

2025 national curriculum tests

Key stage 1

English reading braille transcript

**Braille transcript of Paper 2:
Reading booklet**

**The History of Ice Cream
A New Room for William**



**Standards
& Testing
Agency**

[braille page 1]

Contents

The History of Ice Cream	page 2
A New Room for William	page 13

[braille page 2]

The History of Ice Cream

How ice cream began

Ice cream has been around for a long time in many different countries but it hasn't always looked or tasted how it does today.

A long time ago, people in ancient China made ice cream by freezing a mixture of milk and rice.

[braille page 3]

In ancient Rome, a big treat was snow that was flavoured with honey and fruit juices.

350 years ago, the King of England had ice cream at a special feast in his castle. It looked like freshly fallen snow. The recipe was so precious that he paid his chef a lot of money each year to keep it secret!

[braille page 4]

Today, most ice cream is made from milk, cream and sugar, but people all over the world are still trying to find the best recipe for ice cream.

[braille page 5]

Keeping ice cream cold

Now, we keep ice cream cold by storing it in freezers. But, before the invention of freezers, storing ice cream in this country was a tricky task.

For a long time, people would keep ice cream frozen by putting it on ice that had to be brought over from colder countries such as Norway. **[braille page 6]** Even so, it usually had to be eaten soon after it was made.

Ice cream cones

It is not known exactly when ice cream cones were first invented. Some people believe it happened about 100 years ago at a fair in the United States of America.

[braille page 7] At the fair, an ice cream seller ran out of the bowls he was using to serve his ice cream. Luckily, another man was selling waffles nearby. He helped the ice cream seller by rolling up his waffles into cones to hold the ice cream.

[braille page 8]

Exciting flavours

Today, there are special cafes (known as ice cream parlours) that serve ice cream. Here, customers can enjoy their favourite flavours with a variety of toppings. These cafes often sell lots of new and unusual ice creams. People are starting to try more sour and spicy flavours such as lime, cheese and curry. **[braille page 9]** But even with these on offer, it is likely that chocolate and vanilla will remain the most popular flavours.

[braille page 10]

Interesting ice cream facts

1. Every year, the United States of America holds a national "Ice Cream Day". Ice cream makers celebrate this by inventing new flavours and recipes.

[braille page 11]

2. In the past, ice cream could be bought from carts in the street. People could buy a "penny lick", which was a penny's worth of ice cream which they would lick out of a glass cup.

3. People from some countries eat more ice cream than others. People in New Zealand eat the most ice cream in the world.

[braille page 12]

4. Norway holds the record for the world's tallest ice cream cone at around three metres tall. (That's higher than a football goal!)

[braille page 13]

A New Room for William

William walked into his new room in his new house and pulled a face.

"I like my old room," he said. His old room had pictures on the walls. This room was bare, apart from his bed and a pile of boxes.

[braille page 14]

"When we've decorated in here, you'll love it," Mum said.

William looked out of the window. From his old room he could see his climbing frame. All he could see from this room was a big tree. A boy waved at him from next door. William ducked down below the window, so that the boy could not see him.

[braille page 15]

That night, he lay in bed. There were no curtains in his room. The moonlight made shadows through the bare windows.

The next day, Mum took William shopping. "Let's choose some wallpaper for your room," she said.

"I want the same paper I had in my old room," said William.

[braille page 16]

"That's fine," said Mum. "But you might find one you like better."

In the shop, William found the wallpaper that he'd had in his old room. He was about to choose it when he saw a dinosaur staring at him from one of the other wallpapers. William liked dinosaurs.

"I like this one," he said suddenly.

[braille page 17]

When they went home, William rushed upstairs to his room and began to scrabble through the boxes. He pulled out some model dinosaurs, then stood them in a line on the window sill. The boy next door waved at him again. William waved back shyly.

[braille page 18]

That night, William watched the moon make shadows through the bare windows, and he pretended that all the shadow shapes were dinosaurs.

William woke bright and early. "Can we start decorating?" he asked Mum. Little by little, William's room began to change, as more and more dinosaurs covered the walls.

[braille page 19] William ran down to the garden and stomped along the path.

"GRRR!" he growled. "I'm a fierce dinosaur."

"RARRR!" came a voice. "I'm an even fiercer dinosaur."

Sitting on a branch in the big tree was Tom, the boy from next door.

"Hello," said Tom. "You're new."

[braille page 20]

"I'm having a new room," said William proudly.

William climbed the tree and sat next to Tom. "We share this tree," said Tom. "Some of it's in my garden and some of it's in yours." William looked down at Tom's garden. In Tom's garden there was a climbing frame just like the one at William's old house.

[braille page 21] "We had to leave my climbing frame behind," William said.

"Let's go on mine," said Tom.

William clambered and scrambled and chased his new friend. What did it matter that this climbing frame was in Tom's garden and not his? Climbing frames were only fun if you had someone to play with, and he hadn't **[braille page 22]** had a friend next door at his old house. Suddenly, Mum called down to him, "William, come and see your room!"

William couldn't believe his eyes when he opened the door.

"Thank you, Mum."

"Lucky you." said Tom.

That night, William looked round his new room. **[braille page 23]** The moon shone brightly through the new curtains and lit up William's Tyrannosaurus rex chasing a Stegosaurus on the window sill. William smiled.

.....

Blank page



Standards
& Testing
Agency

Key stage 1 English reading
Braille transcript of Paper 2: reading booklet

Print version product code: STA/25/8902/BTp ISBN: 978-1-83507-322-3
Electronic PDF version product code: STA/25/8902/BTe ISBN: 978-1-83507-334-6

For more copies

Additional copies of this braille print test paper can be ordered by contacting the national curriculum assessments helpline on 0300 303 3013. A transcript can be downloaded from www.primaryassessmentgateway.education.gov.uk during May 2025, or afterwards from <https://www.gov.uk/government/collections/national-curriculum-assessments-past-test-materials>.

© Crown copyright

The texts and images have been incorporated into this test booklet solely for the purposes of the examination in accordance with Section 32 of the Copyright, Designs and Patents Act 1988, as amended by the Copyright and Rights in Performances (Research, Education, Libraries and Archives) Regulations 2014. No copyright or clearance for any other use has been obtained or sought.

Re-use of third-party copyright content in test materials

You must obtain permission from the relevant copyright owners, as listed in the 'key stage 1 tests copyright report', for re-use of any third-party copyright content which we have identified in this booklet. Alternatively, you should remove the unlicensed third-party copyright content and/or replace it with appropriately licensed material.

All other materials in this booklet are Crown copyright. You may re-use them (not including logos) free of charge in any format or medium in accordance with the terms of the Open Government Licence v3.0, which can be found on the National Archives website and accessed via the following link: www.nationalarchives.gov.uk/doc/open-government-licence.



The texts used in national curriculum assessments are carefully selected to ensure that they are suitable for pupils. Please note, however, that they are often taken from wider materials and you should review the content from the source material before using it with your pupils.

If you have any queries regarding these test materials, please contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk.