# National curriculum tests

## Key stage 2

**English reading**

**Reading answer booklet**

<table>
<thead>
<tr>
<th>First name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle name</td>
<td></td>
</tr>
<tr>
<td>Last name</td>
<td></td>
</tr>
<tr>
<td>Date of birth</td>
<td>Day</td>
</tr>
<tr>
<td>School name</td>
<td></td>
</tr>
</tbody>
</table>

**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](http://www.gov.uk/sta).
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?

2 marks

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

2 marks


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

Give two examples:

1. ________________________________

2. ________________________________

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.

<table>
<thead>
<tr>
<th>Where did she start her trip?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Where did she stay in space?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How long did she stay in space?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anousheh Ansari kept an online diary.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brushing your teeth in space is a joy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being weightless is endlessly entertaining.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tourists can stay on the International Space Station.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 mark

---

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

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

---

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.

<table>
<thead>
<tr>
<th></th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take warm clothes, a blanket, a pillow and a torch.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stay close to town.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Point your torch up to the sky.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You must have binoculars.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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.

18
Gentle, and small, and frail

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

(b) At the start of the extract the men entered the forest…
- carefully.
- quickly.
- fearfully.
- noisily.

(c) There, they came to a patch where the stream was…
- smaller.
- bigger.
- faster.
- slower.

(d) The ferns here were spaced…
- regularly.
- randomly.
- carefully.
- equally.

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
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.
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
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

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

<table>
<thead>
<tr>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lord John saw the dinosaur tracks first.</td>
<td></td>
</tr>
<tr>
<td>Professor Summerlee has faked the evidence.</td>
<td></td>
</tr>
<tr>
<td>Professor Challenger worries that people won’t believe them.</td>
<td></td>
</tr>
<tr>
<td>They are all frightened of the iguanodons.</td>
<td></td>
</tr>
</tbody>
</table>

1 mark
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.

(b) How does Lord John’s mood change?

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.
[END OF TEST]

Please do not write on this page.