

Year 2 National Curriculum Tests (SATs)

Will take place in the month of May 2023

What tests will they take?

There are 5 different test papers

1 Arithmetic Paper (maths)

1 Reasoning Paper (maths)

2 Reading Papers (English/ Literacy)

1 Grammar and Spelling Paper (English/ Writing)

The reading and maths papers are mandatory for all pupils in year 2 to take. The results from these papers are then submitted to the DfE. Schools can choose to take part in the Grammar and Spelling paper, at Old Palace we do take the Grammar paper as this helps us support our assessment of the children's writing.

When will the test take place?

Schools must administer and mark the test papers during the months of May. All schools must submit their results by the start of June.

Schools are able to choose the specific days in May in which they administer the papers and can choose to administer them in smaller group to give children a quiet space to work in, or whole class.

Children who miss the test on the day it is administered will need to take the test on the next day they are back in school.

Maths Arithmetic Paper

What is arithmetic?

Arithmetic is the solving of basic maths questions (number problems) rather than word problems or challenges

Example:

$$4+5=$$

$$38-15=$$

What types of questions will there be?

There will be questions on all 4 of the operations

- addition
- subtraction
- multiplication
- division
- finding fractions of an amount

Key stage 1

Mathematics

Paper 1: arithmetic

First name	
Middle name	
Last name	

Total marks

Practice question

$2 + 5 =$

Example Paper

$1 \quad 9 - 3 =$

1 mark

$2 \quad 5 + 10 + 5 =$

1 mark

Page 4 of 20

$9 \quad 22 + 22 =$

1 mark

$10 \quad \boxed{} + 8 = 12$

1 mark

Page 8 of 20

Addition

Mental arithmetic

Putting the larger of the two numbers in their heads and counting on.

$2 + 5 =$

12

$7 + 84 =$



1 mark

$22 + 22 =$
$$\begin{array}{r} 10 \\ + 22 \\ \hline 32 \end{array}$$


1 mark

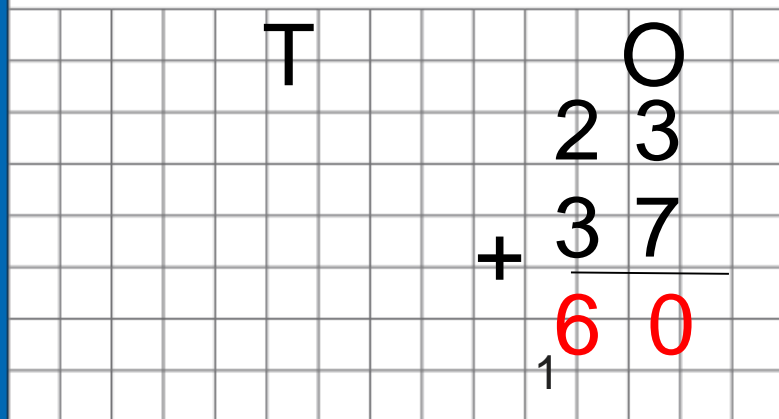
Addition

Written method: Column Method

- *Line up the digits (under the tens and ones columns)
- *Start at the ones and add the two ones together
- *Then move onto the tens and add the two tens together.

18

$$23 + 37 = \boxed{}$$



1 mark

Addition

Written method: Column Method

*Line up the digits (under the tens and ones columns)

*Start at the ones and add the two ones together

***Exchange if the ones = a number larger than 9**

*Then move onto the tens and add the two tens together.

***Exchange if the ones = a number larger than 9**

$3+7 = 10$ the 0 from the 10 which is a *ones* goes in the *ones* column

The 1 from the 10 which is a *tens* goes in the *tens* column below the answer to be added in when calculating the *tens*

Subtraction

Mental arithmetic

Putting the larger of the two numbers in their heads and counting back.

1

$$9 - 3 = \boxed{}$$



1 mark

3

$$18 - 6 = \boxed{}$$



1 mark

14

$64 - 11 = \square$

	T	O
	6	4
-	1	1
	5	3



Subtraction

Written method: Column Method

- *Line up the digits (under the tens and ones columns)
- *Start at the ones and subtract the bottom digit from the top.
- *Then move onto the tens and subtract the bottom digit from the top.

24

$$62 - 54 = \boxed{}$$

$$\begin{array}{r} \text{TO} \\ 5 \cancel{6} 12 \\ + \quad 54 \\ \hline 08 \end{array}$$



1 mark

Subtraction

Written method: Column Method

*Line up the digits (under the tens and ones columns)

*Start at the ones and add the two ones together

***Exchange if the top digit is larger than the bottom**

*Then move onto the tens and add the two tens together.

***Exchange if the top digit is larger than the bottom**

Go to the left

Cross out the number

Make it one smaller

Bring back the ten

Addition and Subtraction missing number

10

$$\boxed{} + 8 = 12$$



22

$$100 - \boxed{} = 52$$



To find the missing number they would need to do the inverse. ($12 - 8 =$)

Other example

$$8 + \underline{\hspace{2cm}} = 15$$

$$\underline{\hspace{2cm}} - 34 = 15$$

The only time this is different is for subtraction when the missing number is the middle number, they would then still need to use the same operation ($100 - 52 =$)

Multiplication

Use their knowledge of counting in 2, 3, 5 and 10s to help them.

Here we would count in 5's six times.

If they are not confident in counting in groups they can draw an array to help them

Example 5 x 6

6 rows with 5 in each row

```
* * * * *  
* * * * *  
* * * * *  
* * * * *  
* * * * *  
* * * * *
```

7

$5 \times 6 =$



1 mark

4

$10 \times 10 =$

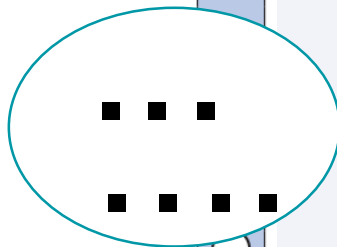
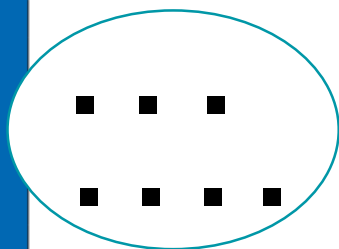


1 mark

Division

13

$14 \div 2 =$



1 mark

17

$40 \div 10 =$



1 mark

To solve for division children could

Use their knowledge of times tables, for example: counting in 2's and stopping when they reached 14. The number of times they had to count would be the answer (7)

Or sharing equally. They could draw two groups and share the 14 equally between the groups sharing 1 at a time.

