

2016 national curriculum tests

Key stage 2

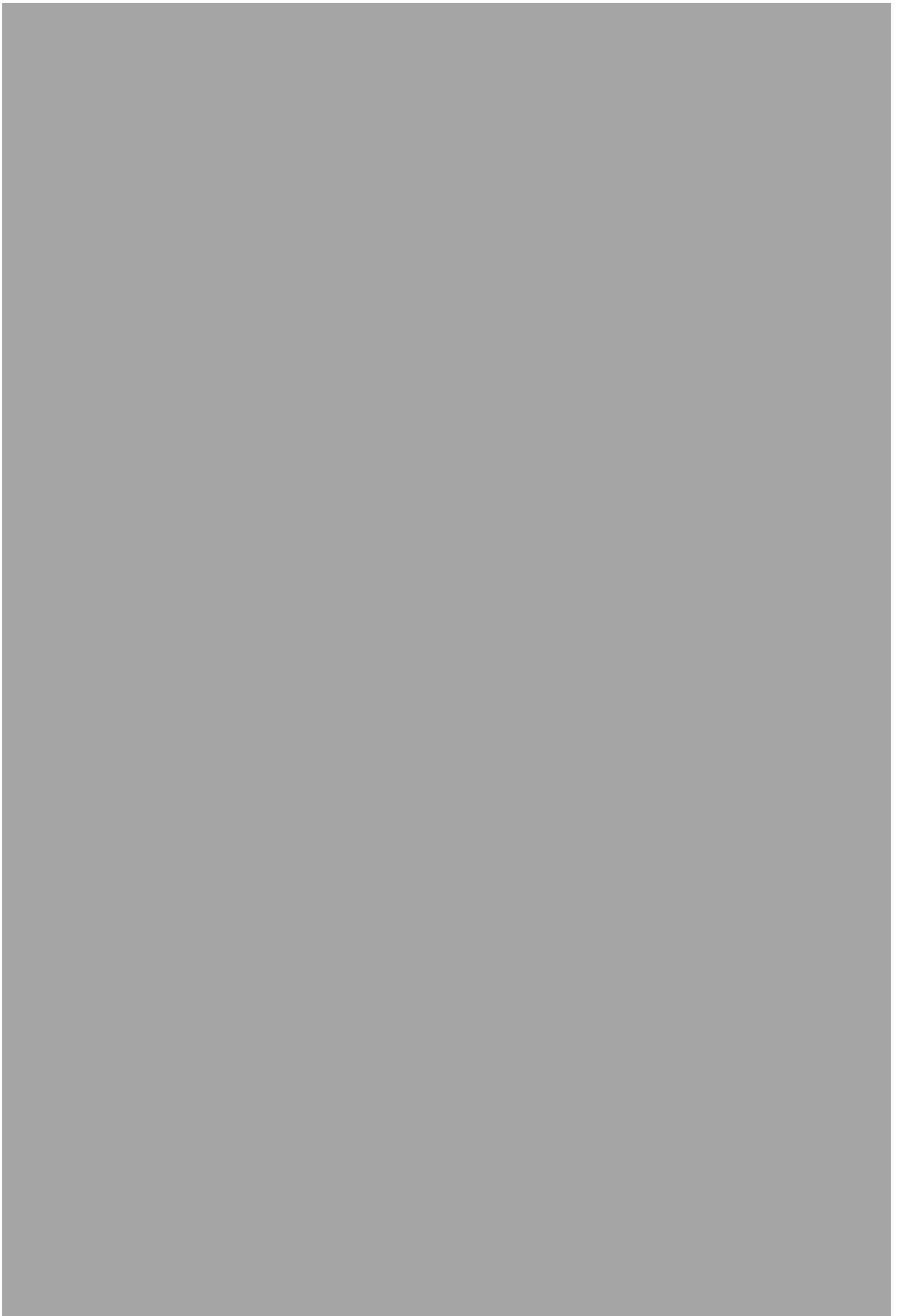
ENGLISH

Modified large print

English grammar, punctuation and spelling

Paper 1: questions

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2016 national curriculum tests

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English grammar, punctuation and spelling

Paper 1: questions

First name

Middle name

Last name

Date of birth

Day

Month

Year

School name

DfE number

Note for marking:

This paper should be marked using the MODIFIED LARGE PRINT mark scheme amendments – MLP.

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Instructions

Questions and answers

You have 45 minutes, plus your additional time allowance, to complete this test. 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.

- **Multiple-choice answers**

For some questions you do not need to do any writing. Read the instructions carefully so that you know how to answer each question.

- **Short answers**

Some questions are followed by a line or box. This shows that you need to write a word, a few words or a sentence.

Marks

Each question has one mark.

You should work through the booklet until you are asked to stop.

Work as quickly and carefully as you can. If you finish before the end, go back and check your work.

You have 45 minutes, plus your additional time allowance, to answer the questions in this booklet.

1. Draw a line to match each word to the correct **Suffix** to make an **adjective**.

Word	Suffix
manage ●	● ish
harm ●	● able
self ●	● ful

2. Complete the sentence below by writing the **conjunctions** from the list in the correct places. Use each conjunction only **ONCE**.

or

but

and

You may bring sandwiches _____ juice _____

water for the trip, _____ glass bottles are not allowed.

3. Circle the **object** in the sentence below.

My friend bought a cake from the bakery.

4. Draw a line to match each sentence to the correct **determiner**.

Use each determiner only **ONCE**.

Sentence

At the zoo we saw _____ owl.

There was also _____ cute baby penguin.

I thought it was _____ best day ever.

Determiner

a

the

an

5. Tick the option that must end with a **question mark**.

Tick **one**.

What we ate for dinner was very unusual

Can you guess what we ate for dinner

Ask me what we ate for dinner

I will tell you what we ate for dinner

6. Which sentence uses the **colon** correctly?

Tick **one**.

I bought several beach toys a bucket: a spade a ball and a kite.

I bought several beach toys a: bucket, a spade, a ball and a kite.

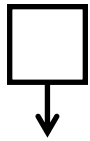
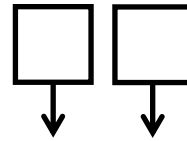
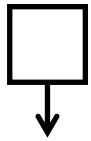
I bought several beach toys: a bucket, a spade, a ball and a kite.

I bought several: beach toys, a bucket, a spade, a ball and a kite.

7. Complete the sentence with an appropriate **adverb**.

She completed her homework _____ .

8. Tick two boxes to show where the missing **inverted commas** should go.



Roman life was unlike modern life, the archaeologist said.

9. Insert **one** comma in the correct place in the sentence below.

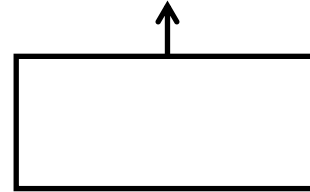
Limping slightly the old man walked to the
end of the road.

10. Tick one box in each row to show if the sentence is in the **present progressive** or the **past progressive**.

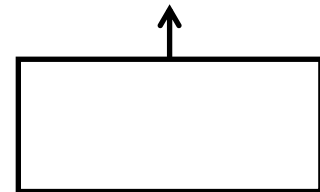
Sentence	Present progressive	Past progressive
Joey was playing football in the park after school.		
Joey's football skills are improving all the time.		
Joey is hoping to be a professional footballer.		

11. Replace the underlined word or words in each sentence with the correct **pronoun**.

When Sara came to the end of the road, Sara turned right.



The pavement had a large hole and Sara fell into the hole.



12. Which sentence uses the **hyphen** correctly?

Tick **one**.

The sugar-free lollies are available in three flavours.

The sugar-free-lollies are available in three flavours.

The sugar-free lollies are available in three-flavours.

The sugar free-lollies are available in three flavours.

13. Which sentence shows that you are **most likely** to be away next week?

Tick **one**.

I could be away next week.

I might be away next week.

I shall be away next week.

I may be away next week.

14. Draw a line to match each sentence to its correct **function**.
Use each function box only **once**.

Sentence

I expect the weather to be fine at the weekend

Are we likely to have good weather this weekend

Check the weather before deciding where to go

What fantastic weather we have had this year

Function

question

command

statement

exclamation

15. Which sentence is written in Standard English?

Tick **one**.

I went to the library and done my homework.

They seen their friends at the cinema.

I been to the circus with my aunt and uncle.

I sang with the school choir in the concert.

16. (a) What is the **name** of the punctuation marks on either side of the words which was a spaniel in the sentence below?

Jay's dog (**which was a spaniel**) loved to play with its squeaky bone.

(b) What is the name of a **different** punctuation mark that could be used correctly in the same places?

17. Replace the underlined words in the sentences below with their **expanded forms**.

We're going into town later, so I'll buy some bread then.

↑

↑

We won't be back late.

↑

18. You are helping a friend to correct the punctuation in the box below. Which **two** pieces of advice should you give to correct the punctuation?

“Surprise” shouted the children!

Tick **two**.

There should be an exclamation mark after the word ‘surprise’.

There should be an exclamation mark after the inverted commas.

The sentence should end with a full stop instead of an exclamation mark.

There should be an exclamation mark after the word ‘shouted’.

More exclamation marks after the word ‘children’ would help to show they shouted loudly.

19. Which sentence uses **capital letters** correctly?

Tick **one**.

The athlete won four gold medals at the olympic games in London.

The athlete won four Gold Medals at the Olympic Games in London.

The athlete won four Gold medals at the Olympic games in London.

The athlete won four gold medals at the Olympic Games in London.

20. Insert a **semi-colon** in the correct place in the sentence below.

There are Roman ruins near our village they are
being excavated next week.

21. What does the root graph mean in the word family below?

graphics **autograph** **photography** **paragraph**

Tick **one**.

moving pictures

writing or drawing

colourful or bright

in a group

22. Circle the word in the passage that contains an **apostrophe** for **possession**.

It's five o'clock. Let's leave early and we'll be able to go to Emma's house first.

23. Tick one box in each row to show whether the **commas** are used correctly in each sentence.

Sentence	Commas used correctly	Commas used incorrectly
The blackbird, which nests in sheltered places, lays several eggs at a time.		
Her hobbies include walking, gardening, sewing and reading.		
My bag filled, with chocolates and sweets fell onto the floor.		
My case is heavy because I have shoes, clothes, books, and a gift, for my friend in it.		

24. Circle all the **prepositions** in the sentence below.

He walked through the doorway and sat behind the desk.

25. Rearrange the words in the statement below to make it a **question**.

Use only the given words.

Remember to punctuate your sentence correctly.

Statement: They are listening to music.

Question: _____

26. Circle the two words that show the **tense** in the sentence below.

They went to the theme park – the car journey home
was difficult.

27. Underline the **subordinate clause** in each sentence below.

Although it was getting late, Dan still hadn't finished his homework.

If you get hungry, help yourself to a snack.

I really enjoy swimming, despite finding it difficult.

28. Circle the **conjunction** in each sentence below.

The children had not read the book, yet they knew the story off by heart.

Keep your hat on until the rain has stopped.

29. Tick one box in each row to show whether the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
The school, <u>which has three playing fields,</u> opened in 1967.		
Although I had cycled to school, <u>I still had the energy for my lessons.</u>		
<u>We will be proud</u> if we try our best.		

30. (a) Insert a **comma** in the sentence below to make it clear that **only** Sally and Bob went to the cinema.

After they left Jon Sally and Bob went to the cinema.

- (b) Insert **commas** in the sentence below to make it clear that **all** three children went to the cinema.

After they left Jon Sally and Bob went to the cinema.

31. Explain how the different **prefixes** change the meanings of the two sentences below.

The chef said the pasta was uncooked.

This means that the pasta _____

The chef said the pasta was undercooked.

This means that the pasta _____

32. Circle the two **conjunctions** in the sentence below.

The passengers moved to get out, but the pilot held up his hand and they stood still.

33. Replace the underlined word or words in each sentence with the correct **possessive pronoun**.

That bike belongs to me. That bike is _____ .

This house is owned by us. This house is _____ .

These video games belong to my brother. These games are _____ .

34. (a) Write an explanation of the word **antonym**.

(b) Write one word that is an **antonym** of fierce.

35. Complete the sentences below, using the **simple past tense** of the verbs in the boxes.

It was a cold day when we _____ handball.

↑
play

My friend _____ the ball to me

↑
throw

and I _____ it.

↑
catch

36. Complete the passage with **adjectives** derived from the nouns in brackets. One has been done for you.

Tia hopes to become a famous [fame] sportswoman.

Her _____ [athlete] achievements already

include winning races in her home town. She hopes to win

_____ [nation] competitions one day.

37. Which option correctly completes the sentence below?

The child _____ story won the competition had worked very hard.

Tick **one**.

whom

whose

who's

which

38. Write a sentence using the word point as a **verb.**

Do not change the word.

Remember to punctuate your sentence correctly.

Write a sentence using the word point as a **noun.**

Do not change the word.

Remember to punctuate your sentence correctly.

39. Underline the **relative clause** in the sentence below.

The old house that is next to our school is for sale.

40. Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		

41. Rewrite the sentence below so that it is in the **active voice**.

Remember to punctuate your sentence correctly.

The results were announced by the judges.

42. Circle the two **adverbs** in the sentence below.

All of the passengers cheered loudly,

and we cheered too.

43. Tick the option which shows how the underlined words in the sentence below are used.

The insect-eating Venus flytrap is a carnivorous plant.

Tick **one**.

- as a main clause
- as a fronted adverbial
- as a subordinate clause
- as a noun phrase

44. Which verb completes the sentence so that it uses the **subjunctive form**?

I wish I _____ able to join you, but it will not be possible.

Tick **one**.

- am
- was
- were
- be

45. What is the function of the sentence below?

How well you've done

Tick **one**.

a question

a command

a statement

an exclamation

46. Which sentence uses the **present perfect form**?

Tick **one**.

Jo went shopping on Saturday and she bought a whole new outfit.

The girl entered at the last minute and won the race!

My sister was a reserve, but she scored the winning goal.

My dog was very naughty, but since the classes he has been much better.

END OF TEST



2016 key stage 2 English grammar, punctuation and spelling
Paper 1: questions

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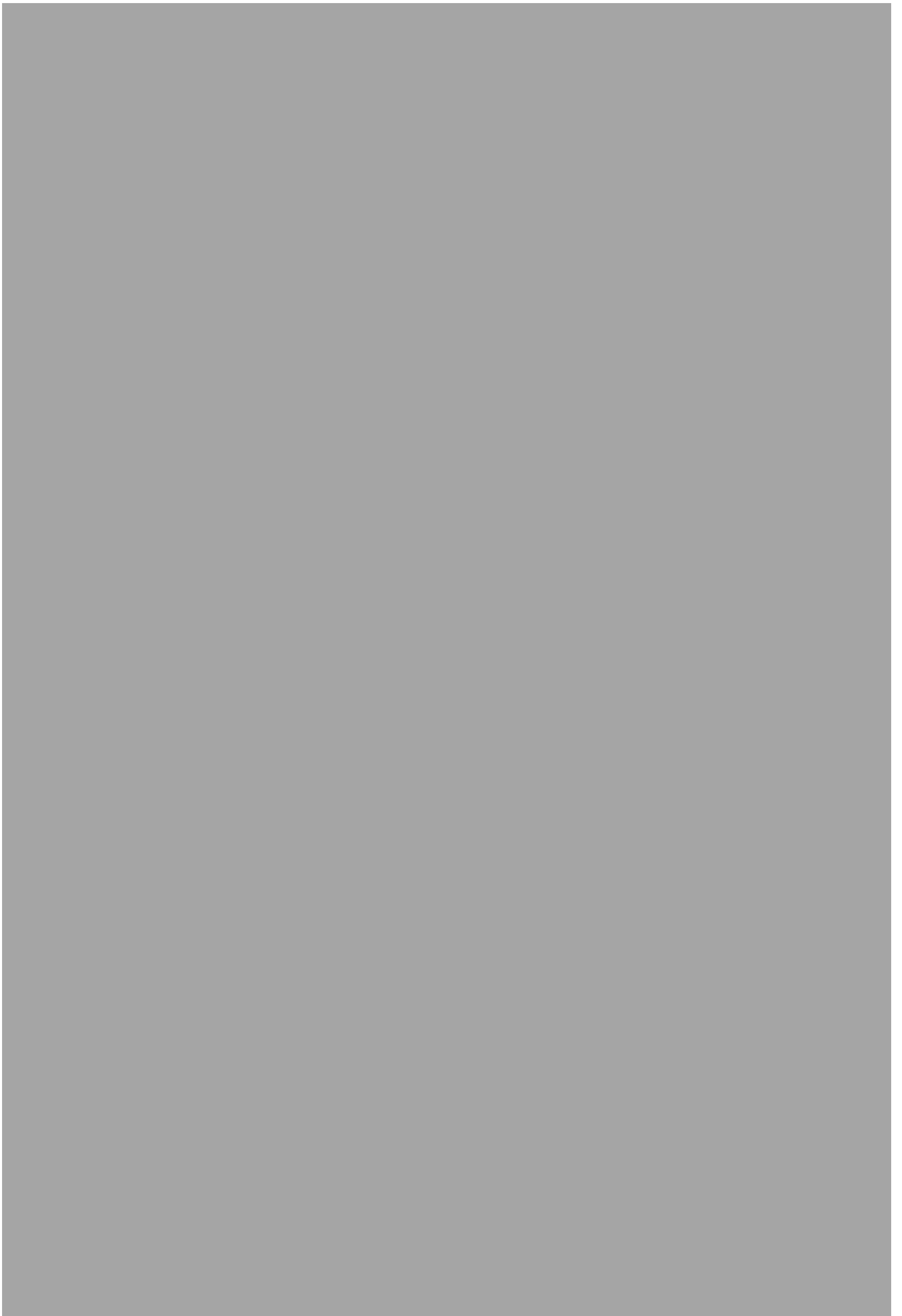
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Paper 2: spelling

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Key stage 2

ENGLISH

Modified large print

English grammar, punctuation and spelling

Paper 2: spelling

First name

Middle name

Last name

Date of birth

Day

Month

Year

School name

DfE number

Note for marking:

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Spelling task

1. Jordan's messy room was in a state of _____ .
2. David gave a _____ on the door before entering.
3. Anita was _____ her shoes.
4. The coat was made from a _____ fabric.
5. I am _____ you help with your homework.
6. Eagles have excellent _____ .
7. Ali _____ his hat in the crowded cloakroom.
8. The mountains could be seen in the _____ .
9. Freya thought that her painting was _____ .
10. It is _____ to drop litter in the playground.

11. The tiger stalked its _____ through the jungle.
12. Compared with _____ years, the team did well.
13. My _____ Ryan has red hair.
14. My brother has a _____ for music.
15. Jasmine's _____ expression showed how happy she felt.
16. The children needed _____ rucksacks for the visit.
17. I needed to fill in my _____ on the form.
18. My mum painted the _____ blue.
19. There is a great _____ in accents across Britain.
20. The mother swan _____ guarded her nest.

END OF TEST



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Paper 2: spelling

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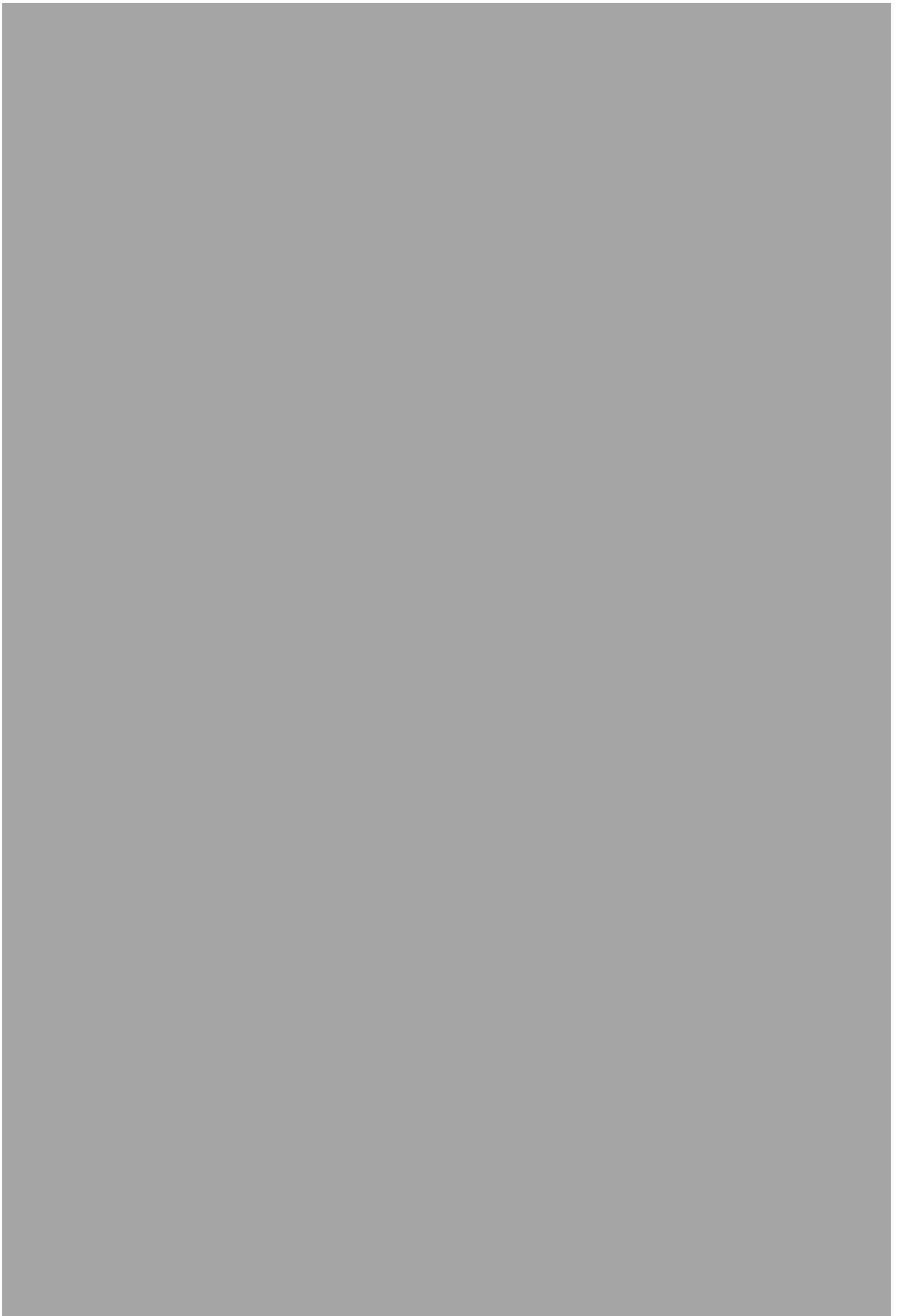
Key stage 2

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Reading booklet

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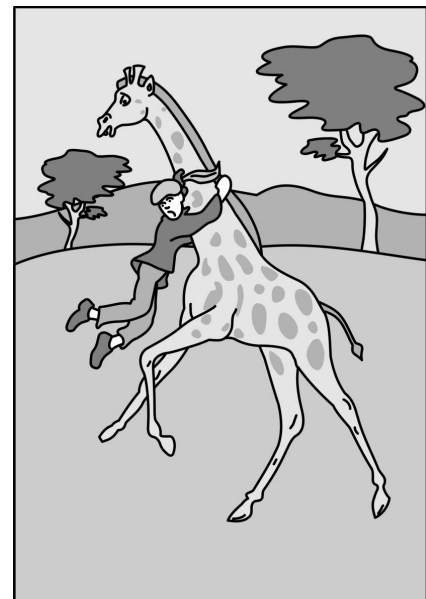
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Reading booklet

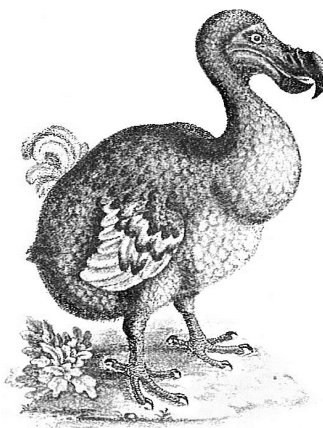
Reading Booklet



The Lost Queen



Wild Ride



The Way of the Dodo

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[Maria and Oliver are attending a party in the garden of a house that used to belong to Maria's family. They sneak away to explore the grounds.]

The Lost Queen

Maria and Oliver were quite a distance from the party when they found the little rowing boat in the grassy shallows of a small lake beyond the garden.

Glancing nervously behind her, Maria suggested that they row out to the island in the middle of the lake. Oliver looked at her questioningly. Maria explained that there was a secret monument on the island to one of her ancestors. This was a woman who had married a prince at the time when there was a struggle for the throne. The struggle had been between two rival families – one had a lion as its symbol, the winner had a bear.

“Come on,” Maria said impatiently.



Oliver rowed while Maria stood barefoot in the boat, staring straight ahead. The oars made a click-clack sound in the hush and haze of the summer afternoon. Ripples of water fanned out behind them as they crossed the glassy surface of the lake.

The tiny island, thick with creeping vines and roots, looked as if it floated. At its centre, an ancient oak tree towered over it. The tree's branches were like bent fingers, twisting and stretching outwards, until the tips of its leaves touched the still water. Oliver carefully steered the boat through a narrow opening in the branches. Then they stepped out of the boat, and into a murky green space under an umbrella of leaves. The air was cool and damp.

Maria led Oliver across the tangled ground to the hidden monument. It was a column of marble, weathered and mossy with age. A delicate crown sat at the top, and an inscription was carved into a flat slab at the base. Oliver used his thumbnail to scrape out the letters that were cut into it.

It was a name.

Maria's family name.

"You could have been a queen?" said Oliver, whispering.

Maria laughed gently in the gloom.

"We were the family of the lion," she said.

