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Transcription of the Braille Version

2022 national curriculum tests
Key stage 1
English reading
Braille
Paper 1: reading prompt and question booklet
Lucky Duck
The Vegetable Band

STA/22/8400/BTp

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[braille page 1]

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[braille page 2, facing page 3]

Lucky Duck

When Lenny was a very little boy, his dad bought him a really special toy duck. Duck was Lenny's best toy and whatever Lenny did, Duck did too.

……

[braille page 3]

Practice questions

a. Who gave the toy to Lenny?

A. a boy
B. his dad
C. his gran
D. his mum

b. What toy did Lenny get?

[braille page 4, facing page 5]

When they went to the seaside to visit Gran, Lenny made sure there was an extra bucket and spade for Duck. They paddled together and built sandcastles.

When it was time to go home, somewhere in the rush of packing, Duck got lost.

……

[braille page 5]

1. Who lived at the seaside?

A. Dad
B. Duck
C. Lenny
D. Gran

2. Write two things Lenny took to the seaside.

[braille page 6, facing page 7]

They searched Gran's house, upside down and inside out. They even looked all along the beach but they couldn't find Duck anywhere.

Lenny tried hard to be brave, but he missed Duck very much. Even though he had other lovely toys, none of them was the same as Duck.

Time passed and Lenny played with lots of different toys. He nearly forgot about the little duck with the orange beak and bright button eyes.

Nearly… but not quite.

……

[braille page 7]

3. Write two places that the family looked for Duck.

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4. Which statements are true and which are false?
    a) They found Duck at the beach. True or false?
    b) Lenny missed Duck. True or false?
    c) Duck was the only toy Lenny had. True or false?

[braille page 8, facing page 9]

Many years later, when Lenny was a grown-up, he had a little boy of his own, called Jack.

One summer, Lenny took Jack to visit Gran. It was raining, and Jack was very bored.

Lenny said, "When I was little, I always loved exploring. Why don't you see what you can find?"

……

[braille page 9]

5. What was the weather like when Jack went exploring?

6. Why did Jack go exploring?
    A. because Gran was lost
    B. because he wanted to find Duck
    C. because Lenny gave him the idea
    D. because Gran told him to

[braille page 10, facing page 11]

Jack crawled inside Gran's wardrobes. He looked underneath all the beds. Then he found some little stairs, and climbed all the way up to the attic room…

……

[braille page 11]

7. Your teacher will give you matching cards for this question.
    Use the cards to match what Jack did to where he did it.

[braille page 12, facing page 13]

When Jack came back down, he couldn't stop smiling. He was holding something.

He held it out to show Lenny.

It was DUCK!

His orange beak was a little bit dirty and his white fur was very dusty, but he was the same soft, cuddly Duck.

……

[braille page 13]

8. Who found Duck?

9. How can you tell Duck had been in the attic for a long time?
    Write two ways.

10. Look at the whole story.
    Your teacher will give you cards for this question.
    Put the sentence cards in the order they happen in the story.
    The first one will be done for you.

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[Tell the pupil, "Please do not start answering the questions on the next text until you are told to do so."]

[braille page 14, facing page 15]

The Vegetable Band

All over the world, people do lots of different things with vegetables. Some chop them, some slice them, some mash them, but most of all, they like to eat them. There is even a band that makes music with them!

……

[braille page 15]

Practice questions

c. What does the band do with vegetables?

d. Which of these statements are true and which are false?

a) Vegetables are used all over the world. True or false?

b) Everyone does the same thing with vegetables. True or false?

c) Some people like to mash vegetables. True or false?

[braille page 16, facing page 17]

Around 20 years ago, a group of people in a country called Austria wanted to do something interesting with vegetables. They decided to turn them into musical instruments and play them in a band. They made instruments with leeks, cabbages, carrots, peppers and many more vegetables.

……

11. Where is the vegetable band from?

[braille page 17]

12. The people in the band wanted to make musical instruments out of vegetables because they…

A. liked the taste of different vegetables.

B. wanted to use leftover vegetables.

C. grew more vegetables than they could eat.

D. wanted to do something different with vegetables.

[braille page 18, facing page 19]

Today, the 11 people in the vegetable band perform all around the world. They hold about 20 concerts every year.

People who come to watch are amazed by how interesting these unusual instruments look and how great they sound. After a concert, everyone can try soup made from the leftovers.

……

[braille page 19]

13. How many people are in the band?

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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…

A. surprised.
B. confused.
C. scared.
D. annoyed.

[braille page 20]

15. What happens to the leftover vegetables?

They are…

A. given to other bands.
B. sold in the market.
C. made into soup.
D. kept for another concert.

[braille page 21, facing page 22]

The people in the band make new instruments before each concert so every time they perform it sounds different. Sometimes, they will create a pumpkin drum, other times a leek violin. They have even made a horn from a pepper.

