven is dangerous</i> • <i>in case you burn yourself</i> • <i>in case you cut yourself when you are chopping it.</i> <p>Do not accept reference to shoots out poison, e.g.</p> <ul style="list-style-type: none"> • <i>shoots poison.</i> 	1m

Section 2: *Bamboo*

Qu.	Requirement	Mark
18	<p>Look at <i>Bamboo for wearing</i> on page 7.</p> <p>Why might people choose clothes that are made from bamboo?</p> <p>Write one reason.</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for reference to any of the acceptable points below:</p> <ul style="list-style-type: none"> ■ bamboo clothes being soft, e.g. <ul style="list-style-type: none"> • <i>they are softer.</i> ■ bamboo clothes being warm, e.g. <ul style="list-style-type: none"> • <i>they are warmer.</i> ■ bamboo clothes preventing body odours, e.g. <ul style="list-style-type: none"> • <i>they stop feet becoming smelly.</i> ■ bamboo clothes being comfortable, e.g. <ul style="list-style-type: none"> • <i>they are comfy.</i> <p>Do not accept reference to features of clothing that are not text based, e.g.</p> <ul style="list-style-type: none"> • <i>they look better</i> • <i>they are nicer colours</i> • <i>they fit nicely</i> • <i>they're natural.</i> 	1m



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Paper 1: reading prompt and answer booklet and Paper 2: reading answer booklet

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