

2016 national curriculum tests

Key stage 1

English reading test mark schemes

Paper 1: reading prompt and
answer booklet and Paper 2:
reading answer booklet



Standards
& Testing
Agency

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1. Introduction

The Standards and Testing Agency (STA) is responsible for the development and delivery of statutory tests and assessments. STA is an executive agency of the Department for Education.

The 2016 test is the first assessment of the 2014 national curriculum. This test has been developed to meet the specification set out in the test framework for English reading at key stage 1. It assesses the aspects of comprehension that lend themselves to a paper test. The test frameworks are on the GOV.UK website at www.gov.uk/sta.

A new test and mark scheme will be developed each year.

The key stage 1 tests will be marked internally by teachers to inform teacher assessment.

Scaled score conversion tables are not included in this document. Conversion tables will be produced as part of the standard-setting process. Scaled score conversion tables for the 2016 tests will be published at www.gov.uk/sta in June 2016. The standard-setting process will take place in May 2016.

This mark scheme is provided for teachers to use when marking pupils' responses. The pupil examples are based on responses gathered from the test trialling process.

2. Structure of the key stage 1 English reading test

The key stage 1 English reading test comprises:

- Paper 1, a combined booklet that integrates the reading texts and answer booklet (lower demand), which carries 20 marks
- Paper 2, a reading booklet with a separate associated answer booklet (higher demand), which carries 20 marks.

Every pupil should have the opportunity to attempt both papers. Teachers may stop a pupil at any stage of the test that they feel is appropriate.

3. Content domain coverage

The 2016 test meets the specification set out in the test framework. Tables 1 and 2 set out the areas of the content domain that are assessed in the Papers 1 and 2.

Table 1: Content domain coverage for Paper 1

	1a	1b	1c	1d	1e
	<i>Draw on knowledge of vocabulary to understand texts.</i>	<i>Identify and 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: Bella Goes To Sea				
1				1	
2		1			
3		1			
4	1				
5		1			
6		1			
7			1		
	Section 2: Living In A Castle				
8		1			
9	1				
10		1			
11		1			
12		1			
13		1			
14				1	
15		1			
	Section 3: Winter Parcel				
16		1			
17	1				
18		1			
19				1	
20				1	

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 and 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: Meet Tony Ross				
1	1				
2		1			
3		2			
4		1			
5		1			
6		1			
	Section 2: The Greedy Man				
7		1			
8		1			
9				1	
10		1			
11		1			
12				1	
13				1	
14				2	
15				1	
16	1				
17		1			
18			1		

4. Explanation of the mark schemes

The number of marks available is indicated below the marking circle. All questions in Paper 1 are worth 1 mark and questions in Paper 2 are worth either 1 or 2 marks. Incorrect or unacceptable answers are given a mark of 0. No half marks are awarded.

The mark schemes contain acceptable points, which are indicated by a square bullet point list. These must be treated as marking principles, not the exact response a pupil needs to give. They also contain examples of some frequently occurring correct answers given by pupils in the trials (these are shown in italics with round bullet points). Many pupils will, however, have different ways of wording an acceptable answer. In assessing each answer, markers must focus on the content of what has been written and not on the quality of the writing, expression or grammatical construction.

For find and copy questions, the correct answer is indicated by the word(s) outside of the brackets. The word(s) inside the brackets indicate the maximum quotation allowable. Copying must be accurate.

The mark schemes may also indicate commonly occurring but incorrect answers that should not be accepted.

The practice questions are not marked as they are completed by the children together with the test administrator as an introduction to the test. Guidance on administering the practice questions and introducing the tests is given in the *Test Pack Instructions* that accompany each test.

Aspect of reading assessed by this question	14	Give two things the greedy man does that tell you he could not wait for the seed to grow.	Up to 2m
Criteria for the award of marks		<p>Content domain: 1d - make inferences from the text.</p> <p>Award up to 2 marks for any of the following acceptable points:</p> <ul style="list-style-type: none"> ■ he planted the seed straight away <ul style="list-style-type: none"> • <i>he went straight out and planted it</i> • <i>he plants it the same day.</i> ■ he paced up and down <ul style="list-style-type: none"> • <i>he was pacing up and down his garden looking for signs of growth</i> • <i>he kept walking up and down and gazed at the moon.</i> ■ he was watching to see if his plant was growing <ul style="list-style-type: none"> • <i>he was looking for signs of growth.</i> ■ he dreamt of the riches awaiting him <ul style="list-style-type: none"> • <i>gazing up at the moon dreaming of the riches awaiting him</i> • <i>at night he would dream that the gold grows.</i> 	
Acceptable points (AP): these should be treated as marking principles and should be used to guide marking. Pupils do not have to use exact wording.		<p>Do not accept answers that do not refer to what the greedy man does, e.g.:</p> <ul style="list-style-type: none"> • <i>riches awaiting him.</i> <p>Do not accept references to dreaming without reference to riches / gold.</p> <p>Do not accept he gazed at the moon without reference to dreaming of riches / gold.</p>	
Examples of pupil responses from the trials			

5. Internal moderation procedures

We recommend teachers involved in marking the key stage 1 tests undertake some form of moderation activity to ensure marking is consistent across their school. Guidance is published on the GOV.UK website at www.gov.uk/sta.

6. Mark scheme for Paper 1: reading prompt and answer booklet

Section 1: Bella Goes To Sea

Qu.	Requirement	Mark
1	<p>When Bella was learning to fly, she...</p> <p>Content domain: 1d - make inferences from the text.</p> <p>Award 1 mark for:</p> <p>was lazy. <input type="checkbox"/> did not try hard. <input type="checkbox"/></p> <p>did not give up. <input checked="" type="checkbox"/> found it easy. <input type="checkbox"/></p>	1m
2	<p>Why was William cross with Bella?</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 any reference to Bella's disobedience or the fact that she flew out to sea / to the boat, e.g.:</p> <ul style="list-style-type: none"> • <i>she had followed him</i> • <i>she had not stayed at home</i> • <i>she was supposed to guard the house</i> • <i>she did not do as she was told</i> • <i>she didn't listen</i> • <i>she was not safe.</i> <p>Also accept for 1 mark reference to the following quotation:</p> <ul style="list-style-type: none"> • <i>A fishing boat is no place for a goose.</i> 	1m

Section 1: Bella Goes To Sea

Qu.	Requirement	Mark
3	<p>Why did the boat hit the rocks?</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 any of the following acceptable points:</p> <ul style="list-style-type: none"> ■ the storm / bad weather / the wind ■ the rough sea ■ the engine or the boat breaking down, e.g.: <ul style="list-style-type: none"> • <i>it broke down.</i> <p>Do not accept the boat broke, e.g.:</p> <ul style="list-style-type: none"> • <i>it broke.</i> <p>Do not accept it is dark / they could not see in the dark.</p>	1m
4	<p>The boat hit the rocks with a <i>great crunch</i>.</p> <p>Content domain: 1a - draw on knowledge of vocabulary to understand texts.</p> <p>This means that it made...</p> <p>Award 1 mark for the correct option ticked.</p> <p>a huge squeak. <input type="checkbox"/> a big splash. <input type="checkbox"/> a long creak. <input type="checkbox"/> a loud crash. <input checked="" type="checkbox"/></p>	1m
5	<p>Where did Bella take William's message?</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 either of the following acceptable points:</p> <ul style="list-style-type: none"> ■ the Harbour (Cafe) / the (Harbour) Cafe ■ the fishermen. <p>Do not accept reference to his friends or land.</p> <p>Do not accept reference to home.</p>	1m

Section 1: Bella Goes To Sea

Qu.	Requirement	Mark
6	<p>At the end of the story, Bella was happy. Why?</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 any of the following acceptable points:</p> <ul style="list-style-type: none"> ■ she was allowed to go with William, e.g.: <ul style="list-style-type: none"> • <i>he was going to let her go with him now.</i> ■ she had saved William / the day, e.g.: <ul style="list-style-type: none"> • <i>she had rescued William.</i> ■ William praised her / called her brave, e.g.: <ul style="list-style-type: none"> • <i>William calls her brave.</i> ■ she was allowed to go in the new boat, e.g.: <ul style="list-style-type: none"> • <i>he says she can go in the new boat.</i> ■ she could fly ■ she helped William, e.g.: <ul style="list-style-type: none"> • <i>she helped</i> • <i>she had been successful.</i> <p>Do not accept responses that do not focus on Bella or William, e.g.:</p> <ul style="list-style-type: none"> • <i>they saved him</i> • <i>they called her brave</i> • <i>they helped him.</i> 	1m
7	<p>Number the sentences below from 1 to 4 to show the order they happened in the story.</p> <p>The first one has been done for you.</p> <p>Content domain: 1c - identify and explain the sequence of events in texts.</p> <p>Award 1 mark for all boxes correctly numbered.</p> <p>William sent Bella to get help. <input type="text" value="3"/></p> <p>Fishermen came to rescue William. <input type="text" value="4"/></p> <p>The boat hit some rocks. <input type="text" value="2"/></p> <p>William went to sea on his boat. <input type="text" value="1"/></p>	1m

Section 2: Living In A Castle

Qu.	Requirement	Mark
8	<p>Who did most castles belong to?</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:</p> <p>jesters <input type="checkbox"/> lords <input checked="" type="checkbox"/> knights <input type="checkbox"/> servants <input type="checkbox"/></p>	1m
9	<p>Find and copy one word that shows knights were very good fighters.</p> <p>Content domain: 1a - draw on knowledge of vocabulary to understand texts.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> ■ <i>skilled (fighters).</i> <p>Also accept an introduction, e.g.:</p> <ul style="list-style-type: none"> • <i>they were skilled fighters</i> • <i>the word is skilled.</i> <p>Do not accept:</p> <ul style="list-style-type: none"> ■ <i>important.</i> 	1m
10	<p>Who did knights protect the land from?</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 either of the following acceptable points:</p> <ul style="list-style-type: none"> ■ robbers ■ enemies. 	1m

Section 2: Living In A Castle

Qu.	Requirement	Mark																		
11	<p>When did the servants start work?</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:</p> <ul style="list-style-type: none"> ■ early, e.g.: <ul style="list-style-type: none"> • <i>early in the morning.</i> <p>Do not accept morning without reference to early.</p> <p>Do not accept:</p> <ul style="list-style-type: none"> • <i>early in the morning to late at night.</i> 	1m																		
12	<p>Tick to show what jesters and servants did in the castle. The first one has been done for you.</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 all boxes correctly ticked.</p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>Jesters</th> <th>Servants</th> </tr> </thead> <tbody> <tr> <td>gardening</td> <td></td> <td>✓</td> </tr> <tr> <td>cleaning</td> <td></td> <td>✓</td> </tr> <tr> <td>dancing</td> <td>✓</td> <td></td> </tr> <tr> <td>juggling</td> <td>✓</td> <td></td> </tr> <tr> <td>cooking</td> <td></td> <td>✓</td> </tr> </tbody> </table>		Jesters	Servants	gardening		✓	cleaning		✓	dancing	✓		juggling	✓		cooking		✓	1m
	Jesters	Servants																		
gardening		✓																		
cleaning		✓																		
dancing	✓																			
juggling	✓																			
cooking		✓																		
13	<p>Why were some castles surrounded by a moat?</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 references to stopping enemies getting in, e.g.:</p> <ul style="list-style-type: none"> • <i>keep robbers out</i> • <i>stop fighters from coming in</i> • <i>stop intruders from getting in</i> • <i>keep out bad guys.</i> <p>Also accept references to protecting people, e.g.:</p> <ul style="list-style-type: none"> • <i>It kept people safe.</i> 	1m																		

Section 2: Living In A Castle

Qu.	Requirement	Mark
14	<p>What made castles smelly places?</p> <p>Content domain: 1d - make inferences from the text.</p> <p>Award 1 mark for reference to any of the following acceptable points, e.g.:</p> <ul style="list-style-type: none"> ■ animals ■ lots of people, e.g.: <ul style="list-style-type: none"> • <i>there were loads of people inside.</i> ■ kitchens / dinner, e.g.: <ul style="list-style-type: none"> • <i>food</i> • <i>cooking.</i> <p>Also accept for 1 mark reference to the smells of the furnaces / people who made things from metal.</p> <p>Also accept for 1 mark reference to waste from everyday life.</p>	1m
15	<p>Give two things that people made inside the castle walls.</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 any two of the following acceptable points:</p> <ul style="list-style-type: none"> ■ armour ■ weapons ■ dinner. <p>Also accept for 1 mark answers referring to <i>things made from metal.</i></p>	1m

Section 3: Winter Parcel

Qu.	Requirement	Mark
16	<p>What are three types of weather in this poem?</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 any three of the following acceptable points:</p> <ul style="list-style-type: none"> ■ wind, e.g.: <ul style="list-style-type: none"> • <i>icy winds.</i> ■ rain ■ snow / snowy ■ sleet. 	1m
17	<p><i>my neck hides in a scarf</i></p> <p>What does this mean?</p> <p>Content domain: 1a - draw on knowledge of vocabulary to understand texts.</p> <p>Award 1 mark for:</p> <p>The child's neck <input type="checkbox"/> is hurting. The child's neck <input checked="" type="checkbox"/> is covered.</p> <p>The child is playing <input type="checkbox"/> hide and seek. The child's <input type="checkbox"/> scarf is lost.</p>	1m
18	<p>What two animals does the child wear on her hands?</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 both of the following acceptable points:</p> <ul style="list-style-type: none"> ■ tiger ■ giraffe. 	1m

Section 3: Winter Parcel

Qu.	Requirement	Mark
19	<p>Find and copy two words that show that the coat is warm.</p> <p>Content domain: 1d - make inferences from the text.</p> <p>Award 1 mark for both of the following acceptable points:</p> <ul style="list-style-type: none"> ■ <i>(is) thick</i> ■ <i>(and) furry.</i> <p>Also accept an introduction, e.g.:</p> <ul style="list-style-type: none"> • <i>it is thick and furry</i> • <i>the words are thick and furry.</i> <p>Also accept <i>protected.</i></p> <p>Also accept <i>(does up) very high.</i></p> <p>Also accept <i>wrapped up.</i></p>	1m
20	<p>How is the child in the poem like a parcel?</p> <p>Content domain: 1d - make inferences from the text.</p> <p>Award 1 mark for references to any of the following:</p> <ul style="list-style-type: none"> ■ the child is wrapped up / wearing lots of layers / wearing a lot of clothes, e.g.: <ul style="list-style-type: none"> • <i>the clothes are the wrapper and the child is the parcel</i> • <i>'wrapped up from head to toe'</i> • <i>she wears a coat and a scarf and gloves.</i> ■ you cannot see what's inside, e.g.: <ul style="list-style-type: none"> • <i>the child is hidden inside the clothes.</i> ■ the child is protected, e.g.: <ul style="list-style-type: none"> • <i>she's safely inside.</i> <p>Do not accept a simple list of clothing, e.g.:</p> <ul style="list-style-type: none"> • <i>coats, scarves, hats, etc.</i> 	1m

7. Mark scheme for Paper 2: reading answer booklet

Section 1: Meet Tony Ross

Qu.	Requirement	Mark															
1	<p>Find and copy one word from the top of page 4 that means <i>well known</i>.</p> <p>Content domain: 1a - draw on knowledge of vocabulary to understand texts.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> ■ <i>(most) famous</i>. 	1m															
2	<p>The Little Princess reminds Tony Ross of someone. Who is it?</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 answers that refer to his daughter, e.g.:</p> <ul style="list-style-type: none"> • <i>his little girl</i>. 	1m															
3	<p>Tick True or False for each statement about the Little Princess.</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 3 boxes correctly ticked and award 2 marks for all 4 boxes correctly ticked.</p> <table border="1" data-bbox="213 1341 1072 1673"> <thead> <tr> <th>Statement</th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>There are lots of books about her.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>She always does as she's told.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>She is 5 years old.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>She doesn't like going to bed.</td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table>	Statement	True	False	There are lots of books about her.	✓		She always does as she's told.		✓	She is 5 years old.		✓	She doesn't like going to bed.	✓		Up to 2m
Statement	True	False															
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Section 1: Meet Tony Ross

Qu.	Requirement	Mark
4	<p>What job did Tony Ross want to do before he became a writer and illustrator?</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 either of the following acceptable points:</p> <ul style="list-style-type: none"> ■ work with horses, e.g.: <ul style="list-style-type: none"> • <i>work at a stable</i> • <i>ride horses.</i> ■ be an actor / be a cowboy in a film, e.g.: <ul style="list-style-type: none"> • <i>actor</i> • <i>cowboy</i> • <i>he wanted to be in films.</i> <p>Do not accept:</p> <ul style="list-style-type: none"> ■ <i>author</i> ■ <i>artist.</i> 	1m

5	<p>Complete the table with the names of the writers and the characters they write about.</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 all boxes completed correctly.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Character</th> <th style="width: 50%;">Writer</th> </tr> </thead> <tbody> <tr> <td>Horrid Henry or Miss Battle-Axe Do not accept Henry series</td> <td>Francesca Simon</td> </tr> <tr> <td>Dr Xargle</td> <td>Jeanne Willis</td> </tr> <tr> <td>Mr Toffy</td> <td>Tony Ross</td> </tr> </tbody> </table>	Character	Writer	Horrid Henry or Miss Battle-Axe Do not accept Henry series	Francesca Simon	Dr Xargle	Jeanne Willis	Mr Toffy	Tony Ross	1m
Character	Writer									
Horrid Henry or Miss Battle-Axe Do not accept Henry series	Francesca Simon									
Dr Xargle	Jeanne Willis									
Mr Toffy	Tony Ross									

