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KEY STAGE 1

July 2014

Standards & Testing Agency

National curriculum assessments

Key stage 1 English reading

Sample questions, mark schemes and commentary for 2016 assessments

Introduction to sample materials

The new national curriculum will be assessed for the first time in May 2016. This set of sample materials is being published to give teachers an indication of how the new curriculum will be assessed. The materials presented here primarily focus on new areas of the curriculum and how questions assessing those areas might appear.

The examples in this document have not been through the rigorous development process that live tests go through. We will decide on final question formats once we have data from trialling the test materials. This means that some of the question types may not appear in the live tests. We will publish complete sample tests in 2015 that will reflect our findings and will be indicative of the final live tests.

These materials have been reviewed by teachers and their comments have been taken into account.

As the questions have not been trialled in schools, the mark schemes do not consider the full range of acceptable responses or include example pupil responses. They only give a basic indication of the types of response that would be credited.

The questions in the English grammar, punctuation and spelling, mathematics and science tests will appear in order of difficulty, where possible. In English reading, the texts appear in order of difficulty. In these sample materials, the texts and questions are not necessarily in order of difficulty, nor do they reflect the range of question difficulties that will appear in the final tests.

Test frameworks that illustrate the test model, content domain and performance descriptors for the 2016 national curriculum tests are on GOV.UK at www.gov.uk/sta. Please note that these sample materials are not designed to match the frameworks in terms of ratios of question/item type or coverage. They do not form complete tests as described by the test frameworks and are, therefore, not sample tests.

We recommend that these materials are not used for assessment purposes.

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The key stage 1 tests will, in most instances, contain a small number of practice questions and there will be administration guidance provided where necessary (for example, for task specific elements).

Some decisions relating to the administration of key stage 1 tests have not yet been confirmed for 2016. It is possible that some of the arrangements may change; for example, there may be a narrower administration window and teachers may have limited time between receiving the tests and administering them. As with the current arrangements, the tests will be internally marked and the results will be used by teachers in order to support teacher assessment. There will be new tests released each year from 2016.

Key features of the English reading tests

The questions in the English reading tests will be linked to a specific area of the national curriculum. These areas are listed in the test frameworks.

Tests could include age-appropriate fiction, non-fiction and poetry from a variety of origins and traditions, covering, over time, a wide range of text types, forms and purposes. The final texts in the test booklets will be more demanding than current texts for both key stage 1 and key stage 2.

Questions written for the reading test will clearly depend on the texts that are selected. There is a focus on comprehension in the new national curriculum and there will therefore be a higher percentage of comprehension questions in the new assessments.

The key stage 1 test will consist of two test components:

- **Paper 1:** this paper combines texts and questions. This will also include a list of useful words and some practice questions for teachers to introduce the contexts and question types to the pupils.
- **Paper 2:** the reading booklet and answer booklet are separate in this paper.

Both reading papers will contain a mixture of fiction and non-fiction texts.

In these sample materials, the text about Greenland is an example of a Paper 1 text. The questions appear on the same page or the facing page. The poem 'Where go the Boats' is an example of a Paper 2 text. This would be presented separately in a reading booklet with pupils answering questions in a reading answer booklet.

Vocabulary in context will be explicitly assessed. Pupils will need to identify or provide their own synonyms for specific words within the texts.

Pupils will need to demonstrate an understanding of texts by predicting what might happen next. Prediction questions will mainly be limited to fiction, or where information, plot or character development allows. Answers will need to be text based. Pupils will need to refer to key elements of plot, character or information.

All pupils at the end of key stage 1 will be expected to take both papers.

Timings for the test

It is expected that each reading paper will take approximately 30 minutes to complete.

The key stage 1 papers will not be strictly timed. Schools will be given guidance to ensure that pupils have sufficient time to demonstrate what they understand, know and can do without prolonging the test inappropriately. Teachers will be able to choose when / if pupils require breaks throughout the assessment or whether to stop the test early if appropriate.

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Useful words

island

turf

persuade

belongings

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Greenland

The Land of Ice

Greenland is a huge island in the far, far north of the world. The weather there is very harsh and cold. Even the 'hottest' summer day on Greenland is like a cool winter's day here in England.