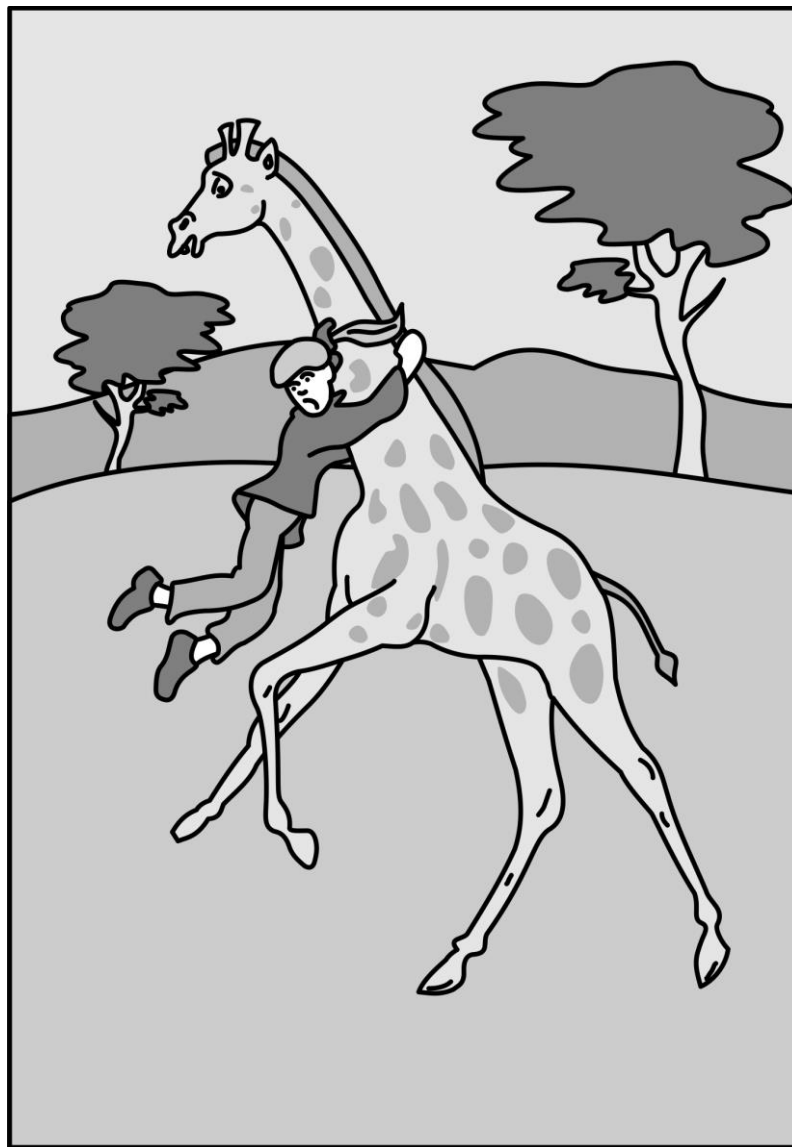
Oliver could still hear the shouts and laughter of the party, up on the sunny lawn near the big house. But now the noise seemed to be getting further and further away.

[This story takes place in a huge grassland area in southern Africa. The grasslands there are called 'savannah'.]

Wild Ride

Dawn was casting spun-gold threads across a rosy sky over Sawubona Game Reserve as Martine Allen took a last look around to ensure there weren't any witnesses. She leaned forward like a jockey on the track, wound her fingers through a silver mane, and cried, 'Go, Jemmy, go.'

The white giraffe sprang forward so suddenly that she was almost unseated, but she recovered and, wrapping her arms around his neck, quickly adjusted to the familiar rhythm of Jemmy's rocking-horse stride. They swept past the dam and a herd of bubble-blowing hippos, past a flock of startled egrets lifting from the trees like white glitter, and out onto the open savannah plain. An early morning African chorus of doves, crickets and go-away birds provided a soundtrack.



For a long time Martine had only ever ridden Jemmy at night and in secret, but when her grandmother had found out about their nocturnal adventures she'd promptly banned them, on the grounds that the game reserve's deadliest animals were all in search of dinner after dark and there was nothing they'd like more than to feast on a giraffe-riding eleven-year-old. For a while Martine had defied her, but after several close calls and one terrible row with her grandmother, she had come to accept that the old lady was right. When lions were on the hunt, the game reserve was best avoided.

Another of her grandmother's rules was that Martine ride sedately at all times. 'No faster than a trot and, in fact, I'd rather you stuck to a walk,' she'd counselled sternly.

Martine had paid almost no attention. The way she saw it, Jemmy was a wild animal and it was only fair that he should have the freedom to do what came naturally, and if that meant tearing across the savannah at a giraffe's top speed of thirty-five kilometres per hour, well, there wasn't a lot she could do about it. It wasn't as if she had reins to stop him. Besides, what was the point of riding a giraffe if the most he was permitted to do was plod along like some arthritic pony from the local stables?

Jemmy clearly agreed. They flew across the grassy plain with the spring breeze singing in Martine's ears. 'Faster, Jemmy!' she yelled. 'Run for your life.' And she laughed out loud at the heart-pounding thrill of it, of racing a wild giraffe.

A streak of grey cut across her vision, accompanied by a furious, nasal squeal: 'Mmwheeh!'. Jemmy swerved. In the instant before her body parted company with the white giraffe's, Martine caught a glimpse of a warthog charging from its burrow, yellow tusks thrust forward. Had her arms not been wrapped so tightly around the giraffe's neck, she would have crashed ten feet to the ground. As it was, she just sort of swung under his chest like a human necklace. There she dangled while Jemmy pranced skittishly and the warthog, intent on defending her young, let out enraged squeals from below. Five baby warthogs milled around in bewilderment, spindly tails pointing heavenwards.

The pain in Martine’s arms was nearly unbearable, but she didn’t let go. She adored warthogs – warts, rough skin, ugly ears and all – but their Hollywood movie star eyelashes didn’t fool her. In a blink of those lashes, their tusks could reduce her limbs to bloody ribbons.

‘Jemmy,’ she said through gritted teeth, ‘walk on. Good boy.’

Confused, the white giraffe started to lower his neck as he backed away from the warthog.

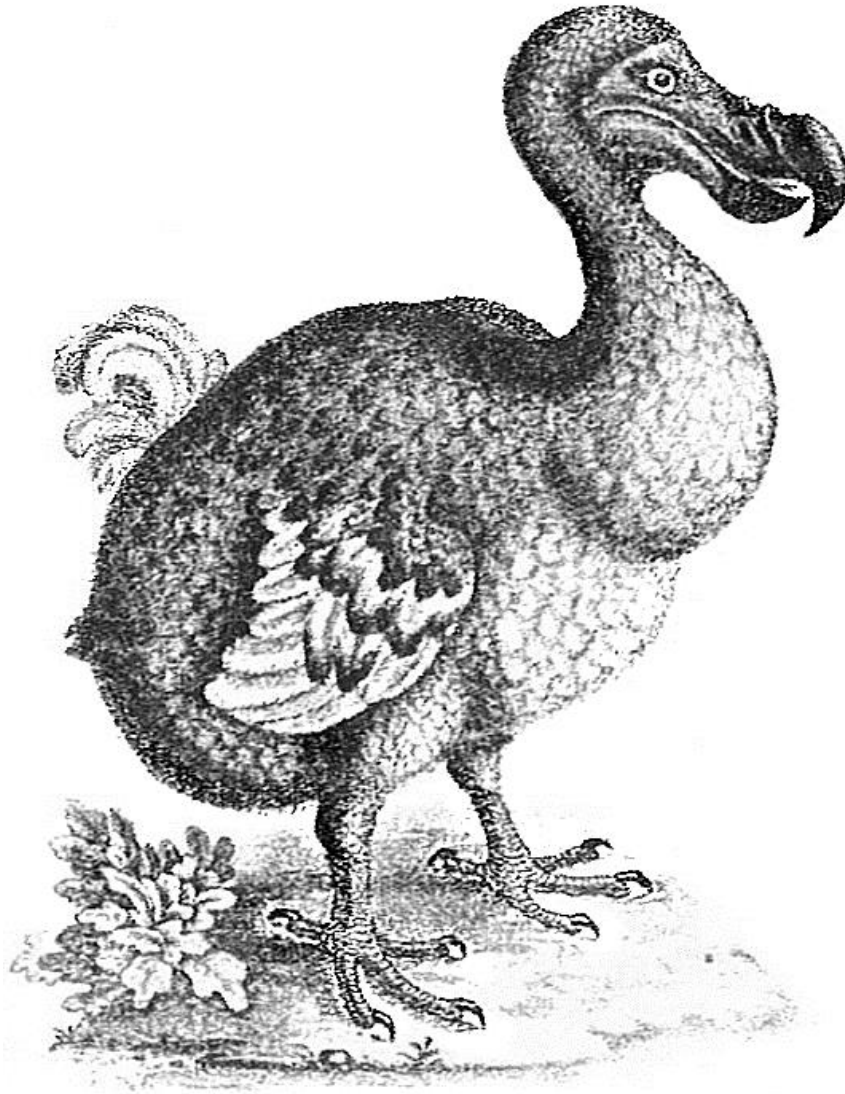
‘No, Jemmy!’ shrieked Martine as the warthog nipped at the toe of one of her boots. ‘Walk! Walk on!’

Jemmy snatched his head up to evade the warthog’s sharp tusks, and Martine was able to use the momentum to hook her legs around his neck. From there, she was able to haul herself onto his back and urge him into a sprint. Soon the warthog family was a grey blur in the distance, although the mother’s grunts of triumph took longer to fade.

Martine rode the rest of the way home at a gentle walk, a thoughtful smile on her lips. That would teach her to show off – even if it was only to an audience of hippos. At the game reserve gate, Jemmy dipped his head and Martine slid down his silvery neck as though she was shooting down a waterslide. That, too, wasn’t the safest way of dismounting, but it was fun. She gave the white giraffe a parting hug, and strolled through the mango trees to the thatched house.

[This is an article about the dodo, a bird that is now extinct.]

The Way of the Dodo



The dodo was first sighted around 1600 on an island in the Indian Ocean. It was extinct by 1680. Since then the phrase ‘dead as a dodo’ has been used to describe something which is lifeless or has disappeared from the world completely. Because of its rapid disappearance, a number of myths developed about the dodo, for example that it was a fat, silly creature that brought its fate upon itself.

But what is the **truth** about the dodo?

For thousands of years the island of Mauritius was a paradise. It was spat out of the ocean floor by an underwater volcano 8 million years ago. With warm sun, plentiful food and no predators to speak of, the isolated island became a haven for a variety of unusual species, including reptiles and flightless birds.

Then, in 1598, humans descended on this paradise, accompanied by their own animals – dogs, goats, cats (and a fair number of rats!). Curious and unafraid, the animals of Mauritius offered themselves up for slaughter and, within just a few decades, much of the island's unique wildlife had been wiped out forever.

One of the victims was a large, flightless relative of the pigeon. The island invaders started to call the bird a 'dodo', which meant 'silly bird'.

Although the dodo was hunted for food, this was not the main reason it died out. It is more likely that having never faced predators before, and unable to fly away, the adult birds fell prey to dogs and cats. Meanwhile, their eggs and chicks, defenceless in their nests on the ground, were easy pickings for rats.

Less than 100 years after man's arrival, the dodo, which had once numbered in the hundreds of thousands, slipped into the pages of folklore.

Until a few years ago, all knowledge of the dodo came from secondary reports from the time that were not always reliable, a handful of remains and just one complete skeleton. Nobody knew what the dodo really looked like. Before cameras, newly discovered animals could only be drawn or painted. However, many of the artists had no knowledge of natural history and were more interested in producing colourful paintings of animals than recording their true likeness.

Then, in 2005, a team of scientists unearthed thousands of dodo bones in some mud flats in Mauritius. The remains date back to over 4,000 years ago, when the island was suffering from a lengthy drought. The mud flats would have formed a freshwater oasis in an otherwise parched environment. It is thought that most of the animals, while trying to reach the slowly receding waters of the lake, became stuck and died of thirst or suffocation. However, clearly some dodos survived as they did not become extinct until much later.

This discovery is helping to rehabilitate the image of this much-ridiculed bird. The very fact that the dodo was still alive and well on Mauritius 4,000 years after a drought that claimed the lives of thousands of animals is an indication of the bird's ability to survive. The remains are also helping scientists to find out more about the anatomy of the dodo, for example that it was a much slimmer bird than any pictures suggest.

As scientists learn more about the dodo, and begin to see the bird in a new light, we are reminded that the dodo was badly misjudged. Maybe it is humans who should be judged, as we can have a devastating impact on the natural world. No other creature should be allowed to go the way of the dodo.

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Key stage 2 English reading booklet

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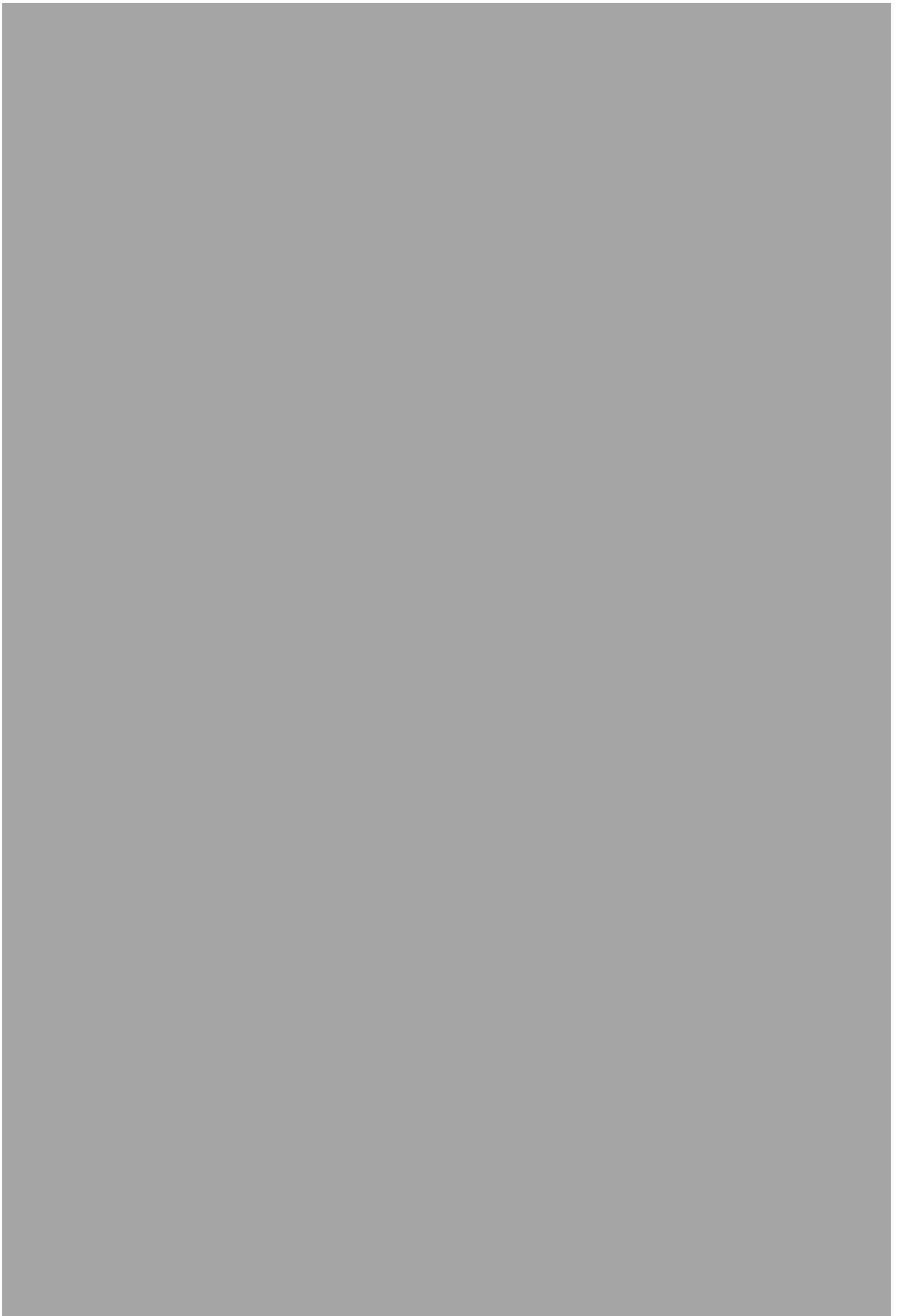
Key stage 2

ENGLISH

Modified large print

Reading answer booklet

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2016 national curriculum tests

Key stage 2

ENGLISH

Modified large print

Reading answer booklet

First name

Middle name

Last name

Date of birth

Day

Month

Year

School name

DfE number

Note for marking:

This paper should be marked using the MODIFIED LARGE PRINT mark scheme amendments – MLP.

Instructions

Questions and answers

You have one 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 need only write a word or a few words in your answer.

- **Sentence answers**

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

- **Longer answers**

This shows that a longer, more detailed answer is needed to explain your opinion. 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 answer the questions. When a question includes a page reference, you should refer to the text on that page to help you with your answer.

You have one hour, plus your additional time allowance, to read the texts in the reading booklet and answer the questions in this booklet.

Questions 1 – 11 are about **The Lost Queen** (pages 4–5)

1. Look at the paragraph beginning: '**Glancing nervously . . .**' (page 4).

Find and copy one word meaning relatives from long ago.
[short answer, 1 mark]

2. The struggle had been between two **rival** families . . .

Which word most closely matches the meaning of the word '**rival**'?

Tick **one**.

equal

neighbouring

important

competing

[1 mark]

3. Look at the section **‘Maria and Oliver were . . . impatiently.’** (Page 4)

How can you tell that Maria was very keen to get to the island?
[sentence answer, 1 mark]

4. Look at the paragraph beginning: **‘Oliver rowed . . .’** (page 5).

Find and copy one word that suggests that the summer afternoon was quiet.

[short answer, 1 mark]

5. . . . they crossed the glassy surface of the lake.
(Page 5)

Give **two** impressions this gives you of the water.

[short answers, 1 mark each]

1.

2.

6. Look at the paragraph beginning: **‘The tiny island . . .’** to the paragraph ending: **‘. . . were cut into it.’** (Page 5)

What impressions of the island do you get from these two paragraphs?

Give two.

[short answers, 1 mark each]

1.

2.

7. Write down **three** things that you are told about the oak tree on the island.

[sentence answers, 1 mark each]

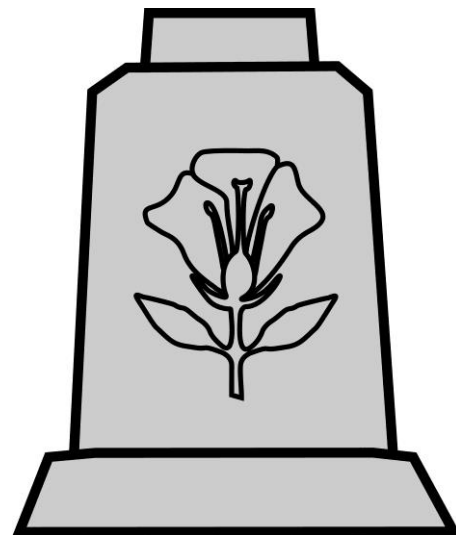
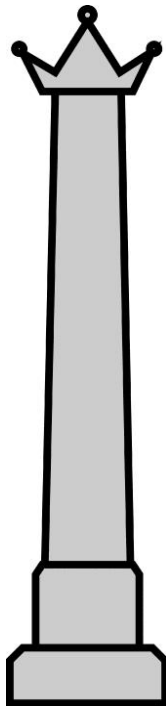
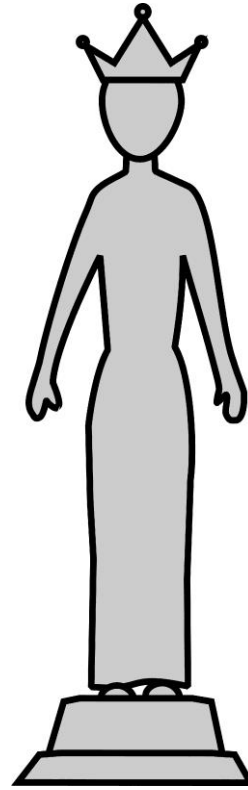
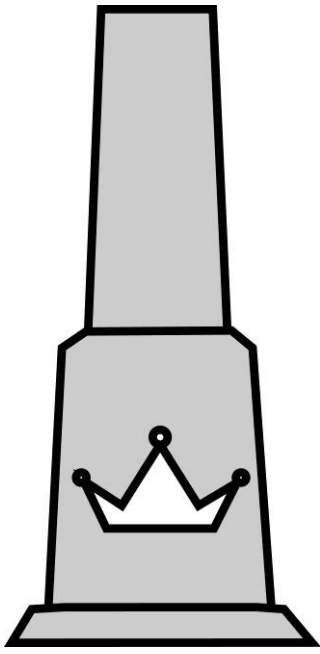
1.

2.

3.

8. Which of these four drawings best represents the monument?

Tick one.



[1 mark]

9. Look at the paragraph beginning: **‘Maria led Oliver . . .’**
(page 5).

(a) Why did Oliver find it difficult to read the inscription on the monument?

[sentence answer, 1 mark]

(b) What did he have to do in order to read the inscription?

[sentence answer, 1 mark]

10. What was revealed at the end of the story?

Tick **one**.

Oliver was keeping a secret.

The monument was damaged.

The two families were still enemies.

Maria's family did not win the throne.

[1 mark]

11. Using information from the text, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Two families fought for the throne.		
Maria's family symbol was the lion.		
The monument was for a prince.		
It was hot on the island.		

[1 mark]

Questions 12 – 22 are about **Wild Ride** (pages 6–8)

12. Tick the correct option to complete each sentence below.

(a) The text begins with Martine going out to ride her giraffe . . .

in the early morning.

at midday.

in the late afternoon.

at night.

