

2026 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

This paper should be marked using the standard mark schemes for KS2 English reading.
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.

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**Questions 1 – 12 are about
Owl in Danger (pages 4 – 8)**

1. Look at the beginning of the story.

Why did Mandy shout?

Tick one.

[1 mark]

☐

She had fallen in the leaves.

☐

**She was impressed by the
colourful leaves.**

☐

**She had seen something in
the leaves.**

☐

**She was scared by the falling
leaves.**

2. What does the description **carpet of leaves** suggest about the leaves?
[short answer, 1 mark]

**3. Read the paragraph beginning:
‘What have you found?’**

What had Mandy done with the leaves?

Tick one.
[1 mark]

☐

**covered the ground with
them**

☐

**moved them to make a small
hole**

☐

kicked them into the air

☐

piled them up high

4. Look at pages 4 and 5.

Write **two pieces of evidence that tell you Mandy was amazed by what she had found.**

[short answers, 2 marks]

1. _____

2. _____

5. Look at page 6.

Why was it difficult for the children to spot the owl's nest?

Tick one.

[1 mark]

☐

The owl made its nest at night.

☐

The owl made its nest out of leaves.

☐

The owl's nest was between tree branches.

☐

The owl's nest was in the tallest tree.

- 6. How can you tell James found it difficult to see the nest?**
[short answer, 1 mark]

- 7. Read the paragraph beginning:**
Mandy knew it . . .
to the paragraph ending:
. . . no footholds at all.

**How can you tell Mandy was
concentrating hard?**
[sentence answer, 1 mark]

[BLANK PAGE]

The test continues on the next page.

8. Each statement below is about what **James** or **Mandy** did.

Using information from the text, write either **J** for **James** or **M** for **Mandy** in each box.

[2 marks]

picked up the owl

wondered where the owl came from

first suggested climbing the tree

said they should leave the owl alone

9. Think about the whole text.

How can you tell that Mandy knew a lot about owls?

Write *two* ways.

[sentence answers, 2 marks]

1. _____

2. _____

10. Mandy and James had to decide what to do with the owl.

They thought about three ideas.

Number the following ideas 1 – 3 to show the order in which the children discussed them.

[1 mark]

☐

taking the owl to Mandy's parents

☐

returning the owl to its nest

☐

putting the owl back on the ground

11. Read the paragraph beginning:
Mandy shook her . . . to the end of the text.

How can you tell Mandy was *not* keen on taking the owl home?

[short answer, 1 mark]

12. Think about the whole text.

Mandy wanted to protect the owl.

How can you tell?

Write **two ways.**

[short answers, 2 marks]

1. _____

2. _____

**Questions 13 – 24 are about
Matilda's Invention (pages 9 – 15)**

13. Read the first paragraph (pages 9 – 10).

**Why does Matilda choose the clothes
she wears?**

[short answer, 1 mark]

14. According to the inventor Thomas Edison, what **two things are needed to be an inventor?**

Tick **two boxes on the opposite page.
[1 mark]**

Tick two.

☐

creativity

☐

hard work

☐

knowledge

☐

skill

☐

helpers

☐

materials

[BLANK PAGE]

The test continues on the next page.

15. My idols in life are . . .

The word **idols** is similar in meaning to ...

Tick **one**.

[1 mark]

☐

scientists.

☐

ideas.

☐

teachers.

☐

heroes.

- 16. Look at the bottom of page 11 and the top of page 12.**

It was my favourite hour of the week.

Write **two reasons why this time was so special to Matilda.**

[sentence answers, 2 marks]

1. _____

2. _____

17. Read the paragraph beginning:
The reason I love . . .

What does the word **pops tell you
about the way ideas come to Matilda?
[sentence answer, 1 mark]**

18. . . . you outline a diagram,
work out how to build it, cut
or sand wood and **build**,
build, build, and then you
have the finished product . . .

Matilda wrote the word **build** three
times. What does this tell you?

[sentence answer, 1 mark]

19. Read the paragraph beginning:
The reason I love . . .

What are the **two main reasons why
Matilda loves inventing?**

Tick **two boxes on the opposite
page.**

[1 mark]

Tick two.

☐

She never knows what the end result will be.

☐

She can spend time with Grandad Wilf.

☐

She loves making things for her grandad.

☐

She loves turning ideas into real things.

☐

She thinks it will make her famous.

- 20. Using information from the text, mark each box to show whether each statement is **true (✓)** or **false (✗)**.
[2 marks]**

☐

Matilda has a good imagination, which helps her invent.

☐

Thomas Edison invented windscreen wipers.

☐

Grandad Wilf was a mentor to Matilda.

☐

Granny Joss enjoyed sharing stories about her previous job.

