

2024 national curriculum tests

Key stage 1

English reading test mark schemes

Paper 1: reading prompt and
answer booklet

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 key stage 1 and 2 statutory and optional tests. STA is an executive agency of the Department for Education.

The 2024 optional test assesses the national curriculum. This test has been developed to meet the specification set out in the [test framework](#)¹ for English reading at key stage 1. It assesses the aspects of comprehension that lend themselves to a paper test.

This key stage 1 reading test is not statutory. The key stage 1 tests can be marked internally within schools to inform teacher assessment. The evidence from the tests can be used to help inform this teacher assessment.

A new test and new mark schemes are produced each year.

Scaled score conversion tables are not included in this document. Conversion tables are produced as part of the standards maintenance process. [Scaled score conversion tables](#)² for the 2024 tests will be published in June 2024.

The mark schemes should be used to mark pupils' responses. The pupil examples are based on responses gathered during the test trialling process. It is important when marking to refer to the general marking principles, the additional guidance and the exemplars section to ensure marking is accurate and consistent.

2. Structure of the test

The optional key stage 1 English reading test comprises:

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

1 www.gov.uk/government/publications/key-stage-1-english-reading-test-framework

2 www.gov.uk/guidance/scaled-scores-at-key-stage-1

3. Content domain coverage

The 2024 test meets the specification in the test framework. Tables 1 and 2 set out the areas of the content domain that are assessed in Papers 1 and 2.

Some questions assess more than one area of the content domain. Any secondary content domain references are indicated in the mark schemes.

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 / 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: Spider Monkeys | | | | |
| 1 | | 1 | | | |
| 2 | 1 | | | | |
| 3 | | 1 | | | |
| 4 | | | | 1 | |
| 5 | | 1 | | | |
| 6 | 1 | | | | |
| 7 | | 1 | | | |
| 8 | | 1 | | | |
| 9 | | | | 1 | |
| 10 | | 1 | | | |
| | Section 2: Izzy's Talent | | | | |
| 11 | | 1 | | | |
| 12 | 1 | | | | |
| 13 | | 1 | | | |
| 14 | | 1 | | | |
| 15 | | 1 | | | |
| 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 / 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: The History of Hats | | | | |
| 1 | | 1 | | | |
| 2 | 1 | | | | |
| 3 | | | | 1 | |
| 4 | | 1 | | | |
| 5 | | 1 | | | |
| 6 | | 1 | | | |
| 7 | | 1 | | | |
| 8 | | 2 | | | |
| 9 | | 1 | | | |
| | Section 2: Come on, Tiger Tom | | | | |
| 10 | | | | 1 | |
| 11 | 1 | | | | |
| 12 | | | | 1 | |
| 13 | | | | 2 | |
| 14 | | 2 | | | |
| 15 | | | | 1 | |
| 16 | | | | 1 | |
| 17 | | | | 1 | |

4. Explanation of the mark schemes

Those marking the test should familiarise themselves with the marking guidance in section 4.1 of this document before applying the mark schemes.

The number of marks available for each item is indicated below the marking circles on the test papers. 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 practice questions are not marked as they are completed by the pupils together with the test administrator as an introduction to the test.

The mark schemes contain the following information for each question:

- the question number
- the question from the test paper
- the number of marks available for each question
- what is required to answer each question, including correct answers and examples of different types of creditworthy response
- any additional guidance that may be relevant, including unacceptable responses, where appropriate
- the content domain reference and, if applicable, the secondary content domain reference.

The diagram below exemplifies the content of the mark schemes:

| Qu. | Requirement | Mark |
|-----|--|------|
| 8 | <p>Spider monkeys look like spiders when dangling from branches.</p> <p>What else do they do that makes them look like spiders?</p> <ul style="list-style-type: none"> • Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information • Award 1 mark for reference to the way spiders stretch (their arms and legs), e.g. <ul style="list-style-type: none"> • <i>they stretch</i> • <i>they stretch their bodies</i> • <i>stretching their arms.</i> • Also accept reference to spider monkeys moving like spiders, e.g. <ul style="list-style-type: none"> • <i>because of how they move</i> • <i>they move like spiders.</i> • Do not accept reference to spider monkeys looking like they are dangling / hanging (from webs), e.g. <ul style="list-style-type: none"> • <i>because the monkey looks like it's on a spider web</i> • <i>they hang upside down</i> • <i>they hang from branches like spiders hang from webs.</i> | 1m |

Content domain reference:
Aspect of reading assessed by this question.

Criteria for the award of marks

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.

Examples of pupil responses from the trials

4.1 Applying the mark schemes

The table below explains the key features of the key stage 1 English reading test mark schemes:

| Mark scheme | Explanation |
|--|--|
| <ul style="list-style-type: none"> ■ Square bullets | Square bullets indicate acceptable points that can be credited in a pupil's response. They must be treated as marking principles, not as the exact response a pupil needs to give. |
| <ul style="list-style-type: none"> • Round bullets | Round bullets indicate examples of frequently occurring responses given by pupils during trialling. There are many ways for pupils to express an acceptable answer. Those marking the test must focus on the content of what has been written and not on the quality, expression or grammatical construction of the response. |
| Use of brackets in acceptable points | Brackets provide additional information that is relevant to the required response, but is not required for the award of the mark. |
| Do not accept | Do not accept indicates commonly occurring but incorrect answers that should not be credited. |
| Possible ambiguity | Pupils who write a correct and an incorrect answer should be awarded the mark(s) for the correct answer. This principle must be carefully applied in conjunction with the mark scheme for each question. |
| Minor copying errors and plausible misspellings | Minor copying errors and plausible misspellings are permitted in responses to all questions. |
| 'Find and copy' questions | For 'find and copy' questions, introductions such as 'the answer is (...)' or 'it is (...)' and plausible misspellings are permitted. |
| Use of brackets in 'find and copy' | For 'find and copy' questions, the correct answer is indicated by the word(s) outside the brackets. The word(s) inside the brackets indicate any additional word(s) allowable for the award of the mark. The words inside the brackets are not creditworthy if given alone. |
| Tick boxes and tables | Accept any clear indication of the correct response, including crosses, underlining and circling answers. |
| Drawing lines to 'match' boxes | Accept lines that do not touch the boxes, providing the intention is clear. |
| Circling or underlining | Accept any clear indication of the correct response, including ticks, underlining and circling answers. |

5. Internal moderation procedures

We recommend those who are involved in marking the optional key stage 1 tests undertake moderation activity to ensure marking is consistent across their school.

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

Section 1: *Spider Monkeys*

| Qu. | Requirement | Mark |
|-----|--|------|
| 1 | <p>Find and copy one word that describes the rainforest.</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 warm and/or wet.</p> <p>See page 7 for further guidance on marking this question.</p> | 1m |
| 2 | <p><i>Spider monkeys hardly ever walk on the ground.</i></p> <p>This tells us spider monkeys...</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts</p> <p>Award 1 mark for:</p> <p>almost always walk on the ground. <input type="checkbox"/></p> <p>do not often walk on the ground. <input checked="" type="checkbox"/></p> <p>mostly walk on the ground. <input type="checkbox"/></p> <p>cannot walk on the ground. <input type="checkbox"/></p> | 1m |

Section 1: Spider Monkeys

| Qu. | Requirement | Mark |
|-----|---|------|
| 3 | <p>What do spider monkeys like to eat most of all?</p> <p>Write two things.</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information Secondary content domain: 1a – draw on knowledge of vocabulary to understand texts</p> <p>Award 1 mark for reference to both of the acceptable points below:</p> <ul style="list-style-type: none"> ■ fruit ■ seeds. <p>Please note that some pupils will give more than one answer on the same line. This is acceptable and should be awarded 1 mark, e.g.</p> <ul style="list-style-type: none"> • <i>fruit and seeds.</i> <p>Do not accept reference to any other foods, e.g.</p> <ul style="list-style-type: none"> • <i>flowers</i> • <i>bark</i> • <i>insects</i> • <i>eggs.</i> | 1m |
| 4 | <p>Why is bark a <i>useful snack</i> for spider monkeys?</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for reference to any of the acceptable points below:</p> <ul style="list-style-type: none"> ■ the availability of bark, e.g. <ul style="list-style-type: none"> • <i>it is very easy to find</i> • <i>because there is lots of it</i> • <i>because it is from the trees</i> • <i>because bark grows on trees.</i> ■ the large quantity of trees, e.g. <ul style="list-style-type: none"> • <i>because there are lots of trees</i> • <i>the forest is full of trees</i> • <i>it's a useful snack when you live in a forest full of trees.</i> ■ the spider monkey's habitat, e.g. <ul style="list-style-type: none"> • <i>it is easy to find because they live in trees</i> • <i>because they live in the forest.</i> <p>Do not accept reference to the monkeys' preference for bark, e.g.</p> <ul style="list-style-type: none"> • <i>because they like it</i> • <i>because it's their favourite.</i> | 1m |

Section 1: Spider Monkeys

| Qu. | Requirement | Mark |
|-----|--|------|
| 5 | <p>What makes spider monkeys' tails good for swinging from trees?</p> <p>Write two things.</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 two of the acceptable points below:</p> <ul style="list-style-type: none"> ■ the strength of the monkeys' tails, e.g. <ul style="list-style-type: none"> • <i>they are very strong</i> • <i>strong.</i> ■ the ability of the monkeys' tails to grip, e.g. <ul style="list-style-type: none"> • <i>they help the monkey to hold on</i> • <i>grip.</i> ■ the (hairless) patch at the end of the monkeys' tails, e.g. <ul style="list-style-type: none"> • <i>they have a patch on their tail</i> • <i>patch.</i> ■ the monkeys' tails being like a third arm. <p>Please note that some pupils will give more than one answer on the same line. This is acceptable and should be awarded 1 mark, e.g.</p> <ul style="list-style-type: none"> • <i>they are strong and good at gripping.</i> | 1m |
| 6 | <p>The word <i>scamper</i> tells you how spider monkeys...</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts</p> <p>Award 1 mark for:</p> <p>travel in the treetops. <input checked="" type="checkbox"/></p> <p>sleep in the treetops. <input type="checkbox"/></p> <p>see in the treetops. <input type="checkbox"/></p> <p>eat in the treetops. <input type="checkbox"/></p> | 1m |

Section 1: *Spider Monkeys*

| Qu. | Requirement | Mark |
|-----|--|------|
| 7 | <p>What colours can spider monkeys be?</p> <p>Find and copy two colours.</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 acceptable points below:</p> <ul style="list-style-type: none"> ■ black ■ brown ■ gold. <p>Please note that some pupils will give both answers on the same line. This is acceptable and should be awarded 1 mark, e.g.</p> <ul style="list-style-type: none"> • <i>black and brown.</i> <p>Do not accept combinations of correct and incorrect colours.</p> | 1m |
| 8 | <p>Spider monkeys look like spiders when dangling from branches.</p> <p>What else do they do that makes them look like spiders?</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 way spiders stretch (their arms and legs), e.g.</p> <ul style="list-style-type: none"> • <i>they stretch</i> • <i>they stretch their bodies</i> • <i>stretching their arms.</i> <p>Also accept reference to spider monkeys moving like spiders, e.g.</p> <ul style="list-style-type: none"> • <i>because of how they move</i> • <i>they move like spiders.</i> <p>Do not accept reference to spider monkeys looking like they are dangling / hanging (from webs), e.g.</p> <ul style="list-style-type: none"> • <i>because the monkey looks like it's on a spider web</i> • <i>they hang upside down</i> • <i>they hang from branches like spiders hang from webs.</i> | 1m |

Section 1: *Spider Monkeys*

| Qu. | Requirement | Mark |
|-----|--|------|
| 9 | <p>Why is it easy to find spider monkeys?</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for:</p> <p>They live all over the world. <input type="checkbox"/></p> <p>They are brightly coloured. <input type="checkbox"/></p> <p>They are very noisy. <input checked="" type="checkbox"/></p> <p>They run on the ground. <input type="checkbox"/></p> | 1m |
| 10 | <p>What is the name for a large group of spider monkeys?</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 troop.</p> | 1m |

Section 2: Izzy's Talent

| Qu. | Requirement | Mark |
|-----|---|------|
| 11 | <p>When did Milo show Izzy his dance?</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 lunchtime, e.g.</p> <ul style="list-style-type: none"> • <i>lunch</i> • <i>lunch break.</i> | 1m |
| 12 | <p><i>He whirled round and round...</i></p> <p>Which word means the same as <i>whirled</i>?</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts</p> <p>Award 1 mark for:</p> <p>hopped <input type="checkbox"/></p> <p>spun <input checked="" type="checkbox"/></p> <p>wobbled <input type="checkbox"/></p> <p>ran <input type="checkbox"/></p> | 1m |

Section 2: Izzy's Talent

| Qu. | Requirement | Mark |
|-----|--|------|
| 13 | <p>Where was Sita practising her act?</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 (school) hall.</p> | 1m |
| 14 | <p>What did Sita tell Izzy to do?</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>Teach Milo to juggle. <input type="checkbox"/></p> <p>Buy some new balls. <input type="checkbox"/></p> <p>Carry on practising. <input checked="" type="checkbox"/></p> <p>Throw the balls higher. <input type="checkbox"/></p> | 1m |
| 15 | <p>Ben was Izzy's...</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>teacher. <input type="checkbox"/> brother. <input checked="" type="checkbox"/></p> <p>dad. <input type="checkbox"/> friend. <input type="checkbox"/></p> | 1m |

Section 2: Izzy's Talent

| Qu. | Requirement | Mark |
|-----|---|------|
| 16 | <p>What made Ben smile?</p> <p>Content domain: 1d – make inferences from the text Secondary content domain: 1a – draw on knowledge of vocabulary to understand texts</p> <p>Award 1 mark for reference to either of the acceptable points below:</p> <ul style="list-style-type: none"> ■ Ben having an idea, e.g. <ul style="list-style-type: none"> • <i>he thought of something</i> • <i>an idea</i> • <i>he had a plan</i> • <i>Ben thought of something</i> • <i>he thought they should go to the fair</i> • <i>the idea of the fair.</i> ■ Ben knowing how to help Izzy, e.g. <ul style="list-style-type: none"> • <i>he knew what to do</i> • <i>he knew how to help</i> • <i>he decided how to make Izzy feel better</i> • <i>helping his sister</i> • <i>he knew Izzy would like the fair</i> • <i>he thought the fair would cheer her up.</i> <p>Do not accept reference to the fair without elaboration, e.g.</p> <ul style="list-style-type: none"> • <i>the fair.</i> | 1m |
| 17 | <p>When did Izzy visit the fair?</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 acceptable points below:</p> <ul style="list-style-type: none"> ■ the evening / night, e.g. <ul style="list-style-type: none"> • <i>the next evening</i> • <i>in the evening</i> • <i>at night.</i> ■ the next day. | 1m |

Section 2: Izzy's Talent

| Qu. | Requirement | Mark |
|-----|--|------|
| 18 | <p>What acts did Izzy see at the fair?</p> <p>Write two acts.</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 acceptable points below:</p> <ul style="list-style-type: none"> ■ dancers / dancing ■ jugglers / juggling. <p>Do not accept reference to lots of (other) acts.</p> <p>Please note that some pupils will give more than one answer on the same line. This is acceptable and should be awarded 1 mark, e.g.</p> <ul style="list-style-type: none"> • <i>dancers and jugglers.</i> | 1m |
| 19 | <p>What did Ben do when Izzy spotted him?</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 (Ben) waving, e.g.</p> <ul style="list-style-type: none"> • <i>he waved</i> • <i>who waved</i> • <i>Izzy spotted Ben, who waved.</i> <p>Do not accept references to Ben laughing.</p> | 1m |
| 20 | <p>What was Izzy's talent?</p> <p>Content domain: 1d – make inferences from the text</p> <p>Secondary content domain: 1a – draw on knowledge of vocabulary to understand texts</p> <p>Award 1 mark for reference to making people laugh, e.g.</p> <ul style="list-style-type: none"> • <i>jokes</i> • <i>she made the audience laugh</i> • <i>being funny</i> • <i>she was a comedian</i> • <i>she was a clown.</i> | 1m |

7. Mark schemes for Paper 2: reading answer booklet

Section 1: *The History of Hats*

| Qu. | Requirement | Mark |
|-----|--|------|
| 1 | <p>Look at the beginning of the text.</p> <p>People used to wear hats because they...</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information Secondary content domain: 1a – draw on knowledge of vocabulary to understand texts</p> <p>Award 1 mark for:</p> <p>were indoors. <input type="checkbox"/></p> <p>were at a special event. <input type="checkbox"/></p> <p>kept their hair tidy. <input type="checkbox"/></p> <p>thought it was polite. <input checked="" type="checkbox"/></p> | 1m |
| 2 | <p>Look at the section: <i>Hat or hair?</i></p> <p>...sprinkled gold dust and jewels over their hair.</p> <p>The word <i>sprinkled</i> means the same as...</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts</p> <p>Award 1 mark for:</p> <p>scattered. <input checked="" type="checkbox"/></p> <p>moved. <input type="checkbox"/></p> <p>cleaned. <input type="checkbox"/></p> <p>brushed. <input type="checkbox"/></p> | 1m |

Section 1: *The History of Hats*

| Qu. | Requirement | Mark |
|-----|--|------|
| 3 | <p>Look at the section: <i>Hat or hair?</i></p> <p>What have experts learned from old statues?</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for reference to either of the acceptable points below:</p> <ul style="list-style-type: none"> ■ women / people wearing hats, e.g. <ul style="list-style-type: none"> • <i>women in the past wore hats</i> • <i>they were wearing hats</i> • <i>hair might not be hair, it might be hats</i> • <i>that statues are wearing hats, not hairstyles.</i> ■ people's appearance, e.g. <ul style="list-style-type: none"> • <i>how people looked</i> • <i>what people wore</i> • <i>what people looked like in the past.</i> <p>Do not accept reference to people's appearance having changed over time, e.g.</p> <ul style="list-style-type: none"> • <i>hats and hair decorations have changed over time.</i> <p>Do not accept reference to hairstyles / decorations, e.g.</p> <ul style="list-style-type: none"> • <i>how their hair looked</i> • <i>women in Rome sprinkled gold dust over their hair.</i> | 1m |
| 4 | <p>Look at the section: <i>Bonnets.</i></p> <p>How long have people been wearing bonnets?</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 (over) 400 years, e.g.</p> <ul style="list-style-type: none"> • <i>over 400 years</i> • <i>for 400 years</i> • <i>400 years.</i> <p>Do not accept 400 alone without reference to years.</p> | 1m |

