

Key stage 1

English reading

Paper 1: reading prompt and answer booklet

First name	
Middle name	
Last name	

Total marks	
-------------	--

[BLANK PAGE]

Please do not write on this page.

Contents

Lucky Duck Pages 5–13

The Vegetable Band Pages 15–23

[BLANK PAGE]

Please do not write on this page.

Lucky Duck

When Lenny was a very little boy,
his dad bought him a really special
toy duck.

Duck was Lenny's best toy and
whatever Lenny did, Duck did too.



Practice questions

a

Who gave the toy to Lenny?

Tick **one**.

a boy

☐

his dad

☐

his gran

☐

his mum

☐

b

What toy did Lenny get?



When they went to the seaside to visit Gran, Lenny made sure there was an extra bucket and spade for Duck. They paddled together and built sandcastles.

When it was time to go home, somewhere in the rush of packing, Duck got lost.



1

Who lived at the seaside?

Tick **one**.

Dad

☐

Duck

☐

Lenny

☐

Gran

☐

1 mark

2

Write **two** things Lenny took to the seaside.

1. _____

2. _____



1 mark

They searched Gran's house, upside down and inside out. They even looked all along the beach but they couldn't find Duck anywhere.

Lenny tried hard to be brave, but he missed Duck very much. Even though he had other lovely toys, none of them was the same as Duck.

Time passed and Lenny played with lots of different toys. He nearly forgot about the little duck with the orange beak and bright button eyes.

Nearly... but not quite.



3

Write **two** places that the family looked for Duck.

1. _____

2. _____



1 mark

4

Put ticks in the table to show which statements are **true** and which are **false**.

	True	False
They found Duck at the beach.		
Lenny missed Duck.		
Duck was the only toy Lenny had.		



1 mark



Many years later, when Lenny was a grown-up, he had a little boy of his own, called Jack.

One summer, Lenny took Jack to visit Gran. It was raining, and Jack was very bored.

Lenny said, “When I was little, I always loved exploring. Why don’t you see what you can find?”

Jack crawled inside Gran’s wardrobes. He looked underneath all the beds. Then he found some little stairs, and climbed all the way up to the attic room...

5

What was the weather like when Jack went exploring?



1 mark

6

Why did Jack go exploring?

Tick **one**.

because Gran was lost

☐

because he wanted to find Duck

☐

because Lenny gave him the idea

☐

because Gran told him to

☐

1 mark

7

Draw **three** lines to match what Jack did to where he did it.

crawled



underneath beds



climbed



inside wardrobes



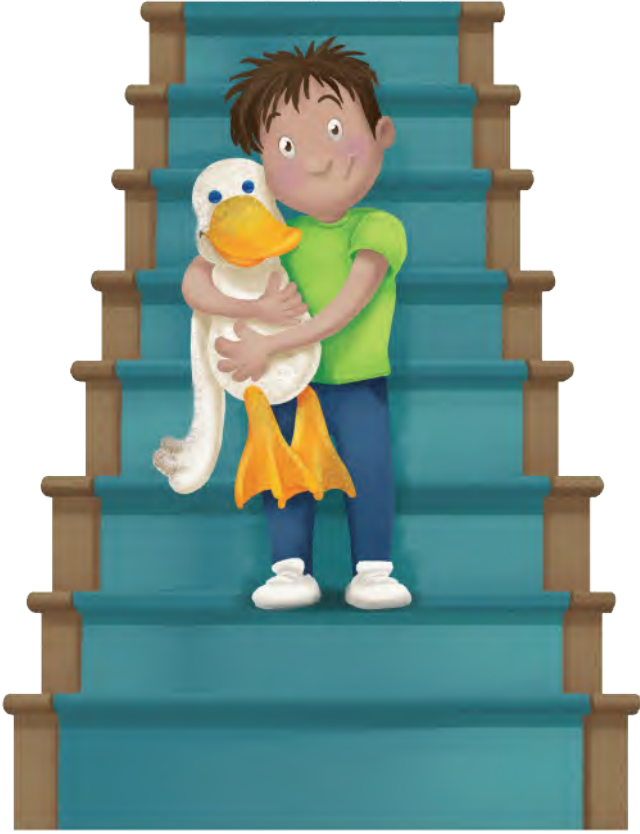
looked



up to the attic



1 mark



When Jack came back down, he couldn't stop smiling. He was holding something.

He held it out to show Lenny.

It was DUCK!

His orange beak was a little bit dirty and his white fur was very dusty, but he was the same soft, cuddly Duck.

8

Who found Duck?



1 mark

9

How can you tell Duck had been in the attic for a long time?

Write **two** ways.

1. _____

2. _____



1 mark

10

Look at the whole story.

Number the sentences below from 1 to 4 to show the order they happen in the story.

The first one has been done for you.

Lenny got a new toy.

1

Duck was found in the attic.

Duck was lost.

Lenny took Duck to the seaside.



1 mark

**Please do not start answering the questions on
the next text until you are told to do so.**

Please do not write on this page.

The Vegetable Band

All over the world, people do lots of different things with vegetables. Some chop them, some slice them, some mash them, but most of all, they like to eat them. There is even a band that makes music with them!



Practice questions

c What does the band do with vegetables?

d Put ticks in the table to show which statements are **true** and which are **false**.

	True	False
Vegetables are used all over the world.		
Everyone does the same thing with vegetables.		
Some people like to mash vegetables.		

This page is blank.
Please do not write on this page.

Around 20 years ago, a group of people in a country called Austria wanted to do something interesting with vegetables. They decided to turn them into musical instruments and play them in a band.



11 Where is the vegetable band from?



1 mark

12 The people in the band wanted to make musical instruments out of vegetables because they...

Tick **one**.

liked the taste of different vegetables.

☐

wanted to use leftover vegetables.

☐

grew more vegetables than they could eat.

☐

wanted to do something different with vegetables.

☐

1 mark

Today, the 11 people in the vegetable band perform all around the world. They hold about 20 concerts every year.

People who come to watch are amazed by how interesting these unusual instruments look and how great they sound. After a concert, everyone can try soup made from the leftovers.



13 How many people are in the band?

1 mark

14 *People who come to watch are amazed by how interesting these unusual instruments look and how great they sound.*

The word *amazed* tells you the people are...

Tick **one**.

surprised.

☐

confused.

☐

scared.

☐

annoyed.

☐

1 mark

15

What happens to the leftover vegetables?

They are...

Tick **one**.

given to other bands.

☐

sold in the market.

☐

made into soup.

☐

kept for another concert.

☐

1 mark

The people in the band make new instruments before each concert so every time they perform it sounds different. Sometimes, they will create a pumpkin drum, other times a leek violin. They have even made a horn from a pepper.



a drum



a pumpkin drum



a horn



a pepper horn

16 Why does every concert sound different?

1 mark

17 Draw **three** lines to match each vegetable to the instrument made from it.

vegetable

pumpkin •

leek •

pepper •

instrument

• violin

• horn

• drum

1 mark

Some musical instruments can be made from vegetables very quickly, like the leek violin. However, other vegetables are not as simple to make into instruments. Creating a carrot recorder can take up to 30 minutes.

Instruments are not always made from whole vegetables. The band also makes music by rustling onion peel or cabbage leaves.



- 18** How can you tell that the leek is easy to make into an instrument?

Tick **one**.

It was the first instrument the band made. ☐

It is the only vegetable the band uses. ☐

It does not take long to make. ☐

It can be made into different instruments. ☐

☐
1 mark

Make your own pepper shaker

You could try making a vegetable instrument of your own. These instructions tell you how.

1. Choose one pepper – it doesn't matter what colour you use.
2. Ask an adult to cut off the top of the pepper using a knife.
3. Clear out the seeds from inside.
4. Add some uncooked rice so that it rattles.
5. Pop the top back on. Otherwise, you might make a mess!
6. Shake it to make a sound.



19

Number these instructions from 1 to 4 to show how to make a pepper into a musical instrument.

Take the seeds out of the pepper.

Put the top on the pepper.

Ask an adult to cut off the top of the pepper.

Put some rice inside the pepper.



1 mark

20

Put ticks in the table to show which statements are **true** and which are **false**.

	True	False
You should blow this instrument to make a sound.		
You should put the top on the pepper before shaking it.		
You must use a green pepper to make this instrument.		



1 mark

End of test



2022 key stage 1 English reading

Paper 1: reading prompt and answer booklet

Print version product code: STA/22/8400/p ISBN: 978-1-78957-254-4

Electronic PDF version product code: STA/22/8400/e ISBN: 978-1-78957-269-8

For more copies

Additional printed copies of this booklet are not available. It can be downloaded from <https://www.primaryassessmentgateway.education.gov.uk> during May 2022, or afterwards from <https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>.

© Crown copyright 2022

Re-use of Crown copyright in test materials

Subject to the exceptions listed below, the test materials on this website are Crown copyright 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 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. When you use this information under the Open Government Licence v3.0, you should include the following attribution: 'Contains material developed by the Standards and Testing Agency for 2022 national curriculum assessments and licensed under Open Government Licence v3.0' and where possible provide a link to the licence.



Exceptions – third-party copyright content in test materials

You must obtain permission from the relevant copyright owners, as listed in the '2022 key stage 1 tests 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

Lucky Duck: Taken from *Lucky Duck*, Macmillan Children's Books, 2005. Author: Jonathan Shipton

These texts have been incorporated into this test paper 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.

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, contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk.