

En

KEY STAGE

2

LEVELS

3–5

English tests

English reading answer booklet

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						
DfE number						

For marker's use only

Page	Marks
5	
7	
9	
11	
13	
15	
17	
19	
Total marks (50)	

2014

[BLANK PAGE]

Please do not write on this page.

Instructions

Questions and answers

You have one hour to complete the test, answering the questions in the answer booklet. Read one text and answer the questions about that text before moving on to read the next text.

There are three texts and three sets of questions.

In this booklet, there are different types of question for you to answer in different ways. The space for your answer shows you what type of writing is needed.

- **short answers:** some questions are followed by a short line or box. This shows that you need only write a word or phrase in your answer.
- **several line answers:** some questions are followed by a few lines. This gives you space to write more words or a sentence or two.
- **longer answers:** some questions are followed by a large box. This shows that a longer, more detailed answer is needed to explain your opinion. You can write in full sentences if you want to.
- **other answers:** for some questions you do not need to write anything at all and you should tick, draw lines to, or put a ring around your answer. Read the instructions carefully so that you know how to answer the question.

Marks

The number under each box at the side of the page tells you the maximum number of marks for each question.

You should work through the booklet until you are asked to stop, referring to your reading booklet when you need to. When a question includes a page reference, you should refer to the text on that page to help you with your answer.

You have one hour to read the texts in the reading booklet and answer the questions in this booklet.

**Questions 1–12 are about *The Humble Potato*
(pages 4–5).**

1. Where were potato plants first grown for food?

1
1 mark

2. How long could the *chuno* pulp be stored for?

2
1 mark

3. Which of these were the Spanish traders looking for?

Tick **one**.

potatoes

☐

food

☐

gold

☐

farms

☐

3
1 mark

4. Look at the section headed: **Where it all began.**

Find and **copy one** phrase which shows that some people in Europe were unsure about eating potatoes.

	4
1 mark	

5. What did Spanish fishermen use to preserve fish?

Tick **one**.

milk ☐

soil ☐

salt ☐

water ☐

	5
1 mark	

6. Look at the section headed: **How the potato arrived in Britain.**

Find and **copy** a phrase that suggests that people are not sure how the potato first came to Britain.

	6
1 mark	

please turn over

Total
6 marks

7. Look at the section headed: ***How the potato arrived in Britain.***

Identify **one** piece of information which shows that potatoes were an exciting discovery.

7

1 mark

8. *Legend has it that the cooks threw away the potatoes...*

Draw a line to show the phrase that is closest in meaning to *Legend has it*.

Legend has it

• it is certain that

• it is believed that

• it is hoped that

• it is not that

8

1 mark

9. Look at the section headed: ***How the potato arrived in Britain.***

Why are the words (*which are poisonous*) written in brackets?

Tick **one**.

to explain to the reader that they are deadly

☐

to explain why they were boiled

☐

to explain why they were thrown away

☐

to explain why people were ill

☐

9
1 mark

10. Look at page 5.

Explain why the potato crop is important to people today, all over the world.

Give **two** reasons.

1. _____

2. _____

10
2 marks

Total

please turn over

5 marks

11. *No wonder they were winners!*

Why is the writer not surprised that they were the winning school?

Give **two** reasons.

1. _____

2. _____



11

2 marks

12. Look at the information on pages 4 and 5.

How is the information on page 4 different from the information on page 5?

Page 4

Page 5



12

1 mark

**Questions 13–24 are about *Weird but wonderful...
The Octopus* (pages 6–9).**

13. What allows octopuses to be *extremely flexible*?

13

1 mark

14.

(a). Which body part does an octopus use to move through the water?

14a

1 mark

(b). How does this body part help it to move?

14b

1 mark

15. Where is most of an octopus's nervous system located?

15

1 mark

please turn over

7 marks

16. The table on page 8 contains information that is weird but wonderful about octopuses' tentacles:

Part of body	How many	What it does	Weird but wonderful
Tentacle	8	Catches and chokes prey	The underside of each tentacle is covered in 240 suckers. That means an octopus has a total of 1,920 suckers.

Give **two** other pieces of information about octopuses' tentacles that could have been included in this table.

1. _____
2. _____

16
2 marks

17. How does releasing black ink help the octopus to escape from predators?
Give **two** ways.

1. _____
2. _____

17
2 marks

18. Look at the section headed: ***Defence and attack.***

Octopuses can squeeze into small spaces. How does this protect them?

	18
1 mark	

19. Octopuses are very determined.

Give **two** examples from the text that support this.

1.

2.

	19
2 marks	

please turn over

Total
7 marks

20. What is special about *Octopus Wolfi*?

20
1 mark

21. Which octopus produces a poison that can kill people?

21
1 mark

22.
(a). What creatures do octopuses eat?

22a
1 mark

(b). What creatures eat octopuses?

22b
1 mark

23. Draw a line to match the heading with the information that is provided in each text box of ***Weird but wonderful... The Octopus.***

Heading	Information
<i>Octopus facts</i>	an explanation of how octopuses swim
<i>Defence and attack</i>	simple statements about octopuses
<i>Invertebrate imitators</i>	an example of how octopuses learn
<i>An amazing body</i>	a description of how octopuses escape from predators

23
1 mark

24. Where would you expect to find the text ***Weird but wonderful... The Octopus?***

Tick **one**.

on the front page of a newspaper

☐

in an advertising leaflet for an aquarium

☐

in a report on a scientific investigation

☐

in a magazine about the natural world

☐

24
1 mark

Total

please turn over

6 marks

Questions 25–35 are about *White Fang* (pages 10–11).

25. Who does the word *them* in the first sentence refer to?

Tick **one**.

the men

☐

the trails

☐

the trees

☐

the wolves

☐☐

25

1 mark

26. Choose the best word or group of words to fit the sentences below and put a ring around your choice.

(a). The cub had gone down to the stream for

a sleep.

water.

food.

a swim.

☐

26a

1 mark

(b). The cub was careless because

he was fearless.

he knew his mother was near.

he had never come to harm there.

he was wide awake.

☐

26b

1 mark

(c). When the men first saw the cub they were

motionless.

noisy.

fascinated.

excited.

☐

26c

1 mark

27. **Find** and **copy one** word or phrase which shows that the cub was used to that particular trail.

	27
1 mark	

28. Look at the paragraph beginning: *He went down past the blasted pine...*
Give the **two** ways the cub first notices the men.

1. _____
2. _____

	28
1 mark	

29. *But at the sight of him the five men did not spring to their feet, nor show their teeth, nor snarl.* (paragraph 2)

What does this show us about the cub's experience of men?

	29
2 marks	

please turn over

Total
8 marks

30. Look at the paragraphs beginning: *Nor did the cub move...* and *The cub had never seen...*

Find and **copy two** phrases which show that humans have total control over animals.

1. _____

2. _____

	30
2 marks	

31. Use the text below to answer questions 31 (a) and (b).

Had he been full-grown, he would have run away. As it was, he cowered down in a paralysis of fear, already half offering the surrender that his kind had made from the first time a wolf came in to sit by man's fire and be made warm.

- (a). **Underline** the phrase that shows that the cub is too frightened to move.

	31a
1 mark	

- (b). **Find** and **copy** the word that suggests the cub is giving up to the humans.

	31b
1 mark	

32. In the final paragraph the cub's last wail is described as having *more of triumph than grief* in it.

Explain why there is a sense of *triumph* in the cub's last wail.

32

2 marks

33. Look at the final paragraph.

Find and **copy** the sentence which is the turning point in this paragraph.

33

1 mark

please turn over

Total

7 marks

34. How does this extract try to make you feel sorry for the cub?
Give **three** ways.

34

3 marks

35. Number the following (1-5) to show the order in which they happen in the story.

The first one has been done for you.

The cub knew his mother was coming to the rescue.

The cub bit the man.

The men sat there quite still.

The cub moved freely through the trees.

1

The cub felt small and helpless.

35

1 mark

[END OF TEST]

Please do not write on this page.

Total

4 marks



Standards
& Testing
Agency

2014 key stage 2 levels 3–5 English reading test

English reading answer booklet

Print version product code: STA/14/7024/p ISBN: 978-1-78315-103-5

Electronic PDF version product code: STA/14/7024/e ISBN: 978-1-78315-118-9

For more copies

Additional printed copies of this booklet are not available. It can be downloaded from www.gov.uk/government/publications.

© Crown copyright and Crown information 2014

Re-use of Crown copyright and Crown information in test materials

Subject to the exceptions listed below, the test materials on this website are Crown copyright or Crown information and 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 v2.0 which can be found on the National Archive website and accessed via the following link: www.nationalarchives.gov.uk/doc/open-government-licence/version/2.

Exceptions - third party copyright content in test materials

You must obtain permission from the relevant copyright owners, as listed in the '2014 key stage 2 test materials copyright report', for re-use of any third party copyright content which we have identified in the test materials, as listed below. Alternatively you should remove the unlicensed third party copyright content and/or replace it with appropriately licensed material.

Third party content

These materials contain no third party copyright content.

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