2026 national curriculum tests

Key stage 2

English reading test mark schemes

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**

5. Mark schemes for the English reading test **8**

Section 1: Owl in Danger 8
Section 2: Matilda's Invention 17
Section 3: Amelia Earhart 26

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 2026 tests assess 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 2. It assesses the aspects of comprehension that lend themselves to a paper test.

A new test and new mark schemes will be produced each year.

Key stage 2 tests are marked by external markers, who receive training to ensure the mark schemes are applied consistently and fairly. The mark schemes are provided to show teachers how the tests are marked. The pupil examples are based on responses gathered from the test trialling process.

Scaled score conversion tables are not included in this document. Conversion tables will be produced as part of the standards maintenance process. Scaled score conversion tables[2] for the 2026 tests will be published in July 2026. The standards confirmation meeting will take place in July 2026.

2. Structure of the test

The key stage 2 English reading test comprises:

- a reading booklet containing three texts that increase in demand throughout the booklet
- a reading answer booklet containing questions (50 marks).

1 www.gov.uk/government/publications/key-stage-2-english-reading-test-framework
2 www.gov.uk/guidance/scaled-scores-at-key-stage-2

3. Content domain coverage

The 2026 test meets the specification set out in the test framework. Table 1 sets out the areas of the content domain that are assessed in the test.

Table 1: Content domain coverage for the 2026 key stage 2 English reading test

	2a	2b	2c	2d	2e	2f	2g	2h
	Give or explain the meaning of words in context.	*Retrieve and record information or identify key details from fiction and non-fiction.*	*Summarise main ideas from more than one paragraph.*	*Make inferences from the text or explain and justify inferences with evidence from the text.*	*Predict what might happen from details stated and implied.*	*Identify and / or explain how information or narrative content is related and contributes to meaning as a whole.*	*Identify and / or explain how meaning is enhanced through choice of words and phrases.*	*Make comparisons within the text.*
Qu.	**Section 1: Owl in Danger**							
1		1						
2							1	
3	1							
4				2				
5				1				
6				1				
7				1				
8		2						
9				2				
10			1					
11				1				
12				2				

	2a	2b	2c	2d	2e	2f	2g	2h
	Give or explain the meaning of words in context.	*Retrieve and record information or identify key details from fiction and non-fiction.*	*Summarise main ideas from more than one paragraph.*	*Make inferences from the text or explain and justify inferences with evidence from the text.*	*Predict what might happen from details stated and implied.*	*Identify and / or explain how information or narrative content is related and contributes to meaning as a whole.*	*Identify and / or explain how meaning is enhanced through choice of words and phrases.*	*Make comparisons within the text.*
Qu.	**Section 2: Matilda's Invention**							
13		1						
14		1						
15	1							
16				2				
17							1	
18						1		
19		1						
20		2						
21		1						
22		1						
23						1		
24				3				
Qu.	**Section 3: Amelia Earhart**							
25	1							
26		1						
27		1						
28		2						
29		1						
30		1						
31		1						
32		1						
33	1							
34				1				
35				2				
36			1					
37	1							
38				3				
Total	**5**	**18**	**2**	**21**	**0**	**2**	**2**	**0**

4. Explanation of the mark schemes

The number of marks available for each question is given at the side of the page in the reading answer booklet. Incorrect or unacceptable answers are given a mark of 0. No half marks are awarded.

The mark scheme for each question contains acceptable points, which are indicated either by a numbered list or a square bullet point (if there is only one possible answer). These must be treated as marking principles, not the exact response a pupil needs to give.

They also contain examples of some frequently occurring correct answers given by pupils in the trials. These are shown in italics and are introduced by round bullet points. Many pupils will, however, have different ways of wording an acceptable answer. In assessing each answer, markers focus on the content of what has been written and not on the quality of the writing, expression or grammatical construction.

For 'find and copy' questions, the correct answer is indicated by the word(s) outside the brackets. The word(s) inside the brackets indicate the maximum quotation that is allowed. Copying must be accurate but minor copying errors or introductions such as 'The answer is...' or 'It's...' will be permitted.

