

2025 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**

Contents

1. Introduction	3
2. Structure of the test	3
3. Content domain coverage	4
4. Explanation of the mark schemes	6
4.1 Applying the mark schemes	7
5. Internal moderation procedures	8
6. Mark schemes for Paper 1: reading prompt and answer booklet	9
Section 1: <i>Slow Down, Sami!</i>	9
Section 2: <i>Helpful Animals</i>	14
7. Mark schemes for Paper 2: reading answer booklet	18
Section 1: <i>The History of Ice Cream</i>	18
Section 2: <i>A New Room for William</i>	21

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 2025 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 2025 tests will be published in June 2025.

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 2025 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: Slow Down, Sami!				
1				1	
2		1			
3				1	
4				1	
5		1			
6		1			
7	1				
8		1			
9		1			
10				1	
	Section 2: Helpful Animals				
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 Ice Cream				
1		1			
2	1				
3	1				
4				1	
5		1			
6	1				
7		1			
8		1			
9		2			
	Section 2: A New Room for William				
10				1	
11		1			
12		1			
13		1			
14		2			
15		1			
16		1			
17				2	

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
Content domain reference: Aspect of reading assessed by this question.	9	What did Sami finally see?	1m
Criteria for the award of marks		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 a shoot / plant, e.g. <ul style="list-style-type: none"> • a tiny green shoot • a stem • a leaf. 	
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.		Also accept reference to growth, e.g. <ul style="list-style-type: none"> • it was growing • it was growing bigger and bigger • it grew. 	
Examples of pupil responses from the trials		Also accept reference to what Sami learnt, e.g. <ul style="list-style-type: none"> • that he can be patient • that slowing down is worth it. 	
		Do not accept reference to (something) green, without reference to a plant / shoot, e.g. <ul style="list-style-type: none"> • a green thing • green. 	
		Do not accept reference to a flower, e.g. <ul style="list-style-type: none"> • the little bit of flower. 	

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: *Slow Down, Sami!*

Qu.	Requirement	Mark
1	<p>Who was Mr Goff?</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for reference to (Sami's) teacher, e.g.</p> <ul style="list-style-type: none"> • <i>a teacher</i> • <i>the class teacher.</i> <p>Also accept reference to any other plausible adults in a school setting, e.g.</p> <ul style="list-style-type: none"> • <i>teaching assistant</i> • <i>head teacher.</i> 	1m
2	<p>What did Mr Goff ask the class 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 reference to giving in their homework, e.g.</p> <ul style="list-style-type: none"> • <i>he asked them to give in their homework</i> • <i>give me your homework</i> • <i>hand in your homework</i> • <i>bring your homework.</i> <p>Also accept reference to getting their homework out, e.g.</p> <ul style="list-style-type: none"> • <i>take out your homework</i> • <i>to get their homework out</i> • <i>get your homework.</i> <p>Do not accept reference to homework without a relevant action, e.g.</p> <ul style="list-style-type: none"> • <i>homework</i> • <i>their homework</i> • <i>your homework.</i> 	1m

Section 1: *Slow Down, Sami!*

Qu.	Requirement	Mark
3	<p>What made Sami knock into the flowerpot?</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for reference to the cat, e.g.</p> <ul style="list-style-type: none"> • <i>Fara's cat</i> • <i>he tripped over the cat</i> • <i>he fell on the cat</i> • <i>he didn't see the cat.</i> <p>Also accept reference to Sami rushing, e.g.</p> <ul style="list-style-type: none"> • <i>he was rushing</i> • <i>he was racing</i> • <i>he was running.</i> <p>Do not accept reference to Sami not looking where he is going without reference to the cat, e.g.</p> <ul style="list-style-type: none"> • <i>because he didn't look</i> • <i>he did not see it.</i> 	1m
4	<p>After Sami broke the flowerpot, Fara was...</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for:</p> <p>angry. <input type="checkbox"/> surprised. <input type="checkbox"/></p> <p>sad. <input type="checkbox"/> kind. <input checked="" type="checkbox"/></p>	1m
5	<p>What had Fara put in the flowerpot?</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 a seed, e.g.</p> <ul style="list-style-type: none"> • <i>she planted a little seed inside</i> • <i>there was a seed in it.</i> 	1m

Section 1: *Slow Down, Sami!*

Qu.	Requirement	Mark
6	<p>Why did Sami need to slow down when he was looking after the present?</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:</p> <ul style="list-style-type: none"> ■ Sami could miss something special / miss the plant grow, e.g. <ul style="list-style-type: none"> • <i>because he would miss watching the seed grow into a plant</i> • <i>so he wouldn't miss something special</i> • <i>because Sami would miss the surprise</i> • <i>so he did not miss it.</i> ■ Sami being able to see something special / see the plant grow, e.g. <ul style="list-style-type: none"> • <i>so he can see it grow</i> • <i>he can watch something special happen</i> • <i>so he could see what happens.</i> <p>Also accept reference to watching the flowerpot closely / taking the time to look at it, e.g.</p> <ul style="list-style-type: none"> • <i>watch closely</i> • <i>watch it carefully</i> • <i>so he could look carefully at the flowerpot.</i> <p>Also accept reference to plants taking time to grow, e.g.</p> <ul style="list-style-type: none"> • <i>because plants need time to grow.</i> <p>Do not accept reference to (not) breaking it, e.g.</p> <ul style="list-style-type: none"> • <i>so it didn't smash into pieces</i> • <i>so it doesn't break.</i> 	1m
7	<p><i>"Nothing special is happening," he sighed.</i></p> <p>This tells you Sami was feeling...</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts</p> <p>Award 1 mark for:</p> <p>worried. <input type="checkbox"/> happy. <input type="checkbox"/></p> <p>relaxed. <input type="checkbox"/> disappointed. <input checked="" type="checkbox"/></p>	1m

Section 1: *Slow Down, Sami!*

Qu.	Requirement	Mark
8	<p>What did Dad tell Sami 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 reference to telling Sami to keep trying / watching, e.g.</p> <ul style="list-style-type: none"> • <i>try again</i> • <i>try again the next day</i> • <i>watch it again tomorrow.</i> <p>Also accept reference to suggesting Sami should be patient, e.g.</p> <ul style="list-style-type: none"> • <i>wait</i> • <i>be patient</i> • <i>give it time.</i> <p>Do not accept reference to slowing down, e.g.</p> <ul style="list-style-type: none"> • <i>take your time</i> • <i>slow down.</i> <p>Do not accept reference to the quotation: <i>It might take some time</i>, e.g.</p> <ul style="list-style-type: none"> • <i>it will take time.</i> 	1m

Section 1: *Slow Down, Sami!*

Qu.	Requirement	Mark
9	<p>What did Sami finally see?</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 a shoot / plant, e.g.</p> <ul style="list-style-type: none"> • <i>a tiny green shoot</i> • <i>a stem</i> • <i>a leaf.</i> <p>Also accept reference to growth, e.g.</p> <ul style="list-style-type: none"> • <i>it was growing</i> • <i>it was growing bigger and bigger</i> • <i>it grew.</i> <p>Also accept reference to what Sami learnt, e.g.</p> <ul style="list-style-type: none"> • <i>that he can be patient</i> • <i>that slowing down is worth it.</i> <p>Do not accept reference to (something) green, without reference to a plant / shoot, e.g.</p> <ul style="list-style-type: none"> • <i>a green thing</i> • <i>green.</i> <p>Do not accept reference to a flower, e.g.</p> <ul style="list-style-type: none"> • <i>the little bit of flower.</i> 	1m
10	<p><i>He gasped.</i></p> <p>This tells you that Sami...</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for:</p> <p>could not believe what he saw. <input checked="" type="checkbox"/></p> <p>wanted to go back to rushing around. <input type="checkbox"/></p> <p>thought he should carry on waiting. <input type="checkbox"/></p> <p>was scared of what was in the pot. <input type="checkbox"/></p>	1m

Section 2: *Helpful Animals*

Qu.	Requirement	Mark
11	<p>How many guide dogs start their jobs every year in the UK?</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 850 (guide dogs).</p> <p>Please note a reversed digit is acceptable if it is clearly recognisable as the digit intended. You should make a decision based upon your knowledge of the pupil's writing.</p>	1m
12	<p>How do guide dogs help their owners to walk safely?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Secondary content domain: 1d – make inferences from the text</p> <p>Award 1 mark for reference to preventing their owners from bumping into things and / or stepping into the road, e.g.</p> <ul style="list-style-type: none"> • <i>they stop their owners from getting run over.</i> <p>Also accept general references to avoiding hazards, e.g.</p> <ul style="list-style-type: none"> • <i>they look out for things.</i> <p>Do not accept reference only to the dogs guiding (their owners), e.g.</p> <ul style="list-style-type: none"> • <i>they guide their owners</i> • <i>by guiding</i> • <i>they show them where to go.</i> 	1m
13	<p>Which sounds are hearing dogs trained to listen for?</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for:</p> <p>quiet sounds <input type="checkbox"/></p> <p>sounds that no one can hear <input type="checkbox"/></p> <p>important sounds <input checked="" type="checkbox"/></p> <p>sounds that dogs make <input type="checkbox"/></p>	1m

Section 2: *Helpful Animals*

Qu.	Requirement	Mark
14	<p>Why is it difficult for dogs to become hearing dogs?</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for:</p> <p>They have to learn for a long time. <input checked="" type="checkbox"/></p> <p>Dogs cannot hear very well. <input type="checkbox"/></p> <p>They have to learn to be guide dogs first. <input type="checkbox"/></p> <p>No one knows how to train them. <input type="checkbox"/></p>	1m
15	<p>Some blind people cannot have guide dogs.</p> <p>Why not?</p> <p>Write one reason.</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"> ■ people being allergic, e.g. <ul style="list-style-type: none"> • <i>because some people are allergic to dogs</i> • <i>allergic.</i> ■ people being frightened, e.g. <ul style="list-style-type: none"> • <i>they're afraid</i> • <i>because they're scared</i> • <i>frightened.</i> <p>Also accept reference to the quotation: <i>Guide dogs are not suitable for everyone</i>, e.g.</p> <ul style="list-style-type: none"> • <i>they are not suitable.</i> 	1m

Section 2: *Helpful Animals*

Qu.	Requirement	Mark
16	<p>Find and copy one word that means the same as 'small'.</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts</p> <p>Award 1 mark for <i>miniature</i>.</p>	1m
17	<p><i>...many of the tasks...</i></p> <p>The word <i>tasks</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>games. <input type="checkbox"/> visits. <input type="checkbox"/></p> <p>jobs. <input checked="" type="checkbox"/> tricks. <input type="checkbox"/></p>	1m
18	<p>Why is it useful for guide horses to be strong?</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 them being able to carry things (for their owners), e.g.</p> <ul style="list-style-type: none"> • <i>so the owners don't need to carry their stuff</i> • <i>so they can carry a special basket</i> • <i>because they hold their owner's pannier</i> • <i>they carry heavy stuff.</i> 	1m

Section 2: *Helpful Animals*

Qu.	Requirement	Mark
19	<p>Why are ferrets good animals to travel with?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Secondary content domain: 1a – draw on knowledge of vocabulary to understand texts</p> <p>Award 1 mark for:</p> <p>They are relaxed. <input checked="" type="checkbox"/></p> <p>They move quickly. <input type="checkbox"/></p> <p>They like hiding. <input type="checkbox"/></p> <p>They are soft. <input type="checkbox"/></p>	1m
20	<p>Why are ferrets good at cheering people up?</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"> ■ ferrets being friendly ■ ferrets giving their owners a lot of attention, e.g. <ul style="list-style-type: none"> • <i>because they like to give their owners lots of attention.</i> <p>Do not accept reference to other implied characteristics, e.g.</p> <ul style="list-style-type: none"> • <i>they are soft</i> • <i>they are funny</i> • <i>they are good pets.</i> <p>Do not accept reference to them being calm / easy to travel with, e.g.</p> <ul style="list-style-type: none"> • <i>they can be calm animals</i> • <i>they are relaxed.</i> 	1m

7. Mark schemes for Paper 2: reading answer booklet

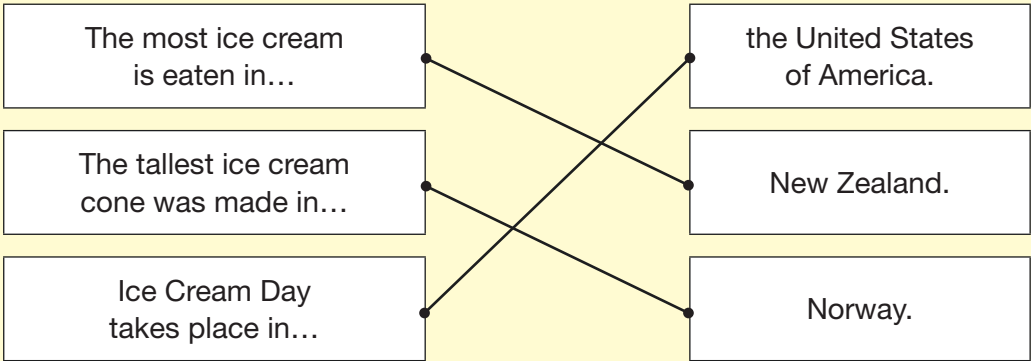
Section 1: *The History of Ice Cream*

Qu.	Requirement	Mark
1	<p>What did people in ancient China use to make ice cream?</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 either of the acceptable points below:</p> <ul style="list-style-type: none"> ■ (frozen) milk ■ (frozen) rice. <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>milk and rice.</i> 	1m
2	<p><i>The recipe was so precious...</i></p> <p>This tells you the recipe was...</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts</p> <p>Award 1 mark for:</p> <p>sweet. <input type="checkbox"/></p> <p>cold. <input type="checkbox"/></p> <p>horrible. <input type="checkbox"/></p> <p>special. <input checked="" type="checkbox"/></p>	1m
3	<p>Look at the section: <i>Keeping ice cream cold.</i></p> <p>Find and copy one word that means the same as 'difficult'.</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts</p> <p>Award 1 mark for <i>tricky</i>.</p>	1m