Fractions of a number

20

$$\frac{1}{4} \text{ of } 8 = \boxed{}$$

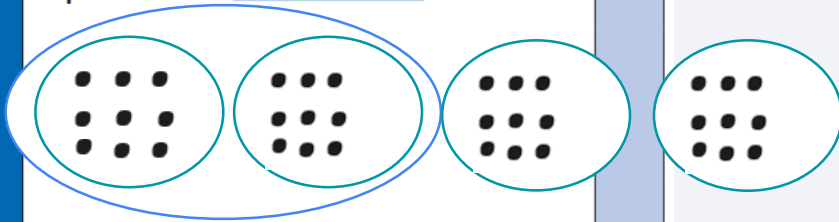
$$8 \div 4 = 2$$

$$2 \times 1 = 2$$



23

$$\frac{2}{4} \text{ of } 36 = \boxed{}$$



To find a fraction of a number:

First divide the number by the denominator
(bottom number)

Then multiply your answer by the numerator.

They can use the same division and
multiplication steps shown previously

Maths Reasoning Paper

Format

- Paper 2: reasoning consists of a single test paper.
- It is expected that Paper 2 will take approximately 35 minutes to complete, but it is not strictly timed.
- It is at your discretion to choose when, or if, a pupil requires a break during the test or whether to stop the test early.
- This paper has two sections: an aural section and a written section. The first section starts with a practice aural question followed by five aural questions.
- After the aural questions, the pupils are presented with written questions. The time for the written questions should be approximately 30 minutes.

The reasoning paper has a section of aural questions (where the teacher will read the question out and pupils will write their answer in the box) followed by written questions.

Questions will be worth 1 or 2 marks. Where questions are worth 2 marks, it is important that the child shows their working out, as even if they did not get the correct final answer there is the possibility of still getting one mark if they made an attempt and used the correct methods but simply had a miscalculation.

How to introduce the test

- It is important to brief pupils fully at the start of each test. Use these instructions to introduce Paper 2: reasoning.
- The wording of these instructions can be adapted, provided the meaning is retained.

This is the mathematics test Paper 2: reasoning. You should have a test booklet in front of you. This test will take around 35 minutes.

Write your name on the front of your test booklet.

I'm going to explain how to write down your answers to the questions. You'll have plenty of time to work out the answers.

You need to work on your own. You should think of your own answers and you mustn't talk about them with anyone else.

If you want to change an answer, you should rub it out or put a line through the answer that you don't want to be marked.

If you need to change a diagram or graph, make sure that you completely rub out or cross out your answer before writing your new answer.

Some questions have boxes for you to write your answers in. You can do any working out in the white space around the boxes if you need to.

- Where necessary, you can show the pupils how to draw a tick, circle or cross to indicate the answer.

Open your test booklet at page 2. Amy and Ajay are children who are in some of the questions. There are different children mentioned in other questions as well. Their names are Ben, Sam, Sita and Kemi.

A script is provided to teachers administering the test with what to say when they children first get their papers.

Teacher scripts must be followed to ensure that all children nationally are receiving the test with the same instruction.

Now I'm going to read aloud some questions for you to answer. I'm going to read each question twice, with a short gap in between. You need to listen very carefully when I read the questions to you.

You must work on your own and you must not call out the answers.

- If any pupils are using the optional pupil script to support their access to these questions, you should follow the guidance on page 10 of this document.

Look at the practice question on page 3. This is a practice question for us to do together.

- When reading the question to the pupils, remember to repeat the bold text only.
- You may help pupils locate the question where necessary.

Look at each box of counters.

Tick the box that has the most counters.

- Before proceeding, ensure that the pupils know where they should have indicated their answer, and the correct answer they should have chosen. Discuss methods the pupils used to work out their answer. Allow the pupils to change their answer to the correct one by crossing out or rubbing out, to make sure they know how to correct errors.

Now I'm going to read out questions 1 to 5

You should try to answer all of the questions. You should write your answers in the correct place for each question.

- If any pupils are using the optional pupil script, remind them to write their answers in the test booklet and not on the script.

Remember, I can't help you with these next questions. You should try to work them out on your own.

Do you have any questions?

Turn to page 4 of the booklet.

- Read questions 1 to 5, allowing sufficient time for pupils to write their answers before you move on to the next question. When reading the question to the pupils, remember to repeat the bold text only. Words that are underlined should be emphasised.

Question 1	<p>Look at the cards.</p> <p>I will read them for you.</p> <p>Monday...Friday...Wednesday...Saturday...</p> <p>Tick the card that shows the name of the day before Thursday.</p>
Question 2	<p>Write an even number that comes between <u>fifty-two</u> and <u>fifty-seven</u>.</p> <p>Write the number in the box.</p>
Question 3	<p>Turn to the next page.</p> <p>Look at the five shapes.</p> <p>Tick <u>all</u> of the shapes that have half shaded.</p>
Question 4	<p>Look at the calculation.</p> <p>Write a number in the box to make the calculation correct.</p>
Question 5	<p>What is <u>ninety-six</u> minus <u>ten</u>?</p> <p>Write your answer in the box.</p>

1

Monday

Friday

Wednesday

Saturday

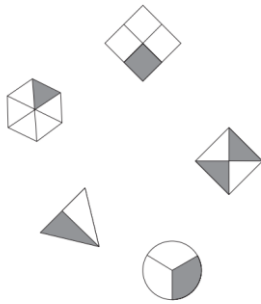
1 mark

2

52 57

1 mark

3



1 mark

4

$12 = \square \times 6$

5

96

1 mark

What to say at the start of the written questions

For the rest of the test you will need to read the questions in the booklet yourself.

- Please note, you may need to change the instruction above if you are supporting some pupils with reading.

In some places there will be an answer box. In other places you may need to write your answer on a diagram or graph.

- Where necessary, you can show the pupils how to change their answers if they think they have made a mistake.

Remember, if you want to change an answer, you should put a line through the answer that you don't want to be marked.

If you need to change a diagram or graph, make sure that you completely rub out or cross out your answer before writing your new answer.

- Where necessary, you can show the pupils how to draw a tick, circle or cross to indicate the answer.

You can use the white space on the page to do any working out if you need to.

You need to work on your own. You need to think of your own answers and you mustn't discuss them with anyone else.

If you can't answer a question, move on to the next one and come back to that question later on if you have time.

You have around 30 minutes to complete the rest of the paper now.

Turn to page 8 and start working.

Key stage 1

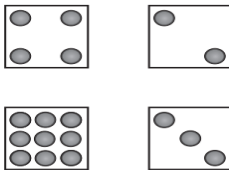
Mathematics

Paper 2: reasoning

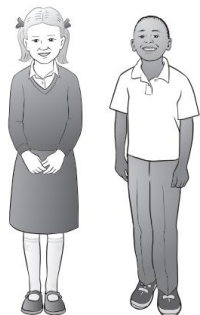
First name	
Middle name	
Last name	

Total marks

Practice question



The first question is a practice question which can be done together.



Amy

Ajay

Ben Sam Sita Kemi

The first page introduces the children to the names of the people who will be used in the word problem.

1

Monday

Friday

Wednesday

Saturday

1 mark

After the Practice question there are 5 aural questions. The children hear the question aurally and then write their answer.

6 Match each shape to the correct description.

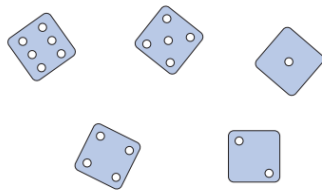
One is done for you.

shape	description
triangle	has 8 vertices
square	has 3 sides
octagon	has 4 right angles
circle	has no vertices

1 mark

Following the aural sections is the written section, which will explain what to do for each question and can include, matching, circling an answer, filling in a missing number or symbol, using a written method to solve.

8 Circle the **three** dice that add up to **13**



1 mark

7 Here are two cards.



Choose a card to make each calculation correct.

One is done for you.

4 1 = 5

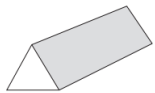
23 1 = 22

40 1 = 39

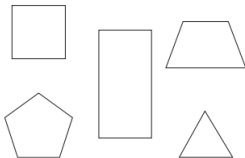
19 1 = 20

1 mark

16 Here is a prism.



Tick **all** the shapes that are faces on this prism.



1 mark

23 Ben has **five** marbles.



Kemi has **seven times** that number.

How many marbles does Kemi have?

marbles

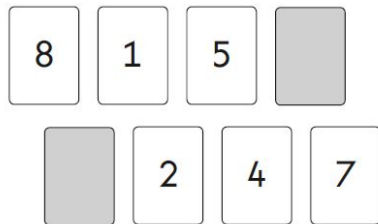
1 mark

Question types: Place Value

- Using the skills of reading and writing numbers
- Ordering Numbers
- Using rounding
- Identifying the value of the digits within a number

Sam has cards that are numbered 1 to 8

Sam turns over two of the cards.



Which two cards has Sam turned over?

Write the numbers on the cards below.

Write the missing numbers.

$$79 = 70 + \square$$

$$23 = \square + 3$$

Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

Spelling doesn't count as long as they have given a good attempt at spelling the words using the correct sounds.

Write each number in the correct box.

One is done for you.

~~33~~ 17 12 28

round to 10	round to 20	round to 30
		33

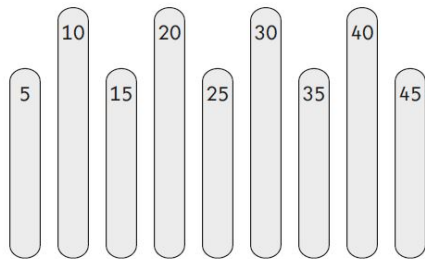
Question types: Number Patterns

- Counting forwards and backwards
- Counting in different multiples
- Identifying odd and even numbers

Kemi makes a pattern with sticks.

Some are long and some are short.

She writes a number pattern on the sticks.



Write the number that will be on the next **short** stick.

Write the missing numbers in the sequence.

16	14	12			
----	----	----	--	--	--

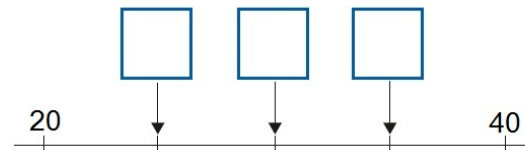
Circle the **two** numbers that are even.

73 58

64 45

The numbers on this number line go up by the **same amount** each time.

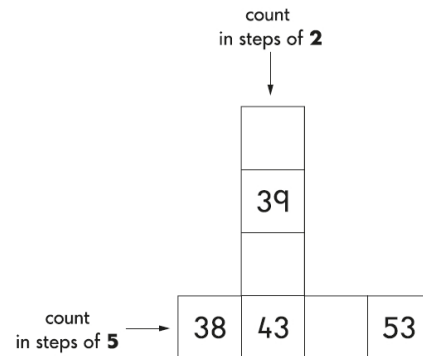
Write the missing numbers in the boxes.



Draw a ring around each **odd** number.

6 7 8 9 10 11 12

Write the missing numbers in each of these patterns.



Question types: Fractions

- Finding a fraction of a set of objects
- Finding/ colouring a fraction of a shape
- Matching/ identifying equal fractions.
- Missing number fraction problems (using the inverse of finding a fraction of a number)

Complete the number sentences.

One is done for you.

$$\frac{1}{2} \text{ of } \boxed{8} = 4$$

$$\frac{1}{2} \text{ of } \boxed{} = 3$$

Shade $\frac{3}{4}$ of this shape.

--	--	--	--

Ben ate half a pizza.

Which fraction shows the amount he ate?



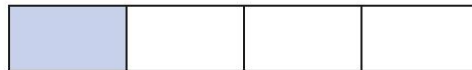
Circle it.

$$\frac{1}{4}$$
$$\frac{3}{4}$$

$$\frac{1}{3}$$

$$\frac{2}{4}$$

Tick the shape that has exactly $\frac{1}{3}$ shaded.



Question types: 4 operations

- Addition
- Subtraction
- Multiplication
- Division
- Word problems and inverse problems

Complete these sums.

One is done for you.

$$\boxed{3} + \boxed{7} = \boxed{10}$$

$$\boxed{33} + \boxed{} = \boxed{40}$$

$$\boxed{} + \boxed{7} = \boxed{80}$$

Put a **digit** into each empty box to make the calculation correct.

$$\boxed{1}\boxed{} + \boxed{}\boxed{3} = \boxed{2}\boxed{9}$$



There are **10** candles in a packet.

Abi needs **50** candles.

How many **packets** does Abi need altogether?

Ben has **63** beads.

He gives **37** beads away.

How many beads does Ben have **left**?

beads

Sita puts **10** balls in each bag.



How many balls are in the bags **altogether**?

balls

packets

Question types: Money

- Adding money
- Identifying coins
- Sorting coins
- Finding change

Amy has 50p.

She buys a pencil for 30p

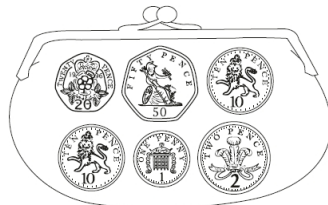
Tick the purse that shows how much money Amy has left.



Write five coins that have a total of 37p.

p	p	p	p	p
---	---	---	---	---

Sita has these coins in her purse.



How much money does she have?

p



Abi had 80p in her purse.

Then she lost **one** of the coins.

How much **altogether** could be left in her purse now?

Write **all** the different amounts.

Sam has 55p.

Ben has 10p less than Sam.

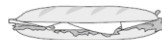
Tick the coins that **Ben** has.



Lee buys **two** of these things to eat.

He spends **£1** altogether.

Tick (✓) the **two** things he buys.



70p



40p




50p



30p

Question types: Measures (length/ mass/ capacity/ time/ temperature)

- Reading scales
- Reading thermometers
- Finding the time
- Adding/ subtracting masses/ capacities
- Ordering and comparing heights/ weights

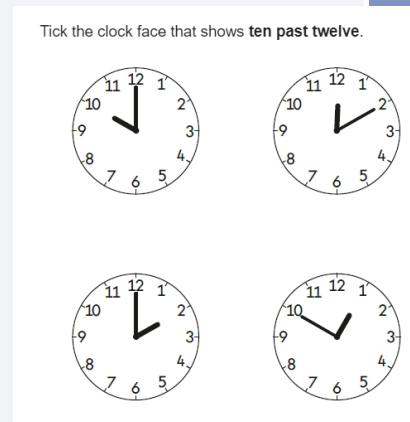
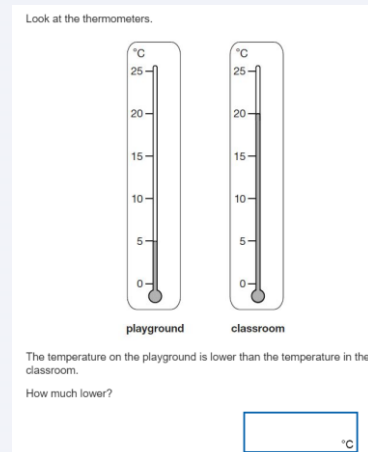
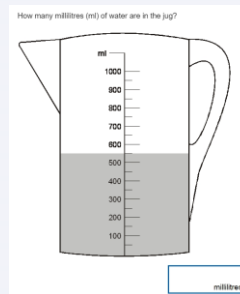


Tower A Tower B Tower C Tower D

Put the four towers in order from **tallest** to **shortest**.
One is done for you.

 D

tallest **shortest**



Circle the **shortest** time.

73 minutes 10 minutes 45 minutes 1 hour



Question types: Statistics

- Sorting data
- Recording data
- Interpreting data

Sita **Harry**

Sita: I am 129cm tall. My eyes are brown.

Harry: I am 136cm tall. My eyes are green.

Write Sita's and Harry's names in the correct boxes on the diagram.

	is taller than 130cm	is not taller than 130cm
has brown eyes		
does not have brown eyes		

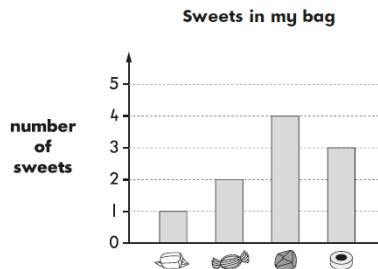
The chart shows the number of stickers four children have.

Kemij	
Amy	
Ben	
Sam	

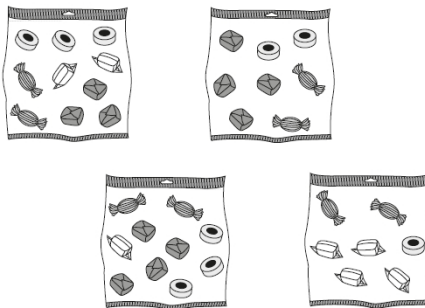
Kemij has more stickers than Sam.

How many **more**?

Ben made a graph.



Tick (✓) the bag that shows Ben's sweets.

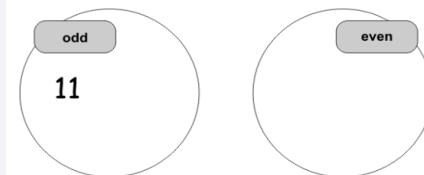


Here are some numbers.

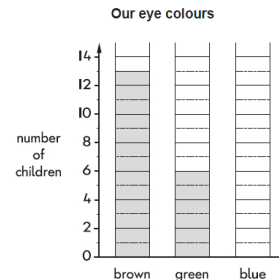
15 18 14 ~~11~~

Write these numbers in the correct set.

One is done for you.



Class 2 make a graph.



(a) 5 children have **blue** eyes.

Show this on the graph.

(b) **More** children have **brown** eyes than **green** eyes.

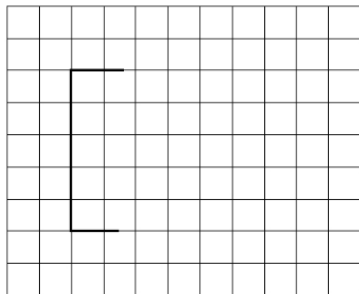
How many more?

children

Question types: Geometry

- Sorting shapes
- Identifying angles (right angles)
- Properties of shapes
- Drawing shapes
- Reflecting shapes
- Rotating shapes
- Position and direction
- 2D and 3D shapes

Complete this shape so that it makes a square.



One shape is in the **wrong** place on the sorting grid.

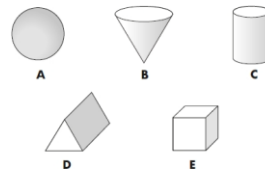
Draw a cross (X) on it.

Shapes with a square face	Shapes without a square face

Match each shape to the correct description.

One is done for you.

shape	description
triangle	has 8 vertices
square	has 3 sides
octagon	has 4 right angles
circle	has no vertices



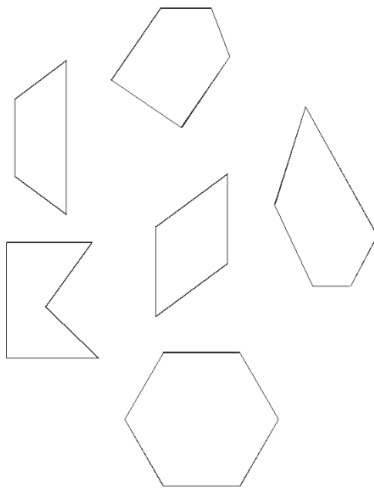
Which shape has exactly **5** faces?

Write the letter.



Two of these shapes have right angles.

Put a tick (✓) on these **two** shapes.



Draw a line of symmetry on each of these shapes.



Question types: Geometry

- Sorting shapes
- Identifying angles (right angles)
- Properties of shapes
- Drawing shapes
- Reflecting shapes
- Rotating shapes
- Position and direction
- 2D and 3D shapes

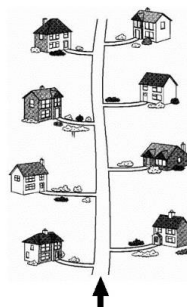
Put a tick below the **fourth black bead**.



Continue the pattern in the next two circles.

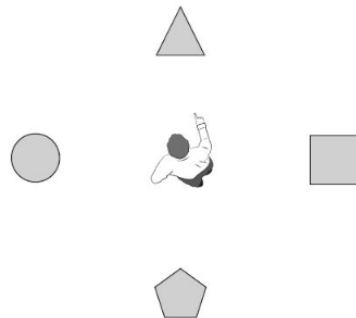


Look at this map.



Desi starts here
Desi's house is the **2nd** on the **left**.
Tick (✓) it.




Sam is pointing at the triangle.



He turns a **half turn**.

Tick the shape Sam is pointing at after the half turn.

Write the missing numbers in the **2** empty boxes.

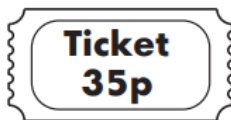
	Number of square faces	Number of triangular faces	Number of circular faces
cylinder 	0	0	
cube 		0	0
pyramid 	1	4	0

32 Ben has **90p**.

He buys **2** tickets.

Each ticket costs **35p**.

How much money does Ben have **left**?



Show
your
working

A large rectangular box for showing working. At the bottom right corner of this box, there is a smaller rectangular box with the letter 'p' next to it, indicating where to write the final answer in pence.

2 marks

An example of a 2 mark questions:

- 1 mark for working out (if used correct strategies to solve but got the incorrect answer)
- 2 marks for a correct answer.

Other example 2 mark questions:

- 1 mark for working out (if used correct strategies to solve but got the incorrect answer)
- 2 marks for a correct answer.

There are **100g** of chocolate chips in the bag.

Sita uses **25g**.

Ben uses **35g**.

How many grams of chocolate chips are **left** in the bag?



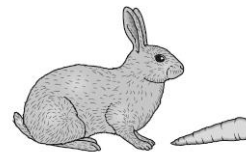
Show
your
working

g

Amy plants **4** rows of carrots.

There are **3** carrots in each row.

A rabbit eats **2** of the carrots.



How many carrots are left?

Show
your
working

carrots

Example 2 mark questions:

- 1 mark for working out (if used correct strategies to solve but got the incorrect answer)
- 2 marks for a correct answer.

Sam has four number cards.

10	20	30	40
----	----	----	----

Use **three** of his cards to make these correct.

$$\boxed{27} + \boxed{} = \boxed{67}$$
$$\boxed{54} - \boxed{} = \boxed{34}$$
$$\boxed{} + \boxed{88} = \boxed{98}$$

One mark for two correct number sentences; two marks for all three correct number sentences.

Use four **different** number cards to complete the number sentences below.

5	15	25	35	45	55
---	----	----	----	----	----

$$\boxed{} + \boxed{} = \boxed{60}$$
$$\boxed{} + \boxed{} = \boxed{60}$$

One mark for each correct number sentence

To answer the questions we encourage children to...

- *Read the question carefully think about what it is asking
- *Choose the correct operation to solve (for number/ operation questions)
- *Use your strategies/ methods practiced
- *Show your working out when asked
- *If they are really stuck on a question to skip it and go back to it later.

After they have finished we encourage the children to...

- *Make sure they have answered all of the questions
- *Check they have done what the question asked
- *Check their calculations are done correctly

Reading Papers

How to introduce the test

- It is recommended that you spend at least 5 minutes introducing each section of the paper to the pupils.
- The paper contains practice pages to familiarise pupils with each text and to introduce the format of the questions. These are designed to be read to pupils by the test administrator.
- The practice pages at the beginning of each section also provide the opportunity to discuss setting and characters in the case of fiction, and content and context in the case of non-fiction.
- Test administrators will need to plan time to go through the practice pages with pupils at specific intervals throughout the time spent on the paper.
- You should use these instructions to introduce the English reading test. The wording of these instructions can be adapted, provided the meaning is retained.

This is the English reading test: Paper 1.

The test will take around 30 minutes.

We are going to spend some time going through the practice page for the first text in the booklet together. When we have done that, you'll need to answer the questions quietly on your own.

Try to answer as many questions as you can. If you can't answer a question, you should move on to the next one and come back to it later on if you have time. If you want to change an answer, you should rub it out or put a line through the answer you don't want to be marked.

When you have answered the questions for the first text, you should check your work carefully and then put your pen or pencil down. Then we'll go through the practice page for the second text.

There will be different types of question to answer, including:

- *writing an answer on a line*
- *putting a tick in a box next to the answer you think is correct*
- *putting ticks in a table to show if an answer is true or false.*

If you have any questions during the test, put your hand up and wait for me/someone to come over to you. Remember, I/we can't help you answer any of the test questions or read any of the words to you after the practice page.

Do you have any questions?

Now, write your name on the front of the booklet.

A script is provided to teachers administering the test with what to say when they children first get their papers.

Teacher scripts must be followed to ensure that all children nationally are receiving the test with the same instruction.

**What to say
at the start
of reading
text 1**

- Read out the name of the first text to the pupils.

My Big Brother JJ

- *My Big Brother JJ* does **not** have a list of 'Useful words'.
- Ask the pupils to look at page 5.

There is a story on the top half of the page and some questions about it below. I'm going to read the story to you and then I'll explain how you should answer the questions.

- Read the story on page 5 aloud to the pupils and discuss what is happening in the narrative.
- Tell the pupils to look at question a. Read it aloud.

(a) *Why was JJ looking after Jasmine?*

Mum was going to work.

Mum was going on holiday.

Jasmine was ill.

Jasmine was going on holiday.

You need to tick the box that you think is correct.

- Allow the pupils time to think about the answer and then discuss the options with them. Encourage the pupils to read through all the choices again before making a decision. Tell the pupils to put a tick in the correct box in their answer booklet.
- Tell the pupils to look at question b. Read it aloud.

(b) *Who is telling the story?*

You need to write your answer for question b on the line.

- Give the pupils some time to think. You should then discuss their selections, noting different ways of expressing the correct answer and explaining that it is perfectly acceptable to use different words to explain the same idea. Let the pupils fill in the answer in their booklets

You now have 15 minutes to finish reading the story and answer the questions on pages 6 to 10 on your own. You should think carefully about the answers you give on the answer lines and which boxes you tick.

- After approximately 15 minutes, ask pupils to turn to page 13 of the booklet.

A script is also provided for introducing each of the different texts within the paper. There are usual 2 texts in the paper, a fiction and non-fiction text.

Reading Paper 1

Format

- Paper 1 consists of a combined reading prompt and answer booklet.
- It is expected that Paper 1 will take approximately 30 minutes to complete, but it is not strictly timed.
- It is at your discretion to choose when or if a pupil requires a break during the test or whether, if appropriate, to stop the test early.
- The paper includes some practice questions for you to use to introduce the contexts and question types to pupils. Test administrators should allow additional time to go through the practice questions with pupils.

The format of the Reading Paper 1 is different to that of reading paper 2.

In Reading Paper 1 there are short blocks of texts with 2-4 questions about them.

Most questions are worth 1 occasionally there might be a 2 mark question.

Key stage 1

English reading

Paper 1: reading prompt
and answer booklet

First name	
Middle name	
Last name	

Total marks

My Big Brother JJ

I was happy. My brother JJ was happy.
It was nearly half term.