In the summer months, the sun never sets; it is light all through the night.

A map showing Greenland

1 *The weather there is very harsh and cold.*

In this sentence, *harsh* means:

Tick **one**.

wet	☐	tough	☐
rocky	☐	easy	☐

2 When does the sun never set?

_____

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Sample text and questions for key stage 1 booklet 1

Greenland – Erik the Red (non-fiction prose)

This text is a non-fiction booklet 1 text about Greenland and the country's first inhabitants. This text would be suitable to appear in booklet 1 as the second text. Teachers or administrators will be able to introduce each text to pupils; they will be able to go through the vocabulary provided and help to answer some practice questions.

For open response questions, where there is one acceptable point, it is given next to a square bullet point. Where there is more than one acceptable point, these are listed and numbered (eg: AP1, AP2). Round bullet points followed by italicised responses demonstrate example responses that pupils may give.

Qu	Question and mark scheme	Allocation
1	*The weather there is very harsh and cold.* In this sentence *harsh* means: **Award 1 mark** for: wet — tough ✓ rocky — easy	**1 mark** – 1C1 Selected response

Commentary: Vocabulary in context is now explicit in the 2014 national curriculum for key stage 1. There will be a greater emphasis on this in future reading tests.

Content domain: 1C1 - Draw on knowledge of vocabulary to understand texts.

In this question, pupils are required to demonstrate their understanding of the word 'harsh' in the context of this sentence by selecting the appropriate synonym.

Qu	Question and mark scheme	Allocation
2	When does the sun never set? **Award 1 mark** for: ■ (the) summer (months)	**1 mark** – 1C4 Short response

Commentary: This question requires straightforward retrieval to demonstrate comprehension.

Content domain: 1C4 - Identify key aspects of fiction and non-fiction texts, such as characters, events and information.

Pupils are required to locate the relevant information.

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The warmest part of the island is on the south coast and that is where most Greenlanders live.

However, it is still a very hard place to live because of the cold.

3 What are the people who live in Greenland called?

_____

4 Why do people find it hard to live in Greenland?

_____

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Qu	Question and mark scheme	Allocation
3	What are the people who live in Greenland called? **Award 1 mark** for: ■ Greenlanders	**1 mark** – 1MI1 Short response

Commentary: This question requires some inference, linking the description of Greenland with the word 'Greenlanders.'

Content domain: 1MI1 - Make inferences from the text.

The text does not specifically say that people who live there are called 'Greenlanders'. Pupils have to infer from the information in the first sentence that this is what they are known as.

Qu	Question and mark scheme	Allocation
4	Why do people find it hard to live in Greenland? **Award 1 mark** for any of the following conditions in Greenland: ■ the weather is cold / harsh **Also accept** references taken from other pages, eg: ice, sun not setting in the summer.	**1 mark** – 1C4 Short response

Commentary: This question requires retrieval.

Content domain: 1C4 - Identify key aspects of fiction and non-fiction texts, such as characters, events and information.

This question requires pupils to identify a reason why people find it hard to live there from what they have read so far.

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Erik the RED

Over the years, different groups of people have tried to live in Greenland, but most found it too difficult.

One man who did live there, and one of the most famous Greenlanders, was 'Erik the Red'. Erik's name might have come from the colour of his hair and beard, or possibly because of his bad temper.

5 *...one of the most famous Greenlanders...*

What does the word *famous* mean?

_____

6 Give **one** reason why Erik was known as *Erik the Red*.

_____

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Qu	Question and mark scheme	Allocation
5	…*one of the most famous Greenlanders*… What does the word *famous* mean? **Award 1 mark** for: ■ well-known (or other appropriate synonyms / explanations)	**1 mark** – 1C1 Short response

Commentary: Understanding of vocabulary in context is now being explicitly assessed in the reading tests.

Content domain: 1C1 - Draw on knowledge of vocabulary to understand texts.

Pupils are required to demonstrate their understanding of the word 'famous' in the context of this text by providing an appropriate synonym or explanation. They need to draw on their knowledge of vocabulary to understand the text and to answer the question.