[1 mark]

(b) Martine rode her giraffe . . .

slowly.

speedily.

safely.

fearfully.

[1 mark]

(c) Everything was fine on that day until . . .

her grandmother saw her.

they came across lions on the hunt.

they disturbed a warthog family.

they met a herd of hippos.

[1 mark]

(d) At the end of the text, Martine . . .

went back home unharmed.

carried on riding for hours.

ran home to get help.

cried all the way home.

[1 mark]

13. Look at the first paragraph, beginning: **‘Dawn was casting . . .’** (page 6).

How do you know that Martine wanted to keep this ride a secret?

[sentence answer, 1 mark]

14. What were Martine's grandmother's rules about riding the giraffe?

Tick TWO.

Ride only in daylight.

Don't show off.

Stay in the game reserve.

Keep to a slow speed.

No jumping.

[1 mark]

15. (a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

[sentence answers, 1 mark each]

1.

2.

(b) What evidence is there of Martine being determined when she met the warthogs?

[short answer, 1 mark]

16. . . . milled around in bewilderment (page 7)

Explain what this description suggests about the baby warthogs.

[sentence answer, 2 marks]

17. What evidence in the text is there that warthogs can be dangerous?

Give TWO examples.

[sentence answers, 1 mark each]

1.

2.

18. What helped Martine to get safely on Jemmy's back after the warthog's attack?

[sentence answer, 1 mark]

19. The warthog mother made **'grunts of triumph'** (page 8).

Why was she triumphant?

[sentence answer, 1 mark]

20. Do you think that Martine will change her behaviour on future giraffe rides?

Tick **one**.

[longer answer, 3 marks]

yes

no

maybe

Explain your choice fully, using evidence from the text.

(continue answer on next page)

21. In what ways might Martine's character appeal to many readers?

Explain fully, referring to the text in your answer.

[longer answer, 3 marks]

(continue answer on next page)

22. Draw lines to match each part of the story with the correct quotation from the text.

[1 mark]

setting ●

past events ●

action ●

lesson ●

● For a while Martine had defied her

● In the instant before her body parted company

● Dawn was casting spun-gold threads

● That would teach her to show off

Questions 23 – 33 are about **The Way of the Dodo** (pages 9–11)

23. Look at the two sentences: **'For thousands of years . . . years ago'** (page 9).

What does the word **'spat'** suggest about how the island of Mauritius was formed?

[sentence answer, 1 mark]

24. **Curious and unafraid, the animals of Mauritius offered themselves up for slaughter . . . (page 10)**

Why were the dodos **'curious and unafraid'**?

[sentence answer, 1 mark]

25. Look at the section: **'For thousands of years . . . wiped out forever.'** (Pages 9–10)

Find and copy one word that tells you that some of the animals on Mauritius were only found there.

[short answer, 1 mark]

26. (a) Give **two** reasons why Mauritius was a 'paradise' for animals before humans arrived.
[sentence answers, 1 mark]

1.

2.

- (b) Look at the paragraph beginning 'One of the victims . . . to . . . into the pages of folklore.' (Page 10)
Give **two** reasons why the dodo became extinct after humans arrived.
[sentence answers, 1 mark]

1.

2.

27. Look at the paragraph beginning: **‘One of the victims . . .’**
(page 10).

What does the word **‘invaders’** suggest about the humans arriving on Mauritius?

[sentence answer, 1 mark]

28. Why were artists' drawings from the time of the dodo not always accurate?

[sentence answer, 1 mark]

29. The mud flats would have formed a freshwater oasis in an otherwise **parched** environment.

Give the meaning of the word '**parched**' in this sentence.

[sentence answer, 1 mark]

30. Look at the paragraph beginning: **'Then, in 2005 . . .'**
(page 10).

Find and copy one word or group of words that shows that scientists were not sure what happened to most of the animals during the drought on Mauritius.

[short answer, 1 mark]

31. What does **'rehabilitate the image'** of the dodo mean?

Tick **one**.

- restore a painting of the dodo
- rebuild the reputation of the dodo
- repair a model of the dodo
- review accounts of the dodo

[1 mark]

32. According to the text, how did the discovery of the dodos' bones help to change the image of the dodo?
[sentence answer, 1 mark]

33. Below are some summaries of different paragraphs from this text.

Number them 1 – 5 to show the order in which they appear in the text.

The first one has been done for you.

[1 mark]

Reasons for the extinction of the dodo.

Summary of the plight of the dodos.

New information is discovered about the dodo.

An explanation for the unreliable evidence.

Humans arrived on Mauritius.

END OF TEST



2016 key stage 2 English reading
Reading answer booklet

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2016 national curriculum tests
Key stage 2

English reading
Mark scheme amendments (MSA)

Modified Large Print (MLP)



Standards
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Introduction

This guidance details the amendments made to the standard mark scheme for questions which have been adapted, or replaced, in the modified large print (MLP) version of the 2016 key stage 2 English reading national curriculum test.

This guidance should be used in conjunction with the 2016 key stage 2 standard *English reading test mark schemes*. Markers should refer to the standard mark scheme when marking the MLP test papers unless additional guidance is given in this document.

Amendments to the mark scheme

Modified mark scheme amendments are only provided where the content of the standard mark scheme is altered.

Mark scheme amendments are not provided where the only change has been to further divide the question into subsections or where the layout of the question is different.

The mark scheme has been amended for question 33 only.

General guidance to be applied throughout the MLP papers

- You should make every effort to understand what the pupil has written in an answer, without reading into the answer anything that the pupil did not intend.
- Some pupils with visual impairment find it difficult to get their answers across clearly. It may take you longer to read their answers. Apply the mark schemes, but be sympathetic to their difficulties.
- Pupils with visual impairment find it difficult to draw accurately. Often thick pens or pencils are used by these pupils. You should make every effort to be fair in marking these questions and take into account what appears to be the pupil's intention.
- Unless otherwise indicated in this document, there should be an increased tolerance level for all drawing and measuring. In general, pupils will only be expected to measure length to the nearest 0.5cm and angles to the nearest 5°.
- If pupils have missed any answer lines within the text, their answers may be elsewhere on the page. Any unambiguous indication of the correct answer should be credited.
- Tick boxes arranged horizontally in the standard version of the test may have been rearranged vertically.

Mark scheme amendment

Question 33

In order to lessen the reading burden for visually impaired pupils, we have removed the 6th paragraph summary (An important lesson is learnt) in the MLP version of the test.

Award 1 mark for the correct sequence below:

Reasons for the extinction of the dodo.	3
Summary of the plight of the dodos.	1
New information is discovered about the dodo.	5
An explanation for the unreliable evidence.	4
Humans arrived on Mauritius.	2



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2016 key stage 2: MLP English reading test mark scheme amendments
Electronic PDF version product code: STA/16/7471/e ISBN: 978-1-78644-052-5

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