2026 national curriculum tests

Key stage 2

English reading

Reading answer booklet

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

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Instructions

Questions and answers

You have 1 hour 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. Do not write over any barcodes.

Short answers
Some questions are followed by a short line or box. This shows that you only need to write a word or a few words 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 more answer lines. 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

The number under each line at the side of the page tells you the number of marks available for each question.

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 a paragraph reference, you should refer to the text on that page or in that paragraph to help you with your answer.

You have 1 hour to read the texts in the reading booklet and answer the questions in this booklet.

Questions 1–12 are about *Owl in Danger* (pages 4–5)

1 Look at the beginning of the story.

Why did Mandy shout?

Tick **one**.

- 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. ☐

1 mark

2 What does the description *carpet of leaves* suggest about the leaves?

_____

1 mark

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3 Read the paragraph beginning: *'What have you found?'*

What had Mandy done with the leaves?

Tick **one**.

- covered the ground with them ☐
- moved them to make a small hole ☐
- kicked them into the air ☐
- piled them up high ☐

1 mark

4 Look at page 4.

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

1. _____

2. _____

2 marks

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5 Look at page 5.

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

Tick **one**.

- 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. ☐

1 mark

6 How can you tell James found it difficult to see the nest?

_____

1 mark

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

How can you tell Mandy was concentrating hard?

_____

_____

1 mark

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8 Using information from the text, tick one box in each row to show whether each statement is about what **James** or **Mandy** did.

	James	Mandy
picked up the owl		
wondered where the owl came from		
first suggested climbing the tree		
said they should leave the owl alone		

2 marks

9 Think about the whole text.

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

Write **two** ways.

1. _____

_____

2. _____

_____

2 marks

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

They thought about three ideas.

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

taking the owl to Mandy's parents ☐

returning the owl to its nest ☐

putting the owl back on the ground ☐

1 mark

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?

_____

1 mark

12 Think about the whole text.

Mandy wanted to protect the owl. How can you tell?

Write **two** ways.

1. _____

2. _____

2 marks

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Questions 13–24 are about *Matilda's Invention* (pages 6–7)

13 Read the first paragraph.

Why does Matilda choose the clothes she wears?

_____

1 mark

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

Tick **two**.

- creativity ☐
- hard work ☐
- knowledge ☐
- skill ☐
- helpers ☐
- materials ☐

1 mark

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15 *My **idols** in life are…*

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

Tick **one**.

scientists. ☐

ideas. ☐

teachers. ☐

heroes. ☐

1 mark

16 Look at the bottom of page 6.

It was my favourite hour of the week.

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

1. _____

_____

2. _____

_____

2 marks

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

What does the word *pops* tell you about the way ideas come to Matilda?

_____

_____

1 mark

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?

_____

_____

1 mark

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

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

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. ☐

1 mark

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20 Using information from the text, tick **one** box in each row to show whether each statement is **true** or **false**.

	True	False
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.		

2 marks

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.

_____

1 mark

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22 According to the poster, what should anyone interested in the school's science competition do?

_____

1 mark

23 Think about the whole text.

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

Tick **one**.

- is already famous. ☐
- is being secretive. ☐
- wrote this a very long time ago. ☐
- is speaking to the reader. ☐

1 mark

24 Look at the whole text.

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

1. _____

2. _____

3. _____

3 marks

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Questions 25–38 are about *Amelia Earhart* (pages 8–9)

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**.

- 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. ☐

1 mark

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

What did pilots do to get the public interested in flying?

_____

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**.

- 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 ☐

1 mark

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.

1. _____

2. _____

2 marks

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

What did Amelia do that resulted in her being *showered with honours*?

_____

1 mark

30 Using information from the text, write the year that each of Amelia's achievements happened.

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

1 mark

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

Why did Amelia have a specially built plane?

_____

_____

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?

_____

1 mark

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?

_____

1 mark

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

_____

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?

1. _____

2. _____

2 marks

36 Number the following events 1 – 5 to show the order in which they happened.

The first one has been done for you.

Amelia arrived in New Guinea.	
Amelia travelled in a plane for the first time.	**1**
Amelia got her pilot's licence.	
Amelia had her plane repaired in Hawaii.	
Amelia went on a flight between Canada and Wales.	

1 mark

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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?

_____

1 mark

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.

Impression	Evidence
_____	_____ _____ _____
_____	_____ _____ _____

3 marks

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Key stage 2 English reading: Reading answer booklet
Print version product code: STA/26/9010/p ISBN: 978-1-83507-241-7
Electronic PDF version product code: STA/26/9010/e ISBN: 978-1-83507-461-9

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