Then Mum rushed into the room.

"JJ! Jasmine! I need to talk to you about
next week. I know it is holiday time, but
I have to go to work," she said.

"I need to know that you can be a good girl for JJ. He will be in charge."



Practice questions

a Why was JJ looking after Jasmine?

Tick one.

Mum was going to work. ☐

Mum was going on holiday. ☐

Jasmine was ill. ☐

Jasmine was going on holiday. ☐

b Who is telling the story?

Page 5 of 24

Contents

My Big Brother JJ

Pages 5–10

What Is A Cowboy?

Pages 13–21

There is a contents page
to show which pages
each text covers.

Page 3 of 24

Each of the text starts with a
practice paragraph and 2
practice questions these are
done together with the teacher
reading.

On Monday, we had a very good
day. We went to the fair in the
park. I won a huge, pink teddy.

On Wednesday, we went to the
circus in a big tent. It was so
lovely! We saw acrobats swinging
high above our heads.

On Friday, JJ said, "Let's do something for Mum. She has been working
all week."

"Can we do a picture in the garden?" I asked.



1 Draw **three** lines to show what Jasmine and JJ did on each day.

Monday	→	did something for Mum
Wednesday	→	went to the fair
Friday	→	went to the circus

1 mark

2 What did Jasmine and JJ see at the circus?

1 mark

Page 6 of 24

The remaining text and questions
must be read and answered
independently by the children.

Useful words

wheat

grains

dough

yeast

At the beginning of each text there will be a page of useful words that the teacher can go through with the children.

Reading Paper 2

Format

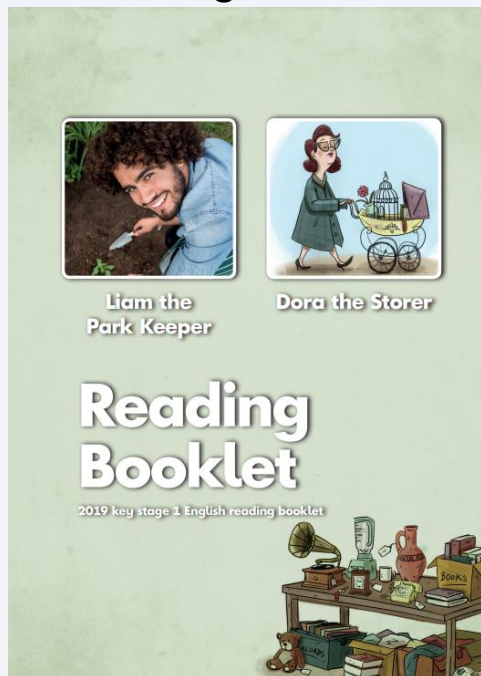
- Paper 2 consists of a reading booklet and a separate reading answer booklet. All pupils must be given an unused reading booklet. Do not re-use reading booklets if you administer the test to groups of pupils at different times.
- It is expected that Paper 2 will take approximately 40 minutes to complete, but it is not strictly timed.
- It is at your discretion to choose when or if a pupil requires a break during the test or whether, if appropriate, to stop the test early.
- This paper does not include practice questions or lists of useful words.

The format of the Reading Paper 2 is different to that of reading paper 1.

In Reading Paper 2 there are two separate booklets. Booklet one is the reading booklet, which contains all of the texts they will need to read, as well as a glossary page to help navigate.

Booklet 2 is the answer booklet, which will contain the questions the pupils need to answer for each of the texts.

Reading Booklet



The front cover will show which texts are included within the booklet.

The contents page will direct children where to go to find each of the texts.

Contents

Liam the Park Keeper	Pages 4–8
Dora the Storer	Pages 9–11

In reading paper 2 there is not practice content. None of the text can be read to the children and they must answer all of the questions independently.

Liam the Park Keeper

Meet Liam the park keeper

Do you like being out in the open air? Liam does! He works as a park keeper, which means he is outside all day long. He can listen to the birds and look at the beautiful trees and plants.



Liam the park keeper

Liam has to keep his areas of the park looking their best for visitors, especially the rose garden. It's a very demanding job, but Liam enjoys it.



This is the park where Liam works.

Liam's daily tasks depend on the weather and the time of year.

His main tasks include:

- clearing away dead plants
- getting rid of weeds
- digging the soil
- putting in new plants
- keeping bugs under control
- cutting shrubs and clipping hedges
- raking up leaves
- cutting the grass.



Raking up leaves



Bulbs ready for planting



Liam puts in new plants.

Reading Booklet: One of the two texts is generally longer and the other a bit shorter.

Through the seasons



Liam's jobs change throughout the seasons.

Liam's jobs change throughout the year. Spring is the time to care for the lawn and old flower beds. Flowers are planted in spring ready for summer. From spring until autumn, the grass needs to be cut once a week.

During summer, Liam's main job is keeping the displays looking their best. Flower beds are watered every day and weeded. As the flowers fade, Liam cuts away the old parts.

In autumn, Liam plants bulbs ready for spring. He collects fallen leaves and gives the lawn some well-needed treatment.

In winter, he digs over the empty flower beds to keep the soil in good condition. He also creates new beds. The winter frost helps to break up the soil.

What Liam likes about his job

For Liam, the very best part of being a park keeper is being outside. Liam likes being outside and being active. He would feel very restless if he had to sit at a desk all day. Gardening keeps him fit, too.

Liam likes planting things and watching them grow. Every day, he sees how the park's visitors enjoy the gardens, and this gives him a real sense of achievement. He also likes being able to enjoy the park quietly in his spare time.

Liam enjoys time with the other park keepers. They do many jobs as a team, and Liam likes being able to talk to the others while he works.



Liam works with the other park keepers.

What Liam doesn't like about his job

The weather can make Liam's job much harder. There's snow and ice in winter, and it rains most of the year round. Liam likes his job least in the middle of summer, when it can be almost too hot to do anything.

Another problem is that it can be dirty work. It's easy to get cuts and scratches from the roses and other plants, and there are itchy insect bites to worry about in the summer.



It can be dirty work.

8

Dora the Storer

Dora liked things. She didn't go out looking but somehow she always spotted them, lost or thrown away, just the very things she knew would come in useful one day.

Birdcages and bookcases, bicycles and balls, Dora found and kept them all. The one thing that Dora did not have was space.

Dora had no space to put things. Dora had no space to cook things. Dora had no space to sit or eat.

"I must find more space," she said, as she clambered carefully out of bed.

Later that morning, a slip of paper squeezed in through the letter box. Dora finally found her glasses and this is what she read:

JUMBLE SALE

FOR A VERY GOOD CAUSE

Bring all your old things

PLEASE BE GENEROUS

Come to the Village Hall
on Saturday 20th May
from 11am to 2pm.



9

When they get to the second text, they should stop and go into the answer booklet to answer the questions about that text before moving on to the second text.

Reading Booklet

Dora rushed around the house gathering up things she did not want. "I must be generous," she said. "I must take everything. It is for a very good cause."

Dora pushed her pram to and from the jumble sale hall. But as time went on, it got harder and harder to part with her precious finds. She could not help sniffing when she said goodbye to the bicycles and she cried as she wheeled away the lampshade.

Dora was exhausted when she got home. But when she looked around her house, she was pleased to see that there was so much space. There was also a lovely carpet on the floor that she hadn't seen for years.

But all that night, Dora couldn't get to sleep. She lay in the empty darkness thinking of all her precious things. She was sure they must be feeling unloved and unwanted. She could almost hear them calling to her, 'Come back and save us!'



When the sun came up, Dora dressed quickly and raced up to the hall. She could see her things through the window, waiting to be sold.

"I'll get them back," said Dora, "if I have to buy them all. At least I'm the first in the line."



10

Six hours later, Dora was still waiting. "Hello," said a voice. "Have you been here long?"

Dora turned to see a woman with a little boy smiling up at her.

"I want to look too," said the boy, so Dora lifted him up.

"Ooh, Mum!" he shouted. "There's a bike in there."

Then an old man hurried up and peered in through the window too. "Look at that lampshade!" he cried. "Just what I always wanted."

More and more people joined the line and peeped in through the window. They all saw things they wanted. "How useful! How beautiful!" they cried.

Dora said nothing, but she began to smile.

When the doors were opened and everyone rushed in, Dora was the first inside – but she didn't buy a thing.

She just watched and smiled as all her things were sold, and proudly pushed and carried off to their new homes.



11

Answer booklet:

2019 national curriculum tests

Key stage 1

English reading

Paper 2: reading answer booklet

First name	
Middle name	
Last name	

Total marks

Questions 1–9 are about *Liam the Park Keeper*
(pages 4–8)

1 Liam works...

(page 4)

Tick **one**.

outside all of the time.

☐

at a desk when it is cold outside.

☐

outside when it is sunny.

☐

at a desk all of the time.

☐☐

1 mark

2 Which area of the park does Liam keep particularly nice
for visitors?

(page 4)

☐

1 mark

Questions will show which page the children should look at to find the answer.

At the beginning of each set of questions it identifies which text the questions are about – children should make sure they answer the correct set of questions for the text they have read.

Types of Questions

Question types:

- 1 Draw **three** lines to show what Jasmine and JJ did on each day.

Monday	• did something for Mum
Wednesday	• went to the fair
Friday	• went to the circus



1 mark

Matching

- 2 What did Jasmine and JJ see at the circus?



1 mark

Short answer – word or phrase

Question types:

4 Why did JJ paint the top of the shed?

Tick **one**.

Jasmine didn't like painting.

☐

The steps were dangerous.

☐

He knew what to paint.

☐

Mum would like what he painted.

☐

1 mark

Tick an answer – sometimes may be more than one, it will tell the children how many they need to tick.

Question types:

8 Find and copy **two** words that tell you how JJ and Jasmine tried to clean off the paint.

1. _____

2. _____

The must have both words correct to get the mark



1 mark

Find and copy – they **must** use the exact words from the text.

If it says two words it needs to be two different words (each of the answers only one word).

If it specifies how many words and they write additional words the answer will be incorrect.

13 Write **one** item that cowboys used for working with animals.



1 mark

Question types:

16 Why did cowboys become friends with each other?



1 mark

Longer answer – usually a phrase or sentence.

Question types:

20 Real cowboys are different from cowboys in films.

Put **three** more ticks in the table to show what cowboys are like.

One has been done for you.

	real cowboys	cowboys in films
have adventures		✓
are clean		
are dirty		
are old		



Identifying which information go with which part of the text.

There will need to tick under one of the two headings for each 'fact'. All facts must be correctly identified to get the mark.

Question types:

9

Think about the **whole story**.

Put ticks in the table to show which of these are **true** and which are **false**.

Sentence	True	False
Bryn liked to play with trucks.		
Bryn's mother worked on a farm.		
Bryn lived in a village.		



1 mark

True or False – they need to identify if each statement is true or false. All statements must be correctly identified as true or false to get the mark.

Question types:

20

Look at the section about **apple juice**.

Number the sentences below from 1 to 4 to show the order they happen.

The first one has been done for you.

The machines cut down the apples.

The apples are washed and cleaned.

The fruit grows from apple buds.

The juice is poured into cartons.



1 mark

Ordering – children will need to look back through the whole text not just the last paragraph and put the events in order by numbering them. All events must be numbered correctly to get the mark.

Answer booklet:

(pages 9–10)

13 Why did Dora want to give things to the jumble sale?

Write **two** reasons.

1. _____

2. _____



2 marks

Multiple answer required. More than one reason is needed, reasons must be different not just worded differently.

Each reason is worth one mark.

(page 10)

16 Circle **two** words that show Dora was in a rush to get back to the hall the next morning.

When the sun came up, Dora dressed quickly and raced up to the hall. She could see her things through the window, waiting to be sold.



1 mark

Identifying vocabulary

- Circle words that show...
- Identify the word that tell you...
- Which word means...

(pages 4–6)

6

Draw **four** lines to match these games to what the text says you need to win each one.

Oonch Neech

energy

Pilolo

speed

Statues

luck

Pass the Parcel

balance



1 mark

Matching:
Vocabulary from
the text will
need to be
matched to the
correct
information/
meaning from
the text.

Answer booklet:

(page 11)

- 17 The boy and the old man wanted to buy something at the jumble sale.

The boy wanted to buy a _____.

The old man wanted to buy a _____.



1 mark

Fill in the blanks, using the text.

(page 11)

- 18 Why did Dora decide **not** to buy her things back?

Tick **one**.

She thought that the jumble sale was too busy. ☐

She did not see anything she liked. ☐

She saw that other people wanted her things. ☐

She did not have enough money to buy her things back. ☐



1 mark

Signals that they have reached the end of the questions.

End of test

Average domain coverage within the test: Types of questions

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 / 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: Liam the Park Keeper				
1		1			
2		1			
3	1				
4		1			
5	1				
6		1			
7				1	
8	1				
9		2			
	Section 2: Dora the Storer				
10		1			
11		1			
12	1				
13				2	
14				1	
15				1	
16	1				
17		1			
18				1	

2	<p>Which area of the park does Liam keep particularly nice for visitors?</p> <p>Content domain: 1b – identify / 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 rose garden / roses, e.g.</p> <ul style="list-style-type: none"> • <i>the rose(s)</i> • <i>the rose part</i> • <i>rose garden.</i> <p>Do not accept reference to the garden without reference to the roses.</p>	1m
---	--	----

Marking scheme tells you which answers you should award a mark for and which answers can not be accepted.

Qu.	Requirement	Mark
7	<p>Look at page 7.</p> <p>Being a park keeper is a good job for Liam. Why?</p> <p>Content domain: 1d – make inferences from the text. Secondary content domain: 1b – identify / 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"> ■ enjoying the open air / being outside / not sitting at a desk all day, e.g. <ul style="list-style-type: none"> • <i>he likes being in the fresh air</i> • <i>because he likes to be outside</i> • <i>Liam likes being a park keeper because park keepers go outside and he likes being outside.</i> ■ keeping active / fit / not sitting at a desk all day, e.g. <ul style="list-style-type: none"> • <i>staying active</i> • <i>being a park keeper is active</i> • <i>he doesn't have to sit at a desk</i> • <i>because it keeps him fit.</i> ■ seeing the enjoyment of the visitors, e.g. <ul style="list-style-type: none"> • <i>he sees the visitors enjoying it</i> • <i>seeing them enjoying the park gives him a real sense of achievement.</i> ■ being able to spend contemplative / quiet time in the park, e.g. <ul style="list-style-type: none"> • <i>he likes the peace and quiet</i> • <i>he enjoys the park quietly in his spare time.</i> ■ enjoying the team work / camaraderie / chatting to his colleagues, e.g. <ul style="list-style-type: none"> • <i>Liam has fun with the other park keepers</i> • <i>Liam likes to be a park keeper because he enjoys spending time with the other park keepers</i> • <i>because he gets to talk to the other park keepers.</i> ■ enjoying watching the plants grow / gardening / caring for the plants, e.g. <ul style="list-style-type: none"> • <i>because of the roses growing</i> • <i>he likes gardening</i> • <i>he loves to grow plants.</i> ■ listening to the birds sing / looking at the plants / trees, e.g. <ul style="list-style-type: none"> • <i>it is because he can listen to the birds sing</i> • <i>he likes listening to the birds</i> • <i>because he likes looking at his bright flowers.</i> <p>Do not accept generic responses which are not based on the text, e.g.</p> <ul style="list-style-type: none"> • <i>he has fun</i> • <i>because he likes it.</i> 	1m

For some questions a range of different responses will be accepted.

Section 2: *Dora the Storer*

Qu.	Requirement	Mark
13	<p>Why did Dora want to give things to the jumble sale?</p> <p>Write two reasons.</p> <p>Content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for any of the acceptable points below, up to a maximum of 2 marks.</p> <ul style="list-style-type: none">■ Dora wishing to reduce her possessions, e.g.<ul style="list-style-type: none">• <i>Dora had too many things</i>• <i>she was fed up with so many things</i>• <i>she had too much stuff.</i>■ Dora being, or wanting to be, generous, e.g.<ul style="list-style-type: none">• <i>she was generous</i>• <i>'I must be generous'</i>• <i>she wanted to be generous.</i>■ Dora's lack of space, e.g.<ul style="list-style-type: none">• <i>because she wanted to have space</i>• <i>Dora had no room</i>• <i>she had no space to eat or cook.</i>■ Dora having an untidy / messy house, e.g.<ul style="list-style-type: none">• <i>she couldn't find her glasses</i>• <i>her house is a mess.</i>■ Dora wanting to help a good cause, e.g.<ul style="list-style-type: none">• <i>because the jumble sale was for charity</i>• <i>because it was going to the good cause</i>• <i>because it was for a very good cause.</i> <p>Do not accept reference to Dora wanting to sell her things (without further explanation) / make money, e.g.</p> <ul style="list-style-type: none">• <i>she wanted to sell her old things</i>• <i>to get money</i>• <i>she didn't have much money.</i>	Up to 2m

For two mark questions children will need to have provided two of the possible acceptable responses to get both marks. If they only provide one acceptable response they will only receive 1 mark.

16	<p>Circle two words that show Dora was in a rush to get back to the hall the next morning.</p> <p><i>When the sun came up, Dora dressed quickly and raced up to the hall. She could see her things through the window, waiting to be sold.</i></p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts. Secondary content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for both <i>quickly</i> and <i>raced</i> circled, i.e.</p> <div> <p><i>When the sun came up, Dora dressed <u>quickly</u> and <u>raced</u> up to the hall. She could see her things through the window, waiting to be sold.</i></p> </div> <p>Also accept:</p> <div> <p><i>When the sun came up, Dora dressed <u>quickly</u> and <u>raced</u> up to the hall. She could see her things through the window, waiting to be sold.</i></p> </div> <div> <p><i>When the sun came up, Dora <u>dressed quickly</u> and <u>raced</u> up to the hall. She could see her things through the window, waiting to be sold.</i></p> </div> <div> <p><i>When the sun came up, Dora <u>dressed quickly</u> and <u>raced up</u> to the hall. She could see her things through the window, waiting to be sold.</i></p> </div>	1m
----	--	----

Different ways of identifying the correct answer will be accepted
E.g. circling the whole phrase
Underlining rather than circling

Qu.	Requirement	Mark
16 (cont.)	<div> <p><i>When the sun came up, Dora dressed <u>quickly</u> and <u>raced</u> up to the hall. She could see her things through the window, waiting to be sold.</i></p> </div> <div> <p><i>When the sun came up, Dora <u>dressed quickly</u> and <u>raced</u> up to the hall. She could see her things through the window, waiting to be sold.</i></p> </div> <div> <p><i>When the sun came up, Dora dressed <u>quickly</u> and <u>raced up</u> to the hall. She could see her things through the window, waiting to be sold.</i></p> </div> <div> <p><i>When the sun came up, Dora <u>dressed quickly</u> and <u>raced up</u> to the hall. She could see her things through the window, waiting to be sold.</i></p> </div> <p>Please note – pupils may use one circle to encompass both correct responses. This should be credited.</p>	

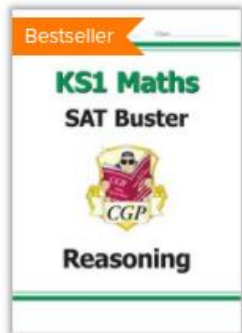
To answer the questions we encourage children to...

- *Read the question carefully looking for key words
- *Skim the text for the key words
- *Re-read that paragraph in the text
- *Use the information found to answer the question
- *If they are really stuck on a question to skip it and go back to it later.

After they have finished we encourage the children to...

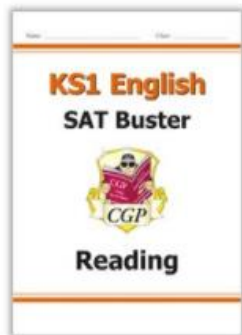
- *Make sure they have answered all of the questions
- *Check they have done what the question asked (example only ticked one)
- *Reread the paragraphs and check the their answers to make sure they are correct.

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