……

[braille page 22]

16. Why does every concert sound different?

17. Your teacher will give you cards for this question.

Match each vegetable to the instrument made from it.

[braille page 23, facing page 24]

Some musical instruments can be made from vegetables very quickly, like the leek violin. However, other vegetables are not as simple to make into instruments. Creating a carrot recorder can take up to 30 minutes.

Instruments are not always made from whole vegetables. The band also makes music by rustling onion peel or cabbage leaves.

……

[braille page 24]

18. How can you tell that the leek is easy to make into an instrument?

A. It was the first instrument the band made.
B. It is the only vegetable the band uses.
C. It does not take long to make.
D. It can be made into different instruments.

[braille page 25, facing page 26]

Make your own pepper shaker

You could try making a vegetable instrument of your own. These instructions tell you how.

1. Choose one pepper – it doesn't matter what colour you use.
2. Ask an adult to cut off the top of the pepper using a knife.
3. Clear out the seeds from inside.
4. Add some uncooked rice so that it rattles.

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[braille page 26]

5. Pop the top back on. Otherwise, you might make a mess!
6. Shake it to make a sound.

……

19. Your teacher will give you cards for this question.
Put the instruction cards in order to show how to make a pepper into a musical instrument.

[braille page 27]

20. Look at the information about making a pepper shaker on pages 25 and 26.
Which of these statements are true and which are false?
a) You should blow this instrument to make a sound. True or false?
b) You should put the top on the pepper before shaking it. True or false?
c) You must use a green pepper to make this instrument. True or false?

[braille page 28]

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End of test

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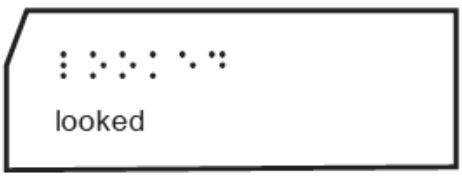
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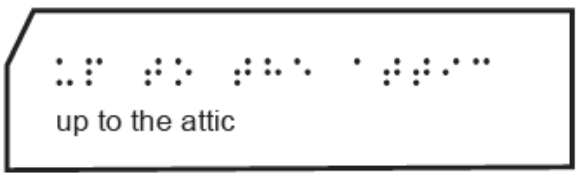








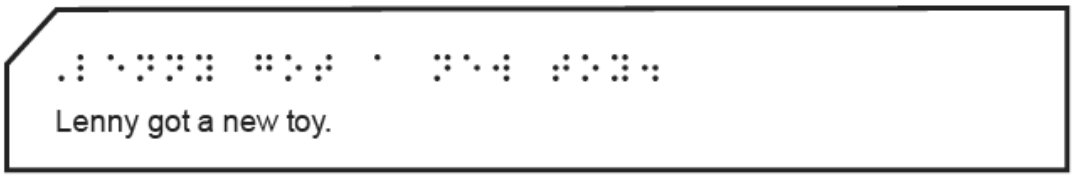


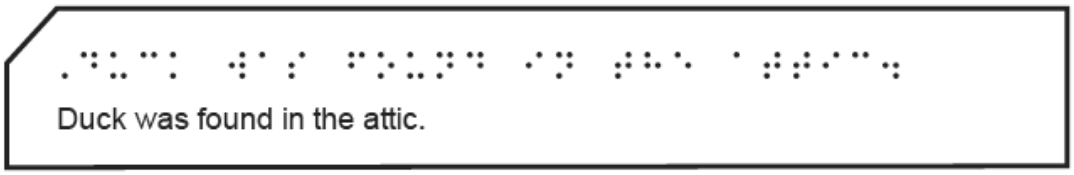


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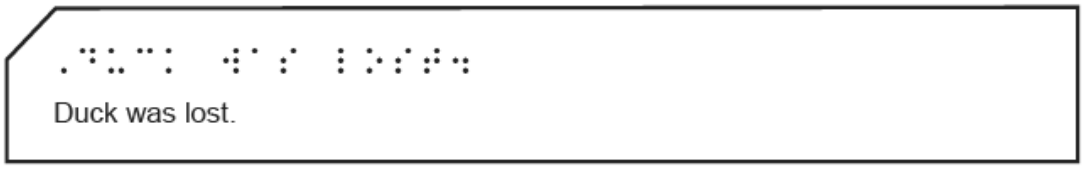
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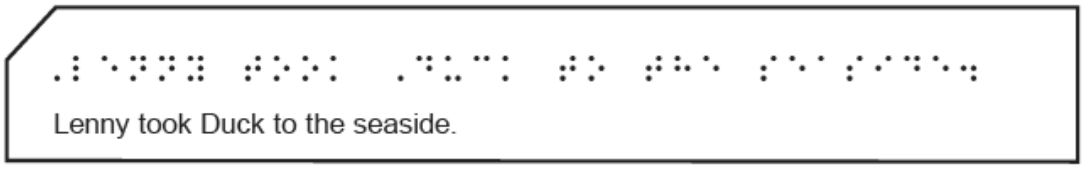




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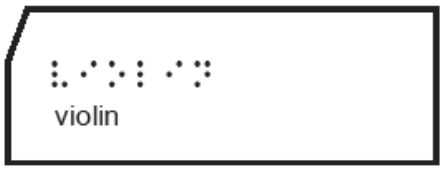
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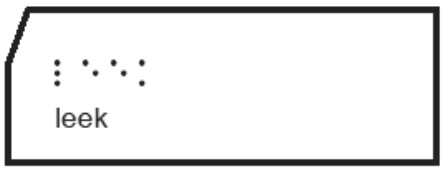
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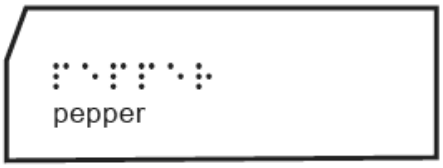
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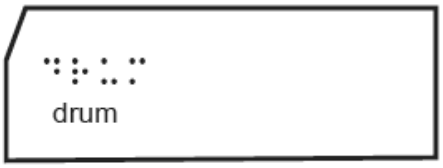










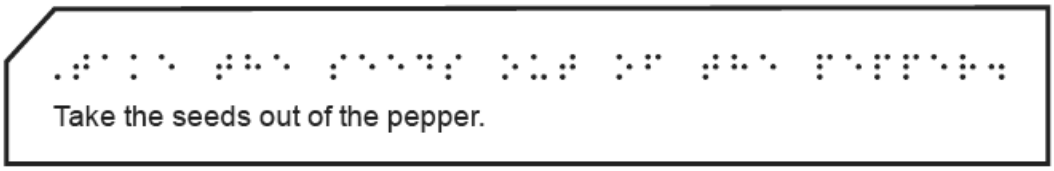


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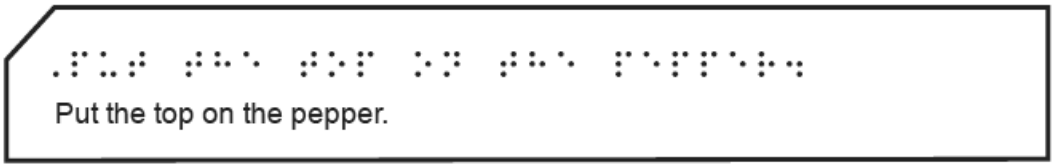
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braille cards for question 19



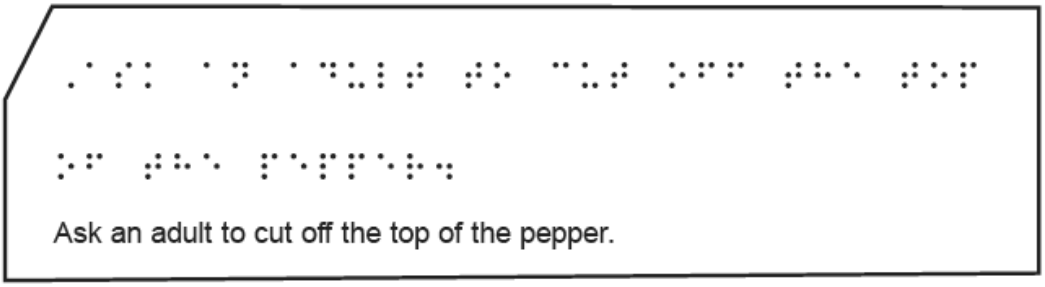
Take the seeds out of the pepper.



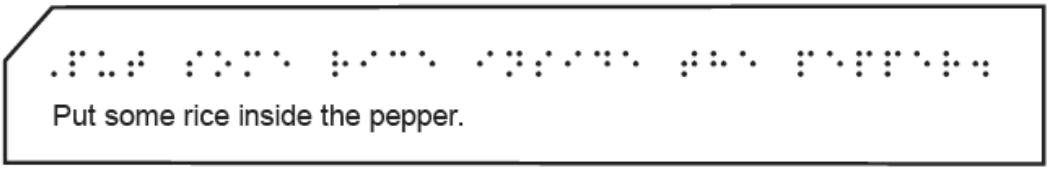
Put the top on the pepper.

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braille cards for question 19 continued



Ask an adult to cut off the top of the pepper.



Put some rice inside the pepper.

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