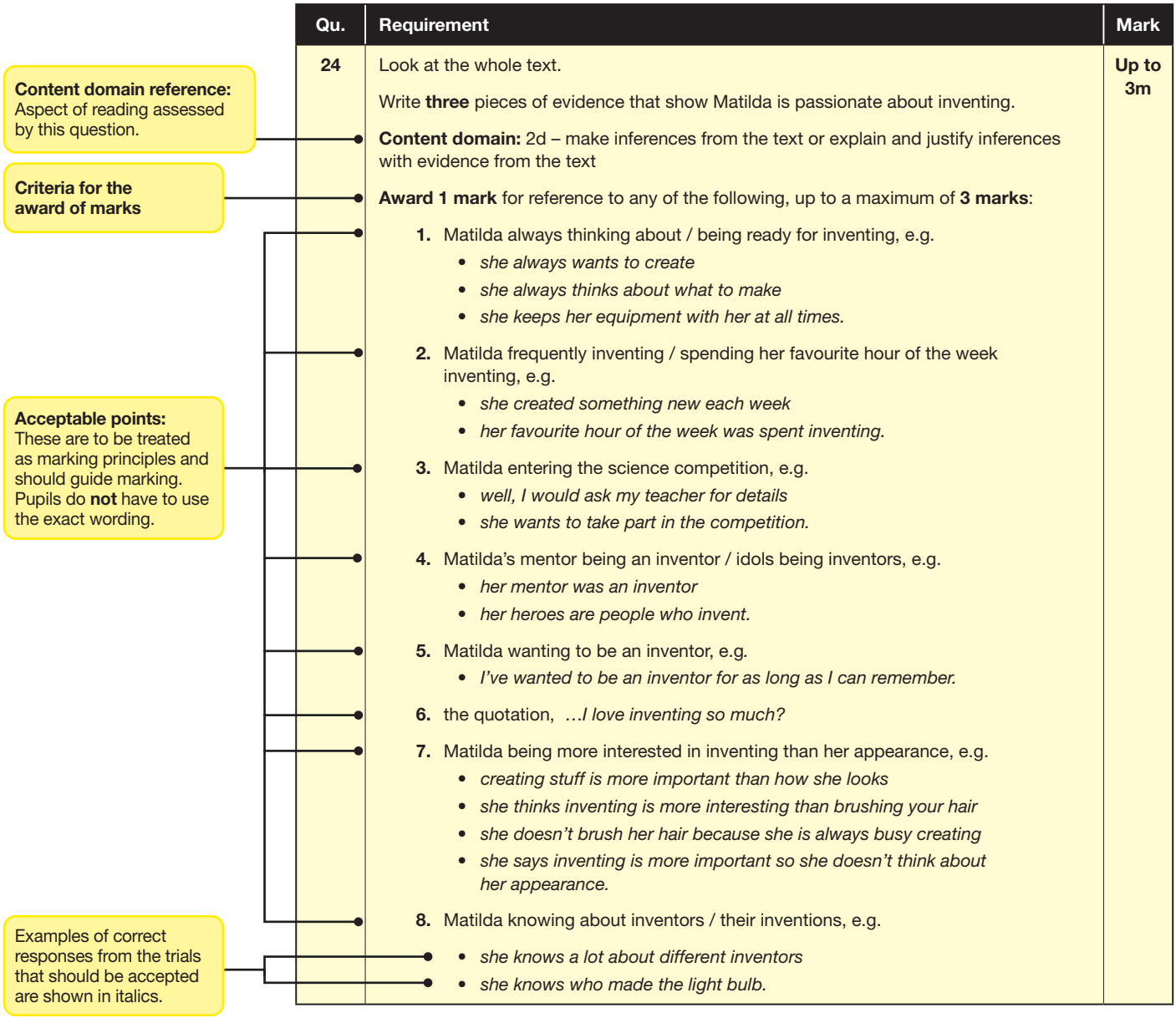
The mark schemes may also indicate commonly occurring but incorrect answers that should not be accepted.