Section 1: *The History of Hats*

| Qu. | Requirement | Mark |
|-----|--|------|
| 5 | <p>Which two decorations were used on bonnets?</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 both:</p> <p>leaves <input type="checkbox"/></p> <p>shells <input type="checkbox"/></p> <p>ribbons <input checked="" type="checkbox"/></p> <p>jewels <input type="checkbox"/></p> <p>flowers <input checked="" type="checkbox"/></p> | 1m |
| 6 | <p>Why does the tricorne hat have this name?</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 acceptable points below:</p> <ul style="list-style-type: none"> ■ it has three corners ■ it is a triangular shape. <p>Also accept reference to corners, without reference to three, e.g.</p> <ul style="list-style-type: none"> • <i>because of its corners</i> • <i>its corners.</i> <p>Do not accept reference to the hat's brim, without reference to its shape, e.g.</p> <ul style="list-style-type: none"> • <i>the brim is folded</i> • <i>because of the brim.</i> | 1m |
| 7 | <p>Look at the paragraph beginning: <i>Nowadays...</i></p> <p>What is another name for the bobbles on hats?</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 pom-poms, e.g.</p> <ul style="list-style-type: none"> • <i>they're called pom-poms</i> • <i>a pom-pom.</i> | 1m |

Section 1: *The History of Hats*

| Qu. | Requirement | Mark |
|-----|--|----------|
| 8 | <p><i>For many years, bobble hats have been worn by sailors.</i></p> <p>Why might people wear bobble hats nowadays?</p> <p>Write two reasons.</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information Secondary content domain: 1d – make inferences from the text</p> <p>Award 1 mark for reference to any of the acceptable points below up to a maximum of 2 marks:</p> <ul style="list-style-type: none"> ■ staying warm, e.g. <ul style="list-style-type: none"> • <i>because it is cold</i> • <i>because when it's cold you can wear it</i> • <i>because it makes their head hot in winter</i> • <i>because it's winter.</i> ■ being fashionable / looking good, e.g. <ul style="list-style-type: none"> • <i>because they want to be fashionable</i> • <i>it is fashion</i> • <i>they look cool.</i> ■ showing support for a sports team / being a sports fan, e.g. <ul style="list-style-type: none"> • <i>sports fans wear them in their team's colours</i> • <i>for sport.</i> <p>Do not accept reference to head protection, e.g.</p> <ul style="list-style-type: none"> • <i>so they don't hit their head</i> • <i>to stop them from banging their head.</i> <p>Please note that some pupils will give more than one acceptable answer on the same line. This is acceptable and should be awarded 2 marks, e.g.</p> <ul style="list-style-type: none"> • <i>they are fashionable when it's cold.</i> | Up to 2m |
| 9 | <p>Why did knights take off their helmets when they came indoors?</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 knights demonstrating they did not want conflict, e.g.</p> <ul style="list-style-type: none"> • <i>to show that they did not want to fight</i> • <i>so they did not get into a fight.</i> <p>Do not accept reference to showing politeness, e.g.</p> <ul style="list-style-type: none"> • <i>it comes from being polite.</i> | 1m |

Section 2: *Come on, Tiger Tom*

| Qu. | Requirement | Mark |
|-----|--|------|
| 10 | <p>Why did Tom and his mum stop at the old tree?</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for:</p> <p>so Tom could climb it <input checked="" type="checkbox"/></p> <p>because Tom wanted to pounce <input type="checkbox"/></p> <p>so they could find something to eat <input type="checkbox"/></p> <p>because they were lost <input type="checkbox"/></p> | 1m |
| 11 | <p><i>He pounced at a red beetle.</i></p> <p>The word <i>pounced</i> tells you about the way Tom...</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts</p> <p>Award 1 mark for:</p> <p>roared. <input type="checkbox"/></p> <p>stared. <input type="checkbox"/></p> <p>nodded. <input type="checkbox"/></p> <p>jumped. <input checked="" type="checkbox"/></p> | 1m |
| 12 | <p>What did Tom do that tells you he was cold?</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for reference to Tom shivering, e.g.</p> <ul style="list-style-type: none"> • <i>he shivered</i> • <i>shivering.</i> | 1m |

Section 2: *Come on, Tiger Tom*

| Qu. | Requirement | Mark |
|-----|--|----------|
| 13 | <p>Look at the paragraph beginning: <i>Just then, he noticed a lizard scuttling...</i></p> <p>What did Tom do to make sure he did not fall off the tree?</p> <p>Write two things.</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for reference to any of the acceptable points below, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> ■ Tom climbing the tree carefully, e.g. <ul style="list-style-type: none"> • <i>Tom climbed so carefully</i> • <i>he was being careful.</i> ■ Tom climbing the tree slowly, e.g. <ul style="list-style-type: none"> • <i>he climbed the tree very slowly</i> • <i>he slowed down</i> • <i>slowly.</i> ■ Tom not looking down, e.g. <ul style="list-style-type: none"> • <i>didn't look down.</i> ■ Tom hanging on to the branch (tightly), e.g. <ul style="list-style-type: none"> • <i>Tom curled himself tightly around a high branch</i> • <i>he curled himself</i> • <i>hold on tight.</i> ■ Tom inching his way across the branch, e.g. <ul style="list-style-type: none"> • <i>he inched his way along the branch</i> • <i>inched.</i> <p>Please note that some pupils will give more than one acceptable point on the same line. This is acceptable and should be awarded 2 marks, e.g.</p> <ul style="list-style-type: none"> • <i>he didn't look down when he climbed the tree slowly</i> • <i>carefully, he slowly climbed the tree.</i> | Up to 2m |

Section 2: *Come on, Tiger Tom*

| Qu. | Requirement | Mark |
|-----|---|----------|
| 14 | <p>Where did Tom go to try to find his mum?</p> <p>Write two places.</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information Secondary content domain: 1d – make inferences from the text</p> <p>Award 1 mark for reference to either of the acceptable points below, up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> ■ the tree, e.g. <ul style="list-style-type: none"> • <i>up the tree</i> • <i>at the top of tree.</i> ■ the river. <p>Please note that some pupils will give more than one acceptable answer on the same line. This is acceptable and should be awarded 2 marks, e.g.</p> <ul style="list-style-type: none"> • <i>up the tree and by the river.</i> | Up to 2m |
| 15 | <p>When Tom arrived at the river, it was...</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for:</p> <p>morning. <input type="checkbox"/></p> <p>afternoon. <input type="checkbox"/></p> <p>night-time. <input checked="" type="checkbox"/></p> <p>the next day. <input type="checkbox"/></p> | 1m |
| 16 | <p><i>...then he heard a noise.</i></p> <p>What did the noise turn out to be?</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for reference to Tom’s mum.</p> <p>Also accept reference to footsteps.</p> <p>Do not accept reference to a (familiar) voice, e.g.</p> <ul style="list-style-type: none"> • <i>he heard a voice</i> • <i>a familiar voice said ‘Tom – is that you?’.</i> | 1m |

Section 2: *Come on, Tiger Tom*

| Qu. | Requirement | Mark |
|-----|---|------|
| 17 | <p>Look at the paragraph beginning: <i>The next morning...</i></p> <p>Why did Tom wake up early?</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for reference to any of the acceptable points below:</p> <ul style="list-style-type: none"> ■ Tom being excited / enthusiastic (to learn to fish), e.g. <ul style="list-style-type: none"> • <i>he was excited to go fishing</i> • <i>he wanted to learn more things</i> • <i>he was excited for fishing practice</i> • <i>he wanted to learn how to fish</i> • <i>he was excited.</i> ■ fishing practice, e.g. <ul style="list-style-type: none"> • <i>it was time for fishing practice</i> • <i>to do some fishing</i> • <i>because of fishing practice</i> • <i>to practise.</i> ■ Tom going to the river, e.g. <ul style="list-style-type: none"> • <i>because he wanted to go to the river</i> • <i>to set out for the river.</i> ■ Tom wanting to start (fishing) as soon as possible, e.g. <ul style="list-style-type: none"> • <i>he wanted to get there quickly</i> • <i>he wanted to get a move on.</i> ■ Tom wanting to show his mum he could do the right thing, e.g. <ul style="list-style-type: none"> • <i>he wanted to show his mum he could do just like she told him.</i> | 1m |



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