Section 1: *The History of Ice Cream*

Qu.	Requirement	Mark
4	<p>Look at the section: <i>Ice cream cones</i>.</p> <p><i>Luckily, another man was selling waffles...</i></p> <p>Why was this lucky for the ice cream seller?</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for:</p> <p>He wanted to eat a waffle. <input type="checkbox"/></p> <p>He did not like his dishes. <input type="checkbox"/></p> <p>He could keep selling his ice cream. <input checked="" type="checkbox"/></p> <p>He had an idea for a new flavour. <input type="checkbox"/></p>	1m
5	<p>Look at the section: <i>Exciting flavours</i>.</p> <p>What special name is used for an ice cream cafe?</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 (ice cream) parlour.</p>	1m
6	<p>Look at the section: <i>Exciting flavours</i>.</p> <p>Find and copy one word that means the same as 'strange'.</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts</p> <p>Award 1 mark for <i>unusual</i>.</p>	1m
7	<p>What was used to hold a <i>penny lick</i>?</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 a glass cup, e.g.</p> <ul style="list-style-type: none"> • <i>glass</i> • <i>cup</i>. <p>Do not accept reference to a cart, e.g.</p> <ul style="list-style-type: none"> • <i>from carts</i>. 	1m

Section 1: *The History of Ice Cream*

Qu.	Requirement	Mark															
8	<p>Draw three lines to complete each sentence with the correct country.</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 three lines joined to the correct boxes:</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>The most ice cream is eaten in...</p> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>the United States of America.</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>The tallest ice cream cone was made in...</p> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>New Zealand.</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>Ice Cream Day takes place in...</p> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>Norway.</p> </div> </div> 	1m															
9	<p>Think about the whole text.</p> <p>Put ticks in the table to show which sentences are true and which are false.</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 2 marks for all four boxes ticked correctly; award 1 mark for three boxes ticked correctly.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th><th>True</th><th>False</th></tr> </thead> <tbody> <tr> <td>People like lime ice cream more than any other flavour.</td><td></td><td>✓</td></tr> <tr> <td>People think ice cream cones were invented in the United States of America.</td><td>✓</td><td></td></tr> <tr> <td>The King of England held a feast in his castle.</td><td>✓</td><td></td></tr> <tr> <td>A penny lick is a new ice cream flavour.</td><td></td><td>✓</td></tr> </tbody> </table>		True	False	People like lime ice cream more than any other flavour.		✓	People think ice cream cones were invented in the United States of America.	✓		The King of England held a feast in his castle.	✓		A penny lick is a new ice cream flavour.		✓	Up to 2m
	True	False															
People like lime ice cream more than any other flavour.		✓															
People think ice cream cones were invented in the United States of America.	✓																
The King of England held a feast in his castle.	✓																
A penny lick is a new ice cream flavour.		✓															

Section 2: A New Room for William

Qu.	Requirement	Mark
10	<p>At the beginning of the story, William had...</p> <p>Content domain: 1d – make inferences from the text</p> <p>Award 1 mark for:</p> <p>just moved house. <input checked="" type="checkbox"/></p> <p>climbed a tree. <input type="checkbox"/></p> <p>decorated his room. <input type="checkbox"/></p> <p>made a new friend. <input type="checkbox"/></p>	1m
11	<p>When did Mum and William go shopping?</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 next day, e.g.</p> <ul style="list-style-type: none"> <i>next day.</i> 	1m
12	<p>In the shop, which wallpaper did William want first?</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 William wanting the same wallpaper that he had in his old room, e.g.</p> <ul style="list-style-type: none"> <i>the same as he had before</i> <i>his old room's wallpaper</i> <i>his old one.</i> 	1m
13	<p>Look at the paragraph beginning: <i>When they went home...</i></p> <p>What did William take out of the boxes?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Secondary content domain: 1d – make inferences from the text</p> <p>Award 1 mark for reference to toys / model dinosaurs, e.g.</p> <ul style="list-style-type: none"> <i>models</i> <i>dinosaurs.</i> 	1m

Section 2: A New Room for William

Qu.	Requirement	Mark															
14	<p>Think about the whole story.</p> <p>Put ticks in the table to show which sentences are true and which are false.</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 2 marks for all four boxes ticked correctly; award 1 mark for three boxes ticked correctly.</p> <table border="1"> <thead> <tr> <th></th><th>True</th><th>False</th></tr> </thead> <tbody> <tr> <td>There were pictures in William's old room.</td><td>✓</td><td></td></tr> <tr> <td>William could see a small tree from his window.</td><td></td><td>✓</td></tr> <tr> <td>Mum thought decorating the room would make it look better.</td><td>✓</td><td></td></tr> <tr> <td>There was a climbing frame in William's new garden.</td><td></td><td>✓</td></tr> </tbody> </table>		True	False	There were pictures in William's old room.	✓		William could see a small tree from his window.		✓	Mum thought decorating the room would make it look better.	✓		There was a climbing frame in William's new garden.		✓	Up to 2m
	True	False															
There were pictures in William's old room.	✓																
William could see a small tree from his window.		✓															
Mum thought decorating the room would make it look better.	✓																
There was a climbing frame in William's new garden.		✓															

Section 2: A New Room for William

Qu.	Requirement	Mark
15	<p>Where did Tom live?</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 next door, e.g.</p> <ul style="list-style-type: none"> • <i>next door to William</i> • <i>the house next door</i> • <i>next to William.</i> 	1m
16	<p>What did William do in the garden to pretend to be a dinosaur?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>Secondary 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"> ■ stomped. ■ made a growling / roaring noise, e.g. <ul style="list-style-type: none"> • <i>grrrr!</i> • <i>he made a dinosaur noise</i> • <i>he made a noise.</i> ■ said “I’m a fierce dinosaur”. <p>Do not accept reference to things Tom did, e.g.</p> <ul style="list-style-type: none"> • <i>rarr!</i> • <i>‘I’m an even fiercer dinosaur’</i> • <i>he rared! and grrred!</i> 	1m

Section 2: A New Room for William

Qu.	Requirement	Mark
17	<p>Think about the whole story.</p> <p>Why did William like his new house in the end?</p> <p>Write two reasons.</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"> ■ William making a new friend / having someone to play with / his new neighbour, e.g. <ul style="list-style-type: none"> • <i>his friend</i> • <i>he had Tom to play with</i> • <i>he lived next door to another little boy</i> • <i>he had someone to go on the climbing frame with.</i> ■ William's room, e.g. <ul style="list-style-type: none"> • <i>his mum decorated it</i> • <i>his room looked nice</i> • <i>the curtains</i> • <i>wallpaper.</i> ■ Having his (dinosaur) toys around him, e.g. <ul style="list-style-type: none"> • <i>he liked the toys</i> • <i>he put all his dinosaurs out</i> • <i>the dinosaurs</i> • <i>there were dinosaurs everywhere.</i> ■ Tom's climbing frame, e.g. <ul style="list-style-type: none"> • <i>William could play on Tom's climbing frame</i> • <i>there was a new climbing frame there.</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>because his new room and the climbing frame.</i> 	Up to 2m

[BLANK PAGE]

This page is intentionally blank.



Key stage 1 English reading test mark schemes

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

Product code: STA/25/8903/e ISBN: 978-1-83507-255-4

For more copies

This document can be downloaded from www.primaryassessmentgateway.education.gov.uk during May 2025, or afterwards from www.gov.uk/government/collections/national-curriculum-assessments-past-test-materials.

© Crown copyright

The texts and images have been incorporated into this test booklet solely for the purposes of the examination in accordance with Section 32 of the Copyright, Designs and Patents Act 1988, as amended by the Copyright and Rights in Performances (Research, Education, Libraries and Archives) Regulations 2014. No copyright or clearance for any other use has been obtained or sought.

Re-use of third-party copyright content in test materials

You must obtain permission from the relevant copyright owners, as listed in the 'key stage 1 tests copyright report', for re-use of any third-party copyright content which we have identified in this booklet. Alternatively, you should remove the unlicensed third-party copyright content and/or replace it with appropriately licensed material.

All other materials in this booklet are Crown copyright. You may re-use them (not including logos) free of charge in any format or medium in accordance with the terms of the Open Government Licence v3.0, which can be found on the National Archives website and accessed via the following link:
www.nationalarchives.gov.uk/doc/open-government-licence.



The texts used in national curriculum assessments are carefully selected to ensure that they are suitable for pupils. Please note, however, that they are often taken from wider materials and you should review the content from the source material before using it with your pupils.

If you have any queries regarding these test materials, please contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk.