

2023 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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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 2023 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 2023 tests will be published in June 2023.

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 2023 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 or 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: Where Does Wool Come From?				
1		1			
2				1	
3		1			
4		1			
5		1			
6		1			
7	1				
8		1			
9		1			
10		1			
11		1			
	Section 2: Sleepy Cat				
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 or 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: Houses Around the World				
1		1			
2				1	
3		1			
4		2			
5		1			
6		1			
7	1				
8		2			
	Section 2: In a Minute				
9		1			
10	1				
11		1			
12		2			
13	1				
14				1	
15				1	
16					1
17			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:

<p>Content domain reference: Aspect of reading assessed by this question.</p>	<p>12</p>	<p>Why was Anna sad?</p> <p>Content domain: 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information; 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"> ■ the family having left Fluffy behind, e.g. <ul style="list-style-type: none"> • <i>they left the cat</i> • <i>because the family should have waited for Fluffy</i> • <i>because her mum and dad would not let her wait for Fluffy.</i> ■ her not knowing where Fluffy was, e.g. <ul style="list-style-type: none"> • <i>because she couldn't find her cat</i> • <i>she did not have Fluffy</i> • <i>because she lost Fluffy</i> • <i>because she did not know where her cat was</i> • <i>because Fluffy was missing.</i> ■ her missing Fluffy, e.g. <ul style="list-style-type: none"> • <i>because she missed her cat</i> • <i>because she wanted Fluffy</i> • <i>because she wanted Fluffy to come back.</i> ■ her being worried about Fluffy. <p>Do not accept reference to Fluffy having run away, e.g.</p> <ul style="list-style-type: none"> • <i>Fluffy ran away.</i> 	<p>1m</p>
<p>Criteria for the award of marks</p>			
<p>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.</p>			
<p>Examples of pupil responses from the trials</p>			

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 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: *Where Does Wool Come From?*

Qu.	Requirement	Mark
1	<p>What is wool?</p> <p>Content domain: 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for:</p> <p>a type of feather <input type="checkbox"/></p> <p>a type of shell <input type="checkbox"/></p> <p>a type of scale <input type="checkbox"/></p> <p>a type of hair <input checked="" type="checkbox"/></p>	1m
2	<p>Which animal does most of our wool come from?</p> <p>Content domain: 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for reference to sheep.</p> <p>Do not accept reference to more than one animal, e.g.</p> <ul style="list-style-type: none"> • <i>sheep, llama</i> • <i>sheep, goats, camels and llamas.</i> 	1m
3	<p>Who cuts the sheep's wool?</p> <p>Content domain: 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for reference to a shearer, e.g.</p> <ul style="list-style-type: none"> • <i>shearer</i> • <i>a shearer who is like a hairdresser.</i> <p>Do not accept reference to shearing.</p> <p>Do not accept reference to hairdresser alone, e.g.</p> <ul style="list-style-type: none"> • <i>hairdresser</i> • <i>a hairdresser for sheep.</i> 	1m

2023 key stage 1 English reading test mark schemes

Section 1: Where Does Wool Come From?

Qu.	Requirement	Mark
4	<p>How does removing their coats get sheep ready for the warmer weather?</p> <p>Content domain: 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for reference to keeping sheep cooler, e.g.</p> <ul style="list-style-type: none"> • <i>it keeps them cooler</i> • <i>removing the coats makes them cooler</i> • <i>by keeping them cool</i> • <i>so they don't get hot.</i> 	1m
5	<p>How is the wool sorted?</p> <p>Content domain: 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for:</p> <p>by the age of the animal it comes from <input type="checkbox"/></p> <p>by the length of the yarn <input type="checkbox"/></p> <p>by the name of the farm <input type="checkbox"/></p> <p>by the part of the animal it comes from <input checked="" type="checkbox"/></p>	1m
6	<p>Draw three lines to show what happens to the wool at each stage.</p> <p>Content domain: 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for all three lines joined to the correct boxes:</p>	1m

