

**2026 national curriculum tests**

# **Key stage 2**

**English reading**

## **Reading answer booklet**

### **Modified large print**

**First name** \_\_\_\_\_

**Middle name** \_\_\_\_\_

**Last name** \_\_\_\_\_

**Date of birth**    **Day** \_\_\_\_\_ **Month** \_\_\_\_\_ **Year** \_\_\_\_\_

**School name** \_\_\_\_\_

**DfE number** \_\_\_\_\_

#### **Note to markers**

This paper should be marked using the standard mark schemes for KS2 English reading.  
There is additional guidance on marking some questions in this paper in the key stage 2 English reading mark scheme amendments - MLP document.

# **Instructions**

## **Questions and answers**

**You have 1 hour, plus your additional time allowance, to complete this test, answering the questions in the answer booklet.**

**Read one text and answer the questions about that text before moving on to read the next text. There are three texts and three sets of questions.**

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

- **Short answers**

**This shows that you only need to write a word or a few words in your answer.**

- **Sentence answers**

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

- **Longer answers**

**This shows that a longer, more detailed answer is needed. You can write in full sentences if you want to.**

- **Selected answers**

**For some questions you do not need to write anything at all and you should tick, draw lines to or circle your answer. Read the instructions carefully so that you know how to answer the question.**

# Marks

**After each question, the type of answer required and the maximum number of marks is shown in [brackets].**

**As this is a reading test, you must use the information in the texts to help you to answer the questions. When a question includes a page or paragraph reference, you should refer to the text on that page or in that paragraph to help you with your answer.**

**[BLANK PAGE]**

**Questions 1 – 12 are about**  
**Owl in Danger** (pages 4 – 8)

- 1. Look at the beginning of the story.**

**Why did Mandy shout?**

**Tick one.**

**[1 mark]**

☐

**She had fallen in the leaves.**

☐

**She was impressed by the  
colourful leaves.**

☐

**She had seen something in  
the leaves.**

☐

**She was scared by the falling  
leaves.**

2. What does the description **carpet of leaves** suggest about the leaves?  
[short answer, 1 mark]

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- 3. Read the paragraph beginning:  
‘What have you found?’**

**What had Mandy done with the leaves?**

**Tick one.**

**[1 mark]**

☐

**covered the ground with  
them**

☐

**moved them to make a small  
hole**

☐

**kicked them into the air**

☐

**piled them up high**

**4. Look at pages 4 and 5.**

**Write *two* pieces of evidence that tell you Mandy was amazed by what she had found.**

**[short answers, 2 marks]**

**1. \_\_\_\_\_**

\_\_\_\_\_

**2. \_\_\_\_\_**

\_\_\_\_\_

**5. Look at page 6.**

**Why was it difficult for the children to spot the owl's nest?**

**Tick one.**

**[1 mark]**

☐

**The owl made its nest at night.**

☐

**The owl made its nest out of leaves.**

☐

**The owl's nest was between tree branches.**

☐

**The owl's nest was in the tallest tree.**

**6. How can you tell James found it difficult to see the nest?**  
**[short answer, 1 mark]**

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7. Read the paragraph beginning:  
**Mandy knew it . . .**  
to the paragraph ending:  
**. . . no footholds at all.**

**How can you tell Mandy was  
concentrating hard?**

**[sentence answer, 1 mark]**

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**[BLANK PAGE]**

**The test continues on the next page.**

8. Each statement below is about what **James** or **Mandy** did.

Using information from the text, write either **J** for **James** or **M** for **Mandy** in each box.

[2 marks]

picked up the owl

wondered where the owl came from

first suggested climbing the tree

said they should leave the owl alone

**9. Think about the whole text.**

**How can you tell that Mandy knew a lot about owls?**

**Write *two* ways.**

**[sentence answers, 2 marks]**

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- 10. Mandy and James had to decide what to do with the owl.**

**They thought about three ideas.**

**Number the following ideas 1 – 3 to show the order in which the children discussed them.**

**[1 mark]**

☐

**taking the owl to Mandy's parents**

☐

**returning the owl to its nest**

☐

**putting the owl back on the ground**

11. Read the paragraph beginning:  
**Mandy shook her . . . to the end of the text.**

**How can you tell Mandy was *not* keen on taking the owl home?**

**[short answer, 1 mark]**

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**12. Think about the whole text.**

**Mandy wanted to protect the owl.**

**How can you tell?**

**Write *two* ways.**

**[short answers, 2 marks]**

**1.** \_\_\_\_\_  
\_\_\_\_\_

**2.** \_\_\_\_\_  
\_\_\_\_\_

**Questions 13 – 24 are about  
Matilda's Invention (pages 9 – 15)**

**13. Read the first paragraph (pages 9 – 10).**

**Why does Matilda choose the clothes  
she wears?**

**[short answer, 1 mark]**

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**14. According to the inventor Thomas Edison, what **two** things are needed to be an inventor?**

**Tick **two** boxes on the opposite page.  
[1 mark]**

**Tick two.**

☐

**creativity**

☐

**hard work**

☐

**knowledge**

☐

**skill**

☐

**helpers**

☐

**materials**

**[BLANK PAGE]**

**The test continues on the next page.**



15. **My idols in life are . . .**

The word **idols** is similar in meaning to ...

Tick **one**.

[1 mark]

☐

**scientists.**

☐

**ideas.**

☐

**teachers.**

☐

**heroes.**

- 16. Look at the bottom of page 11 and the top of page 12.**

**It was my favourite hour of the week.**

**Write **two** reasons why this time was so special to Matilda.**

**[sentence answers, 2 marks]**

**1.** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

17. Read the paragraph beginning:  
**The reason I love . . .**

**What does the word **pops** tell you  
about the way ideas come to Matilda?  
[sentence answer, 1 mark]**

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18. . . . you outline a diagram, work out how to build it, cut or sand wood and **build, build, build**, and then you have the finished product . . .

Matilda wrote the word **build** three times. What does this tell you?

[sentence answer, 1 mark]

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**19. Read the paragraph beginning:**  
**The reason I love . . .**

**What are the **two** main reasons why  
Matilda loves inventing?**

**Tick **two** boxes on the opposite  
page.**

**[1 mark]**

**Tick two.**

☐

**She never knows what the end result will be.**

☐

**She can spend time with Grandad Wilf.**

☐

**She loves making things for her grandad.**

☐

**She loves turning ideas into real things.**

☐

**She thinks it will make her famous.**

- 20. Using information from the text,  
mark each box to show whether each  
statement is **true (✓)** or **false (✗)**.  
[2 marks]**

☐

**Matilda has a good  
imagination, which helps  
her invent.**

☐

**Thomas Edison invented  
windscreen wipers.**

☐

**Grandad Wilf was a mentor  
to Matilda.**

☐

**Granny Joss enjoyed  
sharing stories about her  
previous job.**

☐

**Matilda's inventions are  
designed to solve problems.**



- 21. Read the paragraph beginning:**  
**One day, not long ago . . .**  
**to the end of the text.**

**What do pupils need to enter into the school competition?**

**Write **one** thing.**  
**[short answer, 1 mark]**

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**22. According to the poster, what should anyone interested in the school's science competition do?**  
**[short answer, 1 mark]**

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**23. Think about the whole text.**

**The way the text is written makes it  
seem as though Matilda ...**

**Tick one.**

**[1 mark]**

☐

**is already famous.**

☐

**is being secretive.**

☐

**wrote this a very long time ago.**

☐

**is speaking to the reader.**

**[BLANK PAGE]**

**The test continues on the next page.**

**24. Look at the whole text.**

**Write *three* pieces of evidence that show Matilda is passionate about inventing.**

**[short answers, 3 marks]**

**1.** \_\_\_\_\_

\_\_\_\_\_

**2.** \_\_\_\_\_

\_\_\_\_\_

**3.** \_\_\_\_\_

\_\_\_\_\_

Questions 25 – 38 are about  
**Amelia Earhart** (pages 16 – 22)

25. . . . because of the  
achievements of brave,  
**pioneering** pilots who  
flew in some of the first  
powered planes.

The word **pioneering** tells us that  
the pilots ...

Tick **One** box on the opposite page.  
[1 mark]

**Tick one.**

☐

**flew aeroplanes for many years.**

☐

**were not very good at flying.**

☐

**could perform tricks and stunts when flying.**

☐

**tested out a new way of travelling.**

**[BLANK PAGE]**

**The test continues on the next page.**



**26. Read the paragraph beginning:  
In those days . . .**

**What did pilots do to get the public  
interested in flying?  
[short answer, 1 mark]**

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**27. Look at the section: *Amelia's first flights*.**

**When did Amelia decide to become a pilot?**

**Tick *One* box on the opposite page.  
[1 mark]**

**Tick one.**

☐

**when she first saw an  
aeroplane**

☐

**when she first went on a  
flight**

☐

**when she saw most pilots  
were men**

☐

**when she first visited an air  
show**

- 28. Read the paragraph beginning:**  
**In June 1928 . . .**  
**to the paragraph ending:**  
**. . . and a successful aviator.**

**Write **two** ways in which Amelia  
earned the money to fund her flying  
career.**

**[short answers, 2 marks]**

**1. \_\_\_\_\_**

\_\_\_\_\_

**2. \_\_\_\_\_**

\_\_\_\_\_

**29. Look at the section: *Amelia's fame*.**

**What did Amelia do that resulted in her being *showered with honours*?  
[short answer, 1 mark]**

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- 30. Using information from the text, complete the table below with the year that each of Amelia's achievements happened.**

**[1 mark]**

	<b>Year</b>
<b>Amelia got a pilot's licence.</b>	
<b>Amelia flew on a plane between Canada and Wales.</b>	
<b>Amelia flew across the Atlantic on her own.</b>	

**31. Look at the section: Amelia's next record attempt.**

**Why did Amelia have a specially built plane?**

**[sentence answer, 1 mark]**

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**32. Look at the section: *Amelia's last flight*.**

**What did Amelia change about her plans after her accident in Hawaii?  
[short answer, 1 mark]**

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**33. Look at the section: Amelia's last flight.**

**The next **leg** of the journey was going to be a very difficult and dangerous one.**

**What is the meaning of the word **leg** in this sentence?**

**[short answer, 1 mark]**

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**34. Why would it be difficult and dangerous to land on Howland Island?**

**[short answer, 1 mark]**

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**35. Look at the sections: *Amelia's next record attempt* and *Amelia's last flight*.**

**While Amelia was the pilot on this journey, she needed help from other people.**

**Who helped her?**

**[short answers, 2 marks]**

**1. \_\_\_\_\_**

\_\_\_\_\_

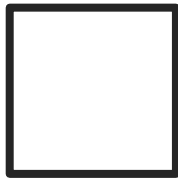
**2. \_\_\_\_\_**

\_\_\_\_\_

**36. Number the events on the opposite page from 1 – 5 to show the order in which they happened.**

**The first one has been done for you.**

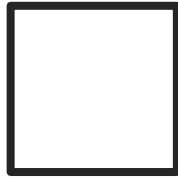
**[1 mark]**



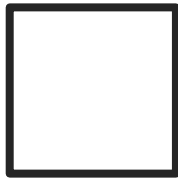
**Amelia arrived in New Guinea.**



**Amelia travelled in a plane for the first time.**



**Amelia got her pilot's licence.**



**Amelia had her plane repaired in Hawaii.**



**Amelia went on a flight between Canada and Wales.**

**[BLANK PAGE]**

**The test continues on the next page.**

**37. A massive and expensive search was carried out at the time, and no **trace** of her plane was found.**

**What does the word **trace** mean in this sentence?**

**[short answer, 1 mark]**

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**38. Look at the sections: *Amelia's next record attempt* and *Amelia's last flight*.**

**What was it about Amelia's personality that helped her to make this journey?**

**Write *two* impressions of her personality, using evidence from the text to support each answer.**

**[longer answers, 3 marks]**

**1. Impression:**

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**Evidence:**

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**2. Impression:**

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**Evidence:**

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**End of test**

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Standards  
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