Recording marks awarded

Pupils' test papers are scanned so that marking can be conducted on screen by trained markers.

For each question, markers record the award of 3, 2, 1 or 0 marks as appropriate, according to the mark scheme criteria. There is provision in the software to record questions not attempted. The software aggregates marks automatically.

The diagram below exemplifies the content of the mark schemes:



Qu.	Requirement	Mark
24	Look at the whole text. Write **three** pieces of evidence that show Matilda is passionate about inventing. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 1 mark** for reference to any of the following, up to a maximum of **3 marks**: **1.** Matilda always thinking about / being ready for inventing, e.g. • *she always wants to create* • *she always thinks about what to make* • *she keeps her equipment with her at all times.* **2.** Matilda frequently inventing / spending her favourite hour of the week inventing, e.g. • *she created something new each week* • *her favourite hour of the week was spent inventing.* **3.** Matilda entering the science competition, e.g. • *well, I would ask my teacher for details* • *she wants to take part in the competition.* **4.** Matilda's mentor being an inventor / idols being inventors, e.g. • *her mentor was an inventor* • *her heroes are people who invent.* **5.** Matilda wanting to be an inventor, e.g. • *I've wanted to be an inventor for as long as I can remember.* **6.** the quotation, *…I love inventing so much?* **7.** Matilda being more interested in inventing than her appearance, e.g. • *creating stuff is more important than how she looks* • *she thinks inventing is more interesting than brushing your hair* • *she doesn't brush her hair because she is always busy creating* • *she says inventing is more important so she doesn't think about her appearance.* **8.** Matilda knowing about inventors / their inventions, e.g. • *she knows a lot about different inventors* • *she knows who made the light bulb.*	**Up to 3m**

satspapershub.co.uk

5. Mark schemes for the English reading test

Section 1: Owl in Danger

Qu.	Requirement	Mark
1	Look at the beginning of the story. Why did Mandy shout? Tick **one**. **Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction **Award 1 mark** for: 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. ☐	**1m**

2	What does the description *carpet of leaves* suggest about the leaves? **Content domain:** 2g – identify and / or explain how meaning is enhanced through choice of words and phrases **Award 1 mark** for reference to either of the following: **1.** the leaves covering the floor, e.g. • *the leaves were all over the ground* • *they are coating the floor* • *you couldn't see the path below* • *there were leaves everywhere*. **2.** the large amount / thickness of leaves, e.g. • *there are lots of leaves* • *there were thick layers* • *they were in a large group* • *there were so many*.	**1m**

Section 1: Owl in Danger

Qu.	Requirement	Mark
3	Read the paragraph beginning: '*What have you found?*' What had Mandy done with the leaves? Tick **one**. **Content domain:** 2a – give or explain the meaning of words in context **Award 1 mark** for: covered the ground with them ☐ moved them to make a small hole ☑ kicked them into the air ☐ piled them up high ☐	**1m**

satspapershub.co.uk

Section 1: Owl in Danger

Qu.	Requirement	Mark
4	Look at page 4. Write **two** pieces of evidence that tell you Mandy was amazed by what she had found. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**: **1.** Mandy drawing in her breath, e.g. • *she was holding her breath* • *held her breath* • *she gasped.* **2.** Mandy's eyes shining, e.g. • *shining eyes* • *her eyes sparkled* • *she looked at James with gleaming eyes.* **3.** the quotation, '*Oh! Look…*', e.g. • *she said, 'Oh!'* • *look, it's a baby owl*. **Also accept** reference to the quotation, '*Quick – over here!*', e.g. • *she shouted him over* • *she shouted, quick* • *she told James to come and see what she had found*. **Also accept** reference to Mandy exclaiming, e.g. • *she exclaimed*.	**Up to 2m**

Section 1: Owl in Danger

Qu.	Requirement	Mark
5	Look at page 5. Why was it difficult for the children to spot the owl's nest? Tick **one**. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 1 mark** for: 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. ☐	**1m**

6	How can you tell James found it difficult to see the nest? **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 1 mark** for reference to either of the following: **1.** James squinting, e.g. • *he squinted* • *James screwed his eyes up*. **2.** James pushing his cap back / requiring a better view, e.g. • *he moved his hat so he could see properly* • *he pushed back the peak of his cap* • *he had to move his cap* • *he needed a better view*.	**1m**

satspapershub.co.uk

Section 1: Owl in Danger

Qu.	Requirement	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? **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 1 mark** for reference to either of the following: **1.** Mandy's brows being knitted together / Mandy frowning, e.g. • *she had a thoughtful frown on her face* • *her brows were knitted together* • *her brows were furrowed.* **2.** Mandy considering solutions, e.g. • *she came up with ideas* • *she kept suggesting what they could do* • *she was looking for good solutions.* **Also accept** reference to the quotation, '*…how on earth were they to reach the nest?*', e.g. • *it says in the text, 'how on earth are they to go up there'* • *How on earth will they get to the nest?*	**1m**

satspapershub.co.uk

Section 1: Owl in Danger

<table>
<tr><th>Qu.</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>8</td><td>Using information from the text, tick one box in each row to show whether each statement is about what James or Mandy did.

Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction

Award 1 mark for three correct or 2 marks for all four correct:

<table>
<tr><th></th><th>James</th><th>Mandy</th></tr>
<tr><td>picked up the owl</td><td></td><td>✓</td></tr>
<tr><td>wondered where the owl came from</td><td>✓</td><td></td></tr>
<tr><td>first suggested climbing the tree</td><td>✓</td><td></td></tr>
<tr><td>said they should leave the owl alone</td><td>✓</td><td></td></tr>
</table>
</td><td>Up to 2m</td></tr>
</table>

Section 1: Owl in Danger

Qu.	Requirement	Mark
9	Think about the whole text. How can you tell that Mandy knew a lot about owls? Write **two** ways. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**: **1.** Mandy knowing what type of owl it was, e.g. • *she identified the owl was a tawny owl* • *as soon as she spotted it, she thought it was a tawny owl* • *she knew its name* • *she knows what breed it is.* **2.** Mandy knowing that owls come out at night, e.g. • *she knew owls came out at night* • *she knew that owls are nocturnal.* **3.** Mandy knowing the location of owls' nests, e.g. • *she knew how to spot an owl nest* • *she knew owls' nests were hard to find* • *she knew where their habitats were* • *she had a confident idea where their nests would be.* **4.** Mandy knowing the risks to the owl's survival / its predators, e.g. • *she knew the owl would not survive in the open* • *she knew a fox was going to eat it* • *she knew it would be dangerous to leave the owl alone.* **5.** Mandy having seen pictures of owls, e.g. • *she'd seen a lot of pictures of them.* **6.** Mandy being able to answer James' questions, e.g. • *she could answer all of James' questions.* **7.** Mandy knowing the best solution to help the owl, e.g. • *she knew what would be best for the owl* • *she knew what was the best thing to do to help it.* **Also accept** reference to Mandy knowing how to pick the owl up, e.g. • *she knows how to hold it without hurting it.*	**Up to 2m**

satspapershub.co.uk

Section 1: Owl in Danger

Qu.	Requirement	Mark
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. **Content domain:** 2c – summarise main ideas from more than one paragraph **Award 1 mark** for the correct sequence: taking the owl to Mandy's parents **3** returning the owl to its nest **1** putting the owl back on the ground **2**	**1m**

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? **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 1 mark** for reference to Mandy sighing, e.g. • *she gave a sigh* • *she breathed a sigh*. **Also accept** reference to there being no other option, e.g. • *there's only one thing to do then* • *it was the last option* • *they would have to take the baby owl home* • *she said she is going to have to*.	**1m**

satspapershub.co.uk

Section 1: Owl in Danger

Qu.	Requirement	Mark
12	Think