Section 1: *Where Does Wool Come From?*

Qu.	Requirement	Mark
7	<p>...big, chunky...</p> <p>Chunky means the same as...</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts</p> <p>Award 1 mark for:</p> <p>colourful. <input type="checkbox"/> light. <input type="checkbox"/></p> <p>thick. <input checked="" type="checkbox"/> long. <input type="checkbox"/></p>	1m
8	<p>Find and copy one item of clothing that can be knitted using yarn.</p> <p>Content domain: 1b – identify or 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"> ■ (big, chunky) jumpers ■ (cosy, little) mittens. <p>Please note that some pupils will give more than one answer on the same line. This is acceptable and should be awarded 1 mark, e.g.</p> <ul style="list-style-type: none"> • <i>jumpers and mittens.</i> 	1m
9	<p>You can weave different coloured yarns together to make...</p> <p>Content domain: 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for:</p> <p>the material warmer. <input type="checkbox"/></p> <p>a stronger material. <input type="checkbox"/></p> <p>the material softer. <input type="checkbox"/></p> <p>a pattern in the material. <input checked="" type="checkbox"/></p>	1m

Section 1: *Where Does Wool Come From?*

Qu.	Requirement	Mark
10	<p>In the past, why was wool used for firefighters' uniforms?</p> <p>Content domain: 1b – identify or 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"> ■ protection from fire and/or water, e.g. <ul style="list-style-type: none"> • <i>because wool can help protect us from water and fire</i> • <i>it protected them from fire</i> • <i>the firefighters' clothes were made from wool because they needed to protect them from water</i> • <i>so they didn't get burnt.</i> ■ protection, without elaboration, e.g. <ul style="list-style-type: none"> • <i>it was safe</i> • <i>so they didn't get hurt.</i> <p>Do not accept reference to fire/water without reference to protection, e.g.</p> <ul style="list-style-type: none"> • <i>because of the water</i> • <i>because fire is hot.</i> 	1m
11	<p>Write two types of clothes that are made using merino wool.</p> <p>Content domain: 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for reference to both of the acceptable points below:</p> <ul style="list-style-type: none"> ■ sports clothes ■ astronauts' clothes. 	1m

Section 2: Sleepy Cat

Qu.	Requirement	Mark
12	<p>Why was Anna sad?</p> <p>Content domain: 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information; 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"> ■ the family having left Fluffy behind, e.g. <ul style="list-style-type: none"> • <i>they left the cat</i> • <i>because the family should have waited for Fluffy</i> • <i>because her mum and dad would not let her wait for Fluffy.</i> ■ her not knowing where Fluffy was, e.g. <ul style="list-style-type: none"> • <i>because she couldn't find her cat</i> • <i>she did not have Fluffy</i> • <i>because she lost Fluffy</i> • <i>because she did not know where her cat was</i> • <i>because Fluffy was missing.</i> ■ her missing Fluffy, e.g. <ul style="list-style-type: none"> • <i>because she missed her cat</i> • <i>because she wanted Fluffy</i> • <i>because she wanted Fluffy to come back.</i> ■ her being worried about Fluffy. <p>Do not accept reference to Fluffy having run away, e.g.</p> <ul style="list-style-type: none"> • <i>Fluffy ran away.</i> 	1m
13	<p>When were the boxes picked up by the van?</p> <p>Content domain: 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for:</p> <p>early in the day <input checked="" type="checkbox"/></p> <p>at lunchtime <input type="checkbox"/></p> <p>late in the afternoon <input type="checkbox"/></p> <p>in the evening <input type="checkbox"/></p>	1m

2023 key stage 1 English reading test mark schemes

Section 2: Sleepy Cat

Qu.	Requirement	Mark
14	<p>What was Mum doing?</p> <p>Content domain: 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for reference to putting books on shelves, e.g.</p> <ul style="list-style-type: none"> • <i>putting books on the shelf</i> • <i>Mum put some books on the shelf</i> • <i>putting the books away</i> • <i>unpacking books.</i> <p>Do not accept reference to unpacking without reference to book, e.g.</p> <ul style="list-style-type: none"> • <i>unpacking</i> • <i>unpacking boxes.</i> 	1m
15	<p>What was in the garden?</p> <p>Write two things.</p> <p>Content domain: 1b – identify or 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 two of the acceptable points, e.g.</p> <ul style="list-style-type: none"> • <i>(thick, green) grass</i> • <i>(empty) flowerbeds</i> • <i>a tree</i> • <i>(leafy) branches.</i> <p>Please note that some pupils will give both answers on the same line. This should be accepted.</p>	1m

Section 2: *Sleepy Cat*

Qu.	Requirement	Mark
16	<p>Why might Anna's cat like the garden?</p> <p>Write one reason.</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for reference to there being a tree, e.g.</p> <ul style="list-style-type: none"> • <i>there was a tree that Fluffy would love</i> • <i>because cats like to climb trees</i> • <i>because he'd sleep in the tree</i> • <i>because Fluffy could sleep in the branches.</i> <p>Also accept reference to there being a stone or path, e.g.</p> <ul style="list-style-type: none"> • <i>he would sleep on the stone</i> • <i>he would lie on the path.</i> 	1m
17	<p><i>"Can we go back now, Mum?" asked Anna.</i></p> <p>Where did Anna want to go back to?</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 old house, e.g. <ul style="list-style-type: none"> • <i>Anna wanted to go to the old house</i> • <i>to her old home</i> • <i>to where they lived before.</i> ■ where Fluffy was, e.g. <ul style="list-style-type: none"> • <i>she wanted to go back to Fluffy</i> • <i>back to Fluffy</i> • <i>to her cat.</i> <p>Also accept reference to going to find Fluffy, e.g.</p> <ul style="list-style-type: none"> • <i>to find Fluffy</i> • <i>to see Fluffy.</i> <p>Do not accept reference to the house, without reference to it being the old house, e.g.</p> <ul style="list-style-type: none"> • <i>she wanted to go home</i> • <i>the house</i> • <i>back home.</i> 	1m

Section 2: *Sleepy Cat*

Qu.	Requirement	Mark
18	<p>Anna was upset.</p> <p>How did Mum try to make Anna feel better?</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"> ■ giving her a hug, e.g. <ul style="list-style-type: none"> • <i>with a hug</i> • <i>hug.</i> ■ telling Anna they will go and find Fluffy (soon), e.g. <ul style="list-style-type: none"> • <i>we'll go back and find Fluffy.</i> ■ telling Anna not to worry, e.g. <ul style="list-style-type: none"> • <i>don't worry.</i> <p>Please note that some pupils will give more than one answer on the same line. This is acceptable and should be awarded 1 mark, e.g.</p> <ul style="list-style-type: none"> • <i>she told Anna not to worry because they will go back and find Fluffy soon</i> • <i>don't worry Anna we will go back soon and find Fluffy.</i> 	1m
19	<p>Why couldn't Anna go back for Fluffy straight away?</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for reference to there still being things to do at the new house, e.g.</p> <ul style="list-style-type: none"> • <i>she had to sort her room first</i> • <i>because they hadn't finished unpacking</i> • <i>because she needed to unpack the box.</i> <p>Also accept Mum saying they will go back soon, e.g.</p> <ul style="list-style-type: none"> • <i>because Mum said they were going to go back soon</i> • <i>Mum said, "We will go back soon."</i> <p>Also accept Mum telling her she couldn't, e.g.</p> <ul style="list-style-type: none"> • <i>because her Mum said no.</i> <p>Also accept them being at the new house, e.g.</p> <ul style="list-style-type: none"> • <i>because they just moved in.</i> <p>Do not accept reference to needing to pack, e.g.</p> <ul style="list-style-type: none"> • <i>because she has to pack</i> • <i>she had to pack the boxes</i> • <i>she had to pack up the box in her room.</i> 	1m

Section 2: Sleepy Cat

Qu.	Requirement	Mark
20	<p><i>How strange...it was warm!</i></p> <p>In this sentence, <i>strange</i> means...</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts</p> <p>Award 1 mark for:</p> <p>odd. <input checked="" type="checkbox"/></p> <p>silly. <input type="checkbox"/></p> <p>exciting. <input type="checkbox"/></p> <p>annoying. <input type="checkbox"/></p>	1m

7. Mark schemes for Paper 2: reading answer booklet

Section 1: *Houses Around the World*

Qu.	Requirement	Mark
1	<p>Sara must be careful about how long she spends in the shower.</p> <p>This is because...</p> <p>Content domain: 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for:</p> <p>all the water could run out. <input type="checkbox"/></p> <p>there might not be enough electricity. <input checked="" type="checkbox"/></p> <p>other people might want to use the shower. <input type="checkbox"/></p> <p>she might not have enough time for a shower. <input type="checkbox"/></p>	1m
2	<p><i>Gers are covered with special fabric...</i></p> <p>This fabric is most helpful on...</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for:</p> <p>hot days. <input type="checkbox"/></p> <p>cloudy days. <input type="checkbox"/></p> <p>sunny days. <input type="checkbox"/></p> <p>stormy days. <input checked="" type="checkbox"/></p>	1m

Section 1: *Houses Around the World*

Qu.	Requirement	Mark
3	<p>Where does Bora's family get electricity from?</p> <p>Content domain: 1b – identify or 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 sun, e.g. <ul style="list-style-type: none"> • <i>the sun</i> • <i>sunlight</i> • <i>from the sunlight.</i> ■ solar panels, e.g. <ul style="list-style-type: none"> • <i>solar panels</i> • <i>they get electricity from solar panels</i> • <i>from solar panels.</i> <p>Please note that some pupils will give both answers on the same line. This is acceptable and should be awarded 1 mark, e.g.</p> <ul style="list-style-type: none"> • <i>some gers like mine have solar panels which turn sunlight into electricity</i> • <i>solar panels which turn sunlight into electricity</i> • <i>the sun and solar panels.</i> 	1m

4	<p>Put ticks in the table to show which statements about Tom's lighthouse are true and which are false.</p> <p>Content domain: 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information; 1d – make inferences from the text</p> <p>Award 2 marks for all four boxes ticked correctly; award 1 mark for three boxes ticked correctly.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>Tom thinks it's easy to climb to the top of his lighthouse.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Tom's lighthouse is in Australia.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Tom keeps lots of food in his lighthouse.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>When it gets stormy, Tom leaves his lighthouse.</td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>		True	False	Tom thinks it's easy to climb to the top of his lighthouse.		✓	Tom's lighthouse is in Australia.		✓	Tom keeps lots of food in his lighthouse.	✓		When it gets stormy, Tom leaves his lighthouse.		✓	Up to 2m
	True	False															
Tom thinks it's easy to climb to the top of his lighthouse.		✓															
Tom's lighthouse is in Australia.		✓															
Tom keeps lots of food in his lighthouse.	✓																
When it gets stormy, Tom leaves his lighthouse.		✓															

Section 1: *Houses Around the World*

Qu.	Requirement	Mark
5	<p>Why are the shafts in Ella's house important?</p> <p>Content domain: 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for either of the acceptable points below:</p> <ul style="list-style-type: none"> ■ letting in (fresh) air, e.g. <ul style="list-style-type: none"> • <i>because they let air in</i> • <i>because they bring in fresh air.</i> ■ keeping the rooms or house cool, e.g. <ul style="list-style-type: none"> • <i>they keep the underground rooms cool</i> • <i>shafts are important because they cool down the house.</i> <p>Also accept reference to keeping people cool, e.g.</p> <ul style="list-style-type: none"> • <i>because you'll be sweating without it</i> • <i>so you don't get too hot</i> • <i>it's hot outside, so it keeps her cool.</i> <p>Do not accept reference only to it being hot outside, e.g.</p> <ul style="list-style-type: none"> • <i>because she lives in a desert</i> • <i>because it's so hot in Australia.</i> <p>Do not accept reference only to the house being underground, e.g.</p> <ul style="list-style-type: none"> • <i>because it's underground</i> • <i>because she lives underground.</i> <p>Please note that some pupils will give more than one answer on the same line. This should be accepted, e.g.</p> <ul style="list-style-type: none"> • <i>because they let fresh air in underground so they can keep the room cool</i> • <i>they let fresh air in and keep it cool.</i> 	1m

Section 1: *Houses Around the World*

Qu.	Requirement	Mark
6	<p>Why is it easy for Ella to visit her neighbours?</p> <p>Content domain: 1b – identify or 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 houses being joined by tunnels, e.g.</p> <ul style="list-style-type: none"> • <i>because there are tunnels</i> • <i>because their houses connect</i> • <i>because there are tunnels which lead to her neighbours</i> • <i>there are tunnels linking up all the people's homes.</i> <p>Do not accept reference to Ella living underground, e.g.</p> <ul style="list-style-type: none"> • <i>she is underground, so she can go to her neighbours.</i> 	1m
7	<p><i>...you are not disturbed by any outside noise, so you will definitely have a good night's sleep!</i></p> <p>In this sentence, the word <i>disturbed</i> means the same as...</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts</p> <p>Award 1 mark for:</p> <p>woken up. <input checked="" type="checkbox"/> refreshed. <input type="checkbox"/></p> <p>calmed down. <input type="checkbox"/> confused. <input type="checkbox"/></p>	1m

Section 1: Houses Around the World

Qu.	Requirement	Mark															
8	<p>Put ticks in the table to show which sentences are true and which are false.</p> <p>Content domain: 1b – identify or 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="212 640 975 1126"> <thead> <tr> <th></th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>Sara has everything she needs in her house.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Bora's house has a hole in the roof to let sunlight in.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>There is lots of room in Tom's house.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Ella's underground house does not have the internet.</td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>		True	False	Sara has everything she needs in her house.	✓		Bora's house has a hole in the roof to let sunlight in.	✓		There is lots of room in Tom's house.	✓		Ella's underground house does not have the internet.		✓	Up to 2m
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Section 2: *In a Minute*

Qu.	Requirement	Mark
9	<p>Why did Mum ask for Rory's help?</p> <p>Content domain: 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Award 1 mark for:</p> <p>She was fixing his bike. <input type="checkbox"/></p> <p>She was washing up. <input type="checkbox"/></p> <p>She was baking. <input checked="" type="checkbox"/></p> <p>She was eating a snack. <input type="checkbox"/></p>	1m
10	<p><i>The clothes on the line were soaked.</i></p> <p>What does the word <i>soaked</i> tell you about the clothes?</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts</p> <p>Award 1 mark for reference to either of the acceptable points below:</p> <ul style="list-style-type: none"> ■ the clothes being wet, e.g. <ul style="list-style-type: none"> • <i>they are wet</i> • <i>they were soggy.</i> ■ rain having got on the clothes, e.g. <ul style="list-style-type: none"> • <i>there was lots of rain on them</i> • <i>the rain got the washing wet.</i> <p>Do not accept reference to the rain without reference to the clothes, e.g.</p> <ul style="list-style-type: none"> • <i>it started to rain</i> • <i>it was raining.</i> 	1m
11	<p>Look at page 6.</p> <p>How was everyone feeling about Rory?</p> <p>Content domain: 1b – identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information; 1d – make inferences from the text</p> <p>Award 1 mark for reference to the fact that they were fed up, e.g.</p> <ul style="list-style-type: none"> • <i>fed up</i> • <i>fed up with him</i> • <i>everybody was fed up</i> • <i>they were all annoyed</i> • <i>they felt frustrated.</i> 	1m

2023 key stage 1 English reading test mark schemes

Section 2: In a Minute

Qu.	Requirement	Mark															
12	<p>Put ticks in the table to show how each person made Rory wait.</p> <p>Content domain: 1b – identify or 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" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>Mum</th> <th>Dad</th> </tr> </thead> <tbody> <tr> <td>did not fix Rory's bike</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>did not give Rory a sandwich</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>watched TV</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>read the newspaper</td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table>		Mum	Dad	did not fix Rory's bike	✓		did not give Rory a sandwich		✓	watched TV		✓	read the newspaper	✓		Up to 2m
	Mum	Dad															
did not fix Rory's bike	✓																
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watched TV		✓															
read the newspaper	✓																
13	<p>Find and copy one word that shows Rory was upset when his friends went on the bike ride.</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts</p> <p>Award 1 mark for reference to either of the acceptable points below:</p> <ul style="list-style-type: none"> ■ sulked ■ cried. 	1m															
14	<p>How do you know Rory didn't mean to make everyone wait?</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for reference to Rory not realising how long a minute was, e.g.</p> <ul style="list-style-type: none"> • <i>he didn't realise</i> • <i>he didn't know he was doing it</i> • <i>because Rory didn't mean to be late</i> • <i>he didn't realise a minute was so quick.</i> <p>Also accept references to Rory saying sorry, e.g.</p> <ul style="list-style-type: none"> • <i>he apologised</i> • <i>Rory said that he was sorry</i> • <i>he said I'm sorry.</i> 	1m															

Section 2: *In a Minute*

Qu.	Requirement	Mark
15	<p>Why did Rory grin at the end of the story?</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for:</p> <p>He realised his mistake. <input checked="" type="checkbox"/></p> <p>He was happy that everyone had waited. <input type="checkbox"/></p> <p>He was looking forward to his bike ride. <input type="checkbox"/></p> <p>He loved his new watch. <input type="checkbox"/></p>	1m
16	<p>Next time Rory's dad asks him for help, what might Rory do?</p> <p>Content domain: 1e – predict what might happen on the basis of what has been read so far</p> <p>Award 1 mark for reference to any of the acceptable points below:</p> <ul style="list-style-type: none"> ■ help (Dad), e.g. <ul style="list-style-type: none"> • <i>he will help him</i> • <i>he will say ok</i> • <i>say yes and be helpful.</i> ■ not make Dad wait, e.g. <ul style="list-style-type: none"> • <i>do it on time</i> • <i>Rory will do it for him straightaway</i> • <i>he will not take so long</i> • <i>do it right after he asked him.</i> ■ not say 'in a minute', e.g. <ul style="list-style-type: none"> • <i>he might not say in a minute</i> • <i>he won't say in a minute and help instead.</i> ■ look at his watch, e.g. <ul style="list-style-type: none"> • <i>check his watch.</i> <p>Also accept reference to get a newspaper, e.g.</p> <ul style="list-style-type: none"> • <i>get him a newspaper from the shop.</i> <p>Do not accept reference to not changing his behaviour, e.g.</p> <ul style="list-style-type: none"> • <i>say in a minute</i> • <i>wait.</i> 	1m

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Section 2: *In a Minute*

Qu.	Requirement	Mark
17	<p>Number the sentences from 1 to 4 to show the order in which they happened 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>Mum and Dad made a plan. 2</p> <p>Rory learned how long a minute is. 4</p> <p>Mum gave Rory a watch. 3</p> <p>Everyone noticed Rory never did anything on time. 1</p>	1m

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In a Minute: Taken from *In a Minute, Mum*. Author: AH Benjamin, QED Publishing, 2014.

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