☐

Matilda's inventions are designed to solve problems.

- 21. Read the paragraph beginning:**
One day, not long ago . . .
to the end of the text.

What do pupils need to enter into the school competition?

Write **one thing.**
[short answer, 1 mark]

22. According to the poster, what should anyone interested in the school's science competition do?
[short answer, 1 mark]

23. Think about the whole text.

The way the text is written makes it seem as though Matilda ...

Tick one.

[1 mark]

☐

is already famous.

☐

is being secretive.

☐

wrote this a very long time ago.

☐

is speaking to the reader.

[BLANK PAGE]

The test continues on the next page.

24. Look at the whole text.

Write **three** pieces of evidence that show Matilda is passionate about inventing.

[short answers, 3 marks]

1. _____

2. _____

3. _____

Questions 25 – 38 are about
Amelia Earhart (pages 16 – 22)

25. . . . because of the
achievements of brave,
pioneering pilots who
flew in some of the first
powered planes.

The word **pioneering** tells us that
the pilots ...

Tick **One** box on the opposite page.

[1 mark]

Tick one.

☐

flew aeroplanes for many years.

☐

were not very good at flying.

☐

could perform tricks and stunts when flying.

☐

tested out a new way of travelling.

[BLANK PAGE]

The test continues on the next page.

**26. Read the paragraph beginning:
In those days . . .**

**What did pilots do to get the public
interested in flying?
[short answer, 1 mark]**

27. Look at the section: *Amelia's first flights*.

When did Amelia decide to become a pilot?

**Tick *One* box on the opposite page.
[1 mark]**

Tick one.

☐

**when she first saw an
aeroplane**

☐

**when she first went on a
flight**

☐

**when she saw most pilots
were men**

☐

**when she first visited an air
show**

- 28. Read the paragraph beginning:**
In June 1928 . . .
to the paragraph ending:
. . . and a successful aviator.

Write **two ways in which Amelia
earned the money to fund her flying
career.**

[short answers, 2 marks]

1. _____

2. _____

29. Look at the section: *Amelia's fame*.

**What did Amelia do that resulted in her being *showered with honours*?
[short answer, 1 mark]**

- 30. Using information from the text, complete the table below with the year that each of Amelia's achievements happened.**

[1 mark]

	Year
Amelia got a pilot's licence.	
Amelia flew on a plane between Canada and Wales.	
Amelia flew across the Atlantic on her own.	

31. Look at the section: *Amelia's next record attempt.*

Why did Amelia have a specially built plane?

[sentence answer, 1 mark]

32. Look at the section: *Amelia's last flight*.

**What did Amelia change about her plans after her accident in Hawaii?
[short answer, 1 mark]**

33. Look at the section: *Amelia's last flight*.

The next *leg* of the journey was going to be a very difficult and dangerous one.

What is the meaning of the word *leg* in this sentence?

[short answer, 1 mark]

34. Why would it be difficult and dangerous to land on Howland Island?

[short answer, 1 mark]

35. Look at the sections: *Amelia's next record attempt* and *Amelia's last flight*.

While Amelia was the pilot on this journey, she needed help from other people.

Who helped her?

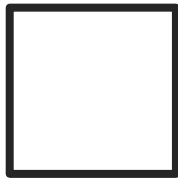
[short answers, 2 marks]

1. _____

2. _____

36. Number the events on the opposite page from 1 – 5 to show the order in which they happened.

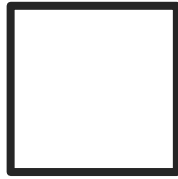
**The first one has been done for you.
[1 mark]**



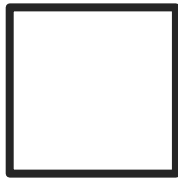
Amelia arrived in New Guinea.



Amelia travelled in a plane for the first time.



Amelia got her pilot's licence.



Amelia had her plane repaired in Hawaii.



Amelia went on a flight between Canada and Wales.

[BLANK PAGE]

The test continues on the next page.

37. A massive and expensive search was carried out at the time, and no **trace of her plane was found.**

What does the word **trace mean in this sentence?**

[short answer, 1 mark]

38. Look at the sections: *Amelia's next record attempt* and *Amelia's last flight*.

What was it about Amelia's personality that helped her to make this journey?

Write *two* impressions of her personality, using evidence from the text to support each answer.

[longer answers, 3 marks]

1. Impression:

Evidence:

2. Impression:

Evidence:

End of test

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Key stage 2 English reading
Modified large print reading answer booklet

Print version product code: STA/26/9010/MLp ISBN: 978-1-83507-486-2
Electronic PDF version product code: STA/26/9010/MLe ISBN: 978-1-83507-500-5

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