

**2025 national curriculum tests**

# **Key stage 2**

**English reading**

## **Reading answer booklet**

### **MODIFIED LARGE PRINT**

**First name** \_\_\_\_\_

**Middle name** \_\_\_\_\_

**Last name** \_\_\_\_\_

**Date of birth**    **Day** \_\_\_\_\_ **Month** \_\_\_\_\_ **Year** \_\_\_\_\_

**School name** \_\_\_\_\_

**DfE number** \_\_\_\_\_

#### **Note to markers**

There is additional guidance on marking some questions in this paper in the  
Key stage 2 English reading mark scheme amendments – MLP document.

# **Instructions**

## **Questions and answers**

**You have 1 hour, plus your additional time allowance, 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.**

- **Short answers**

**This shows that you only need to write a word or a few words in your answer.**

- **Sentence answers**

**This shows that you need to write more words or a sentence or two.**

- **Longer answers**

**This shows that a longer, more detailed answer is needed. 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 circle your answer. Read the instructions carefully so that you know how to answer the question.**

# Marks

**After each question, the type of answer required and the maximum number of marks is shown in [brackets].**

**As this is a reading test, you must use the information in the texts to help you to answer the questions. When a question includes a page or paragraph reference, you should refer to the text on that page or in that paragraph to help you with your answer.**

**[BLANK PAGE]**

**Questions 1 – 13 are about**  
**A Life-changing Game**  
**(pages 4 – 10)**

- 1. How did Phiona make money for her family?**  
**[short answer, 1 mark]**

---

---

## 2. An intriguing game

Which word is closest in meaning to **intriguing**?

Tick **one**.

[1 mark]

☐

**exciting**

☐

**popular**

☐

**challenging**

☐

**interesting**

**3. How can you tell that people in Uganda were **not** familiar with chess?**

**[short answer, 1 mark]**

---

---



4. Read the sections: **A challenging upbringing** and **An intriguing game.** (pages 6 – 7)

Write either **T** for **True** or **F** for **False** in each box.

[2 marks]

☐ Phiona left school once she had learnt to read.

☐ Phiona grew up in a place called Katwe.

☐ Phiona discovered chess before her brother.

☐ Phiona walked six kilometres a day to learn about chess.

**5. Look at page 7.**

**According to the text, what is it important to have when learning something new?**

**[sentence answer, 1 mark]**

---

---

---

---

6. Look at the section: **Coaching a champion.** (pages 7 – 8)

**Find and copy one** word which tells us that Robert was enthusiastic about football.

**[short answer, 1 mark]**

---

7. Look at the section: **Coaching a champion.** (pages 7 – 8)

**Why did Robert start teaching chess?  
[sentence answer, 1 mark]**

---

---

---

---

**8. Look at the section: Coaching a champion. (pages 7 – 8)**

**Why did Phiona play carelessly when she started playing chess?**

**[short answer, 1 mark]**

---

---

9. Read the paragraph beginning:  
**Robert spotted Phiona's potential . . . (page 8)**

**Find and copy one** word which  
tells us Phiona did well in chess.  
[short answer, 1 mark]

---

**10. Look at the section: A roaring success. (page 9)**

**Phiona's skills in chess took her abroad. Why?**

**[short answer, 1 mark]**

---

---

**11. Look the section: A roaring success. (page 9)**

**How long had Phiona been playing chess when she won her first international competition?  
[short answer, 1 mark]**

---



12. Look at the section: **Watching her next move.** (page 10)

The text says that Phiona  
**caught the attention of a journalist . . .**

This means that . . .

Tick **one**.

[1 mark]

☐

**Phiona recognised the journalist.**

☐

**a journalist noticed Phiona.**

☐

**Phiona became a journalist.**

☐

**a journalist interviewed Phiona.**

**13. Look at the whole text.**

**Complete the table below with the year in which each event happened.  
[short answer, 1 mark]**

	<b>Year</b>
<b>Phiona discovered chess.</b>	
<b>Phiona left her home country for the first time.</b>	
<b>A film telling Phiona's story was released.</b>	

**Questions 14 – 27 are about *In the Cave***  
**(pages 11 – 17)**

- 14. “It’s just a rock. They’re all rocks, you can . . .”**

**What made Tom realise that what he was looking at wasn’t actually a rock?**

**Write *two* things.**

**[short answers, 2 marks]**

**1. \_\_\_\_\_**

\_\_\_\_\_

**2. \_\_\_\_\_**

\_\_\_\_\_

15. Read the paragraph beginning:  
**He stopped . . .** (page 11)

**This paragraph creates a sense of . . .**

**Tick one.**

**[1 mark]**

☐

**certainty.**

☐

**relief.**

☐

**mystery.**

☐

**panic.**

**16. What stopped Tom from working out what the writing was?  
[short answer, 1 mark]**

---

---

**17. Look at page 13.**

**He was beckoning to Tom,  
and staring intently in front  
of him.**

**Which word is closest in meaning to  
beckoning?**

**Tick one.**

**[1 mark]**

☐

**signalling**

☐

**reacting**

☐

**replying**

☐

**walking**

**18. Look at pages 13 – 14.**

**He was beckoning to Tom,  
and staring intently in front  
of him.**

**What was Geoff staring at?  
[short answer, 1 mark]**

---

---

**19. “I just sat down and it came on.” (page 14)**

**What was Geoff trying to do when he said this?**

**Tick one.**

**[1 mark]**

☐

**pretend nothing is happening**

☐

**boast about what he has done**

☐

**tease Tom about the lights**

☐

**refuse to take the blame**



20. Read the paragraph beginning:  
**Silently, Tom climbed in . . .**  
to the paragraph ending:  
**. . . “I wonder what it is?”**  
(pages 14 – 15)