Qu	Question and mark scheme	Allocation
6	Give **one** reason why Erik was known as *Erik the Red*. **Award 1 mark** for either: **AP1:** (because of his red) hair / beard **AP2:** (because of his bad) temper	**1 mark** – 1C4 Short response

Commentary: This question requires straightforward retrieval to demonstrate comprehension.

Content domain: 1C4 - Identify key aspects of fiction and non-fiction texts, such as characters, events and information.

Pupils are required to locate the relevant information.

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About 1000 years ago, Erik was sent away from his home in Iceland.

He sailed away from this small ice-covered island to a great big ice-covered island. This island had no name yet and no one lived there, so Erik made it his home.

7 How do you know that Erik had done something wrong when he lived in Iceland?

_____

_____

8 Why did Greenland not have a name until Erik arrived?

Tick **one**.

it was covered with ice	☐	it was 1000 years ago	☐
no one lived there	☐	it was so big	☐

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Qu	Question and mark scheme	Allocation
7	How do you know that Erik had done something wrong when he lived in Iceland? **Award 1 mark** for: ■ He was sent away (from home)	**1 mark** – 1MI1 Short response

Commentary: This question requires some inference.

Content domain: 1MI1 - Make inferences from the text.

Pupils have to infer that Erik had done something wrong from the fact that he was sent away.

Qu	Question and mark scheme	Allocation
8	Why did Greenland not have a name until Erik arrived? **Award 1 mark** for: it was covered with ice it was 1000 years ago no one lived there ✓ it was so big	**1 mark** – 1MI1 Selected response

Commentary: This question requires complex inference.

Content domain: 1MI1 - Make inferences from the text.

Pupils have to infer that Greenland would not have a name if no one lived there.

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The old stories of Iceland say that Erik became bored and lonely and wanted to persuade other people to come and live on this freezing-cold island with him.

Erik had an idea.

He called the island 'Greenland' and pretended that it was lovely, warm and … green.

His trick worked. When the people from Iceland heard about this perfect place called 'Greenland', many of them wanted to join Erik. About 300 of them packed up their belongings and set off to join him.

9 Why did Erik want people to join him in Greenland?

Tick **one**.

- he was freezing ☐
- it was the perfect place ☐
- it was warm and green ☐
- he was bored and lonely ☐

10 Why did people from Iceland want to join Erik in Greenland?

_____

_____

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Qu	Question and mark scheme	Allocation
9	Why did Erik want people to join him in Greenland? **Award 1 mark** for: he was freezing — it was the perfect place it was warm and green — he was bored and lonely ✓	**1 mark** – 1C4 Selected response

Commentary: This question requires retrieval of information.

Content domain: 1C4 - Identify key aspects of fiction and non-fiction texts, such as characters, events and information.

Pupils have to identify that Erik persuaded people to join him because he was bored and lonely.

Qu	Question and mark scheme	Allocation
10	Why did people from Iceland want to join Erik in Greenland? **Award 1 mark** for answers that refer to the people being misled about Greenland. **AP1:** they thought it was warm / green **AP2:** it sounded good / the name made it sound nice **AP3:** they were tricked **Do not accept** it was warm and green as this does not recognise the trick that Erik played on them and is not true.	**1 mark** – 1MI1 Short response

Commentary: This question requires inference.

Content domain: 1MI1 - Make inferences from the text.

Pupils have to infer that people joined Erik in Greenland because he tricked them by pretending it was warm and green. They have to use the surrounding text 'pretended' and 'trick worked' to make the inference about the people wanting to join him there.

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Although life was hard, these people lived on Greenland for many years and it became their home.

They built houses that were snug and strong from stone, wood and turf. They planted crops and kept cows, goats and sheep which they had brought with them all the way from Iceland.

11 Which word tells you that the houses were warm and cosy?

_____

12 The houses were built from:

Tick **two**.

sand	☐	bricks	☐
stone	☐	wood	☐
ice	☐	wool	☐

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Qu	Question and mark scheme	Allocation
11	Which word tells you that the houses were warm and cosy? **Award 1 mark** for: ■ snug	**1 mark** – 1C1 Short response

Commentary: Vocabulary in context is now being explicitly assessed in the reading tests.

Content domain: 1C1 - Draw on knowledge of vocabulary to understand texts.

Pupils are required to demonstrate their understanding of vocabulary in context by selecting the only appropriate synonym for 'warm'.

Qu	Question and mark scheme	Allocation
12	The houses were built from: Tick **two.** **Award 1 mark** for both correctly ticked sand bricks stone ✓ wood ✓ ice wool	**1 mark** – 1C4 Selected response

Commentary: This question requires straightforward retrieval to demonstrate comprehension.

Content domain: 1C4 - Identify key aspects of fiction and non-fiction texts, such as characters, events and information.

Pupils are required to locate the relevant information.

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However, 500 years later, there was nothing left of Erik and his friends in Greenland. What happened to them is still a mystery.

13 What word does the writer use to tell us that no one knows what happened to Erik and his friends?

_____

14 Think about all you have read.

What do you think is most likely to have happened to Erik and his friends and **why**?

_____

_____

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Qu	Question and mark scheme	Allocation
13	What word does the writer use to tell us that no one knows what happened to Erik and his friends? **Award 1 mark** for: ■ mystery	**1 mark** – 1C1 Short response

Commentary: This question requires pupils to identify vocabulary.

Content domain: 1C1 - Draw on knowledge of vocabulary to understand texts.

Pupils have to identify specific vocabulary used to signal that it is not known what happened to Erik and his friends.

Qu	Question and mark scheme	Allocation
14	Think about all you have read. What do you think is most likely to have happened to Erik and his friends and **why**? **Award 1 mark** for plausible answers with a text-based reason, eg: **AP1:** they died / froze because it was cold **AP2:** they died / starved because their animals / crops died **AP3:** they left Greenland because conditions were too hard / they realised they'd been tricked. Answers must be plausible and text-based. **Do not accept** answers that give a prediction without a reason, eg: • *they died*	**1 mark** – 1MI2 Short response

Commentary: This question assesses a new area of the curriculum: prediction.

Content domain: 1MI2 - Predict what might happen on the basis of what has been read so far.

Pupils have to use all they have read in the text to predict what Erik and his friends did next / what happened to them.

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Where Go the Boats?

By Robert Louis Stevenson

Dark brown is the river,
Golden is the sand.
It flows along for ever,
With trees on either hand.

Green leaves a-floating,
Castles of the foam,
Boats of mine a-boating –
Where will all come home?

On goes the river
And out past the mill,
Away down the valley,
Away down the hill.

Away down the river,
A hundred miles or more,
Other little children
Shall bring my boats ashore.

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1 Draw lines to match the rhyming words below.

hill	hand
sand	home
more	mill
foam	ashore

2 What do the words *on either hand* tell you about the trees?

Tick **one**.

- They look like they have hands. ☐
- They are flowing down the river. ☐
- They are both golden and brown. ☐
- They are on both sides of the river. ☐

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Sample text and questions for key stage 1 booklet 2

Where Go the Boats? (fiction – poetry)

A Robert Louis Stevenson poem about children floating boats down a river. This text would appear in booklet 2, with the text in a separate booklet to the questions. There will be no practice questions in booklet 2.

Qu	Question and mark scheme	Allocation
1	Draw lines to match the rhyming words below. **Award 1 mark** for all four lines drawn correctly: 	**1 mark** – 1LfE1 Selected response

Commentary: This question requires pupils to identify rhyming words. It is similar to previous questions but assesses a new area of the curriculum specifically focused on language.

Content domain: 1LfE1 - Identify simple literary language in stories and poetry.

Pupils have to identify rhyming words – simple literary language in poetry.

Qu	Question and mark scheme	Allocation
2	What do the words *on either hand* tell you about the trees? **Award 1 mark** for: They look like they have hands. They are flowing down the river. They are both golden and brown. They are on both sides of the river. ✓	**1 mark** – 1C1 Selected response

Commentary: Vocabulary in context is now explicit in the 2014 national curriculum. There will be a greater emphasis on this in future reading tests.

Content domain: 1C1 - Draw on knowledge of vocabulary to understand texts.

Pupils have to know what 'on either hand' means in this context.

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3 Look at the first two verses.

Find and **copy** the line that tells you that the poet is not sure where the boats will end up.

_____

_____

4 **Find** and **copy two** lines from the poem that make the river sound very long.

1. _____

_____

2. _____

_____

5 Who does the poet think will find his boats?

_____

_____

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Qu	Question and mark scheme	Allocation
3	Look at the first two verses. **Find** and **copy** the line that tells you that the poet is not sure where the boats will end up. **Award 1 mark** for: ■ Where will all come home(?)	**1 mark** – 1MI1 Short response

Commentary: This question requires inference.

Content domain: 1MI1 - Make inferences from the text.

Pupils have to infer that the poet suggests he does not know where the boats will end up by identifying the appropriate line.

Qu	Question and mark scheme	Allocation
4	**Find** and **copy two** lines from the poem that make the river sound very long. **Award 1 mark** for reference to each of: **AP1:** It flows along for ever **AP2:** A hundred miles or more **AP3:** On goes the river **(up to 2 marks)**	**2 marks** – 1C4 Extended response

Commentary: This question requires straightforward retrieval to demonstrate comprehension.

Content domain: 1C4 - Identify key aspects of fiction and non-fiction texts, such as characters, events and information.

Pupils have to select which lines are intended to emphasise the length of the river.

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Qu	Question and mark scheme	Allocation
5	Who does the poet think will find his boats? **Award 1 mark** for: ■ other (little) children	**1 mark** – 1MI1 Short response

Commentary: This question requires inference, linking the last two lines of the poem to the fact that the poet thinks other children will collect his boats.

Content domain: 1MI1 - Make inferences from the text.

Pupils are required to infer who will collect his boats.

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6 What would be another good title for the poem?

Tick **one**.

- Home Time ☐
- Sandy Banks ☐
- River Journey ☐
- Valleys and Hills ☐

7 Why does Robert Louis Stevenson use a question for the title of this poem?

_____

_____

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Qu	Question and mark scheme	Allocation
6	What would be another good title for the poem? **Award 1 mark** for: Home Time — Sandy Banks River Journey ✓ — Valleys and Hills	**1mark** – 1C4 Selected response

Commentary: This area of the curriculum requires pupils to identify key aspects of texts. Here they have to demonstrate an understanding of the whole poem and the key aspects of it that come together to form a title.

Content domain: 1C4 - Identify key aspects of fiction and non-fiction texts, such as characters, events and information.

Pupils are required to identify the key aspects of the poem by selecting the most suitable title.

Qu	Question and mark scheme	Allocation
7	Why does Robert Louis Stevenson use a question for the title of this poem? **Award 1 mark** for reference to any of the following: **AP1:** The poem gives the reader answers **AP2:** It makes the reader think about possible answers **AP3:** He does not know where the boats will end up / who will find his boats	**1 mark** – 1C5 Extended response

Commentary: This area of the curriculum requires pupils to explain the significance of key aspects of texts. Here they have to demonstrate an understanding of the choice of language in the title.

Content domain: 1C5 - Explain key aspects of fiction and non-fiction texts, such as titles, characters, events and information.

Pupils are required to explain the use of the question in the title.

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8 Number the sentences below from **1** to **4** to show the order in which they happen.

Number **1** has been done for you.

	The boats are picked up by children.
	The river goes through a valley.
1	The boats are put in the river.
	The river runs down a hill.

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Qu	Question and mark scheme	Allocation
8	Number the sentences below from **1** to **4** to show the order in which they happen. Number **1** has been done for you. **Award 1 mark** for: The boats are picked up by children. **4** The river goes through a valley. **2** The boats are put in the river. **1** The river runs down a hill. **3**	**1 mark** – 1C2 Selected response

Commentary: This question assesses pupils' ability to identify the sequence of events in the poem. Similar questions have been asked in the past.

Content domain: 1C2 - Identify and explain the sequence of events in texts.

Pupils have to use all they have read in the text to place the statements in the order in which they occur in the text.

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For more information, please contact the national curriculum assessments helpline on 0300 303 3013 or email **assessments@education.gov.uk**.

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