Section 1: Meet Tony Ross

Qu.	Requirement	Mark
6	<p>Why does Tony Ross like to illustrate his own books more than books by other people?</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 either of the following acceptable points:</p> <ul style="list-style-type: none"> ■ his own books are easier to illustrate / others' books are harder to illustrate ■ he doesn't write about things that he can't draw / doesn't like to draw, e.g.: <ul style="list-style-type: none"> • <i>so he can draw what he can draw</i> • <i>he writes about characters he likes to draw</i> • <i>he can draw what he likes</i> • <i>you can illustrate what ever you want</i> • <i>he can draw his own characters.</i> <p>Also accept for 1 mark reference to the following quotation:</p> <ul style="list-style-type: none"> ■ <i>It's easier to illustrate your own because every illustrator has things they don't like to draw or can't draw.</i> <p>Do not accept answers that only reference writing without mentioning drawing, e.g.:</p> <ul style="list-style-type: none"> • <i>it's easier to write your own books.</i> <p>Do not accept answers that refer to not liking other people's books without mentioning drawing, e.g.:</p> <ul style="list-style-type: none"> • <i>he likes his own books best.</i> 	1m

Section 2: The Greedy Man

Qu.	Requirement	Mark
7	<p>There are two men in the story.</p> <p>Content domain: 1b - identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Which man is kind and which man is greedy?</p> <p>Award 1 mark for both references:</p> <p>kind _____</p> <ul style="list-style-type: none"> ■ the farmer. <p>greedy _____</p> <ul style="list-style-type: none"> ■ the merchant. 	1m
8	<p>Where were the two neighbours walking at the beginning of the story?</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:</p> <p>in a town <input type="checkbox"/> along a riverbank <input checked="" type="checkbox"/></p> <p>on a bridge <input type="checkbox"/> through a field <input type="checkbox"/></p>	1m
9	<p>The farmer let the bird go when its wing had healed because...</p> <p>Content domain: 1d - make inferences from the text.</p> <p>Award 1 mark for:</p> <p>he knew it needed to be free. <input checked="" type="checkbox"/></p> <p>he wanted to get a seed. <input type="checkbox"/></p> <p>he wanted to hunt with it. <input type="checkbox"/></p> <p>he knew it was going to die. <input type="checkbox"/></p>	1m

Section 2: The Greedy Man

Qu.	Requirement	Mark
10	<p>Why was the farmer surprised when he opened up the first pumpkin?</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 farmer finding gold / riches inside, e.g.:</p> <ul style="list-style-type: none"> • <i>there was gold inside it</i> • <i>the pumpkin was filled with riches</i> • <i>gold.</i> <p>Also accept for 1 mark reference to good fortune.</p>	1m
11	<p>What made the greedy man feel sick?</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:</p> <p>The farmer had a beautiful pumpkin plant. <input type="checkbox"/></p> <p>The farmer was richer than he was. <input checked="" type="checkbox"/></p> <p>The farmer was boasting about his plant. <input type="checkbox"/></p> <p>The farmer was kinder than he was. <input type="checkbox"/></p>	1m
12	<p>The greedy man searched for a wounded bird.</p> <p>Why did he do this?</p> <p>Content domain: 1d - make inferences from the text.</p> <p>Award 1 mark for reference to the greedy man wanting to get rich / gold, e.g.:</p> <ul style="list-style-type: none"> • <i>because the bird would reward him</i> • <i>so that he would be given gold by the bird</i> • <i>because he would get a pumpkin seed that would grow pumpkins with gold inside.</i> <p>Also accept for 1 mark reference to his being jealous of the farmer, e.g.:</p> <ul style="list-style-type: none"> • <i>because he wanted a special seed that the farmer had.</i> <p>Also accept for 1 mark reference to the following quotation:</p> <ul style="list-style-type: none"> ■ <i>get me a pumpkin seed bigger than the farmer's.</i> 	1m

Section 2: The Greedy Man

Qu.	Requirement	Mark
13	<p>Why did the greedy man take a slingshot with him on the third day?</p> <p>Content domain: 1d - make inferences from the text.</p> <p>Award 1 mark for:</p> <p>He couldn't wait any longer to catch a bird. <input checked="" type="checkbox"/></p> <p>He couldn't carry the bird home. <input type="checkbox"/></p> <p>He wanted to scare the birds away. <input type="checkbox"/></p> <p>He wanted to shake the branches of the trees. <input type="checkbox"/></p>	1m
14	<p>Give two things the greedy man does that tell you he could not wait for the seed to grow.</p> <p>Content domain: 1d - make inferences from the text.</p> <p>Award up to 2 marks for any of the following acceptable points:</p> <ul style="list-style-type: none"> ■ he planted the seed straight away, e.g.: <ul style="list-style-type: none"> • <i>he went straight out and planted it</i> • <i>he plants it the same day.</i> ■ he paced up and down, e.g.: <ul style="list-style-type: none"> • <i>he was pacing up and down his garden looking for signs of growth</i> • <i>he kept walking up and down and gazed at the moon.</i> ■ he was watching to see if his plant was growing, e.g.: <ul style="list-style-type: none"> • <i>he was looking for signs of growth.</i> ■ he dreamt of the riches awaiting him, e.g.: <ul style="list-style-type: none"> • <i>gazing up at the moon dreaming of the riches awaiting him</i> • <i>at night he would dream that the gold grows.</i> <p>Do not accept answers that do not refer to what the greedy man does, e.g.:</p> <ul style="list-style-type: none"> • <i>riches awaiting him.</i> <p>Do not accept references to dreaming without reference to riches / gold.</p> <p>Do not accept he gazed at the moon without reference to dreaming of riches / gold.</p>	Up to 2m

Section 2: The Greedy Man

Qu.	Requirement	Mark
15	<p>Why did the greedy man start <i>clapping his hands in delight</i>?</p> <p>Content domain: 1d - make inferences from the text.</p> <p>Award 1 mark for reference to either of the following acceptable points:</p> <ul style="list-style-type: none"> ■ he thought he would soon be very rich / have lots of gold, e.g.: <ul style="list-style-type: none"> • <i>because he thought he would find gold</i> • <i>he was happy because he was going to be rich.</i> ■ he thought his reward was going to be greater than the farmer's, e.g.: <ul style="list-style-type: none"> • <i>he thought his treat would be better than the farmer's.</i> <p>Do not accept general answers about the greedy man being happy, e.g.:</p> <ul style="list-style-type: none"> • <i>he was happy</i> • <i>he felt excited</i> • <i>he was delighted.</i> <p>Do not accept references to going to the moon that are not linked to collecting riches, e.g.:</p> <ul style="list-style-type: none"> • <i>because he thought that he was going to the moon.</i> <p>Do not accept answers referring only to the vine, e.g.:</p> <ul style="list-style-type: none"> • <i>because he saw the vine growing.</i> 	1m
16	<p>Look at the paragraph beginning <i>The greedy man began to climb the vine...</i></p> <p>Content domain: 1a - draw on knowledge of vocabulary to understand texts.</p> <p>Find and copy one word that means the same as <i>sparkle</i>.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> ■ <i>glint.</i> <p>Do not accept:</p> <ul style="list-style-type: none"> • <i>gold</i> • <i>silver</i> • <i>riches.</i> 	1m

Section 2: The Greedy Man

Qu.	Requirement	Mark
17	<p>The greedy man's first surprise was that there was no gold or silver on the moon.</p> <p>On page 11, what was the second big surprise for the greedy man?</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 vine vanishing, e.g.:</p> <ul style="list-style-type: none"> • <i>the plant had gone</i> • <i>the whole plant had disappeared.</i> <p>Also accept answers that refer to him being stranded on the moon, e.g.:</p> <ul style="list-style-type: none"> • <i>he was stuck on the moon.</i> <p>Do not accept references to the greedy man visiting the moon.</p>	1m
18	<p>Look at the whole story.</p> <p>Number the sentences 1 to 5 to show the order that they happen in the story.</p> <p>The first one has been done for you.</p> <p>Content domain: 1c - identify and explain the sequence of events in texts.</p> <p>Award 1 mark for all boxes numbered correctly.</p> <p>The farmer became rich. <input type="text" value="3"/></p> <p>The two neighbours saw a wounded bird. <input type="text" value="1"/></p> <p>The greedy man broke a bird's wing. <input type="text" value="4"/></p> <p>The farmer picked up the wounded bird. <input type="text" value="2"/></p> <p>The greedy man climbed up the vine. <input type="text" value="5"/></p>	1m

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