**How does the text show that the  
object might be a machine?**

**Write *two* ways.**

**[short answers, 2 marks]**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

**21. Look at page 15.**

**And that was that.**

**What does this sentence suggest?**

**Tick one.**

**[1 mark]**

☐

**The boys couldn't escape.**

☐

**The boys were disappointed.**

☐

**The object had gone silent.**

☐

**The object could cook food.**

**22. “It’s . . .” Tom shrugged.  
“Well, it’s a machine.”**

**Why did Tom shrug?**

**[short answer, 1 mark]**

---

---

**23. Write the numbers 1 – 4 to show the order in which the events happened in the text.**

**[1 mark]**

☐ **Geoff realised the lights were buttons.**

☐ **Orange lights began to switch on across the panel.**

☐ **Geoff noticed a green light on the surface.**

☐ **The object started making noises.**

**24. Look at page 16.**

**How did Geoff work out that the lights were buttons?**

**Write *one* way.**

**[short answer, 1 mark]**

---

---

**25. Look at the whole text.**

**What does the text tell you about the lights?**

**Tick two.**

**[1 mark]**

- ☐ **where they are placed**
- ☐ **what colour they are**
- ☐ **how many did not work**
- ☐ **what they are used for**

**[BLANK PAGE]**

**26. What impressions do you get of Tom's and Geoff's personalities?**

**Write *one* impression for *each* boy, using evidence from the text to support each answer.**

**[longer answers, 3 marks]**

**Tom**

**Impression**

---

**Evidence**

---

---

---



# Geoff

## Impression

---

## Evidence

---

---

---

**27. Look at page 17.**

**Reluctantly, Geoff sat back and thought about it.**

**What does this suggest about the way Geoff felt?**

**Tick one.**

**[1 mark]**

☐

**He wanted to think about it.**

☐

**He was worried about the button.**

☐

**He didn't agree with Tom.**

☐

**He had decided to press the button.**

**Questions 28 – 40 are about**  
**Longbow Girl**  
**(pages 18 – 25)**

- 28. Read the first paragraph beginning:**  
**Merry stepped forward . . .**

**How did Merry try to prepare herself  
for her turn?**

**Write *one* way.**

**[short answer, 1 mark]**

---

---

- 29. Read the paragraph beginning:  
Merry took her stance . . .  
(page 20)**

**The crowd had fallen silent.**

**Why was the crowd silent?  
[sentence answer, 1 mark]**

---

---

---

---

**30. It seemed to take long seconds to fly home to its target.**

**Why did Merry feel as though her arrow took a while to reach the target?  
Tick one.**

**[1 mark]**

☐ **She really wanted to know the result.**

☐ **She was not strong enough.**

☐ **The crowd was starting to feel worried.**

☐ **The bow was too old to shoot well.**

- 31. She turned, walked back from the line as the crowd, which had been stunned into silence, started to clap.**

**Why was the crowd stunned?**  
**[short answer, 1 mark]**

---

---

**32. Read the paragraph beginning:  
She turned . . . (page 22)**

**Merry did not smile straight away.**

**Why not?**

**[sentence answer, 1 mark]**

---

---

---

---

**33. Look at page 22.**

**Write *two* pieces of evidence that show the marshal was shocked by Merry's first round.**

**[sentence answers, 2 marks]**

**1. \_\_\_\_\_**

\_\_\_\_\_

**2. \_\_\_\_\_**

\_\_\_\_\_



**34. Read the paragraph beginning:  
“In round two,” . . . (page 23)**

**(a) In what way was round two  
different from the first round?  
Write **one** way.**

**[short answer, 1 mark]**

---

---

**(b) Why were the rules changed  
after the first round?  
Write **one** reason.**

**[short answer, 1 mark]**

---

---

**35. Read the paragraph beginning:  
The atmosphere became . . .  
(page 23)**

**What was the prize for winning the  
archery competition?  
[short answer, 1 mark]**

---

---

**36. Read the paragraph beginning:  
She waited till . . . (page 24)**

**What made Merry worry that her bow  
might be close to breaking?**

**[sentence answer, 1 mark]**

---

---

---

---

**37. Look at page 25.**

**Only then did she smile.**

**Why was Merry happy at this point in the text?**

**Write **two** reasons.**

**[sentence answers, 2 marks]**

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**38. Merry won the competition because she was an experienced archer.**

**How can you tell that she was experienced?**

**Write **two** ways, using evidence from the text to support each answer.**

**An example has been done for you.**

**[longer answers, 3 marks]**

**Example:**

**Reason:**

**She had the strength to do it.**

**Evidence:**

**She was able to pull the bow back to its fullest extension.**

# 1. Reason

---

---

---

# Evidence

---

---

---

## 2. Reason

---

---

---

## Evidence

---

---

---



**39. How can you tell that the marshal had changed his opinion of Merry by the end of the story?**

**[short answer, 1 mark]**

---

---

40. **“We have an outright winner,” he declared.**

**Which of the following is closest in meaning to outright?**

**Tick one.**

**[1 mark]**

☐

**lucky**

☐

**predictable**

☐

**disappointing**

☐

**clear**

**End of test**



Standards  
& Testing  
Agency

Key stage 2 English reading  
Modified large print reading answer booklet

Print version product code: STA/25/8910/MLp ISBN: 978-1-83507-287-5  
Electronic PDF version product code: STA/25/8910/MLe ISBN: 978-1-83507-301-8

### For more copies

Additional copies of this modified large print test paper can be ordered by contacting the national curriculum assessments helpline on 0300 303 3013. After the test window, it can be downloaded from [www.gov.uk/government/collections/national-curriculum-assessments-past-test-materials](http://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 2 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](http://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](mailto:assessments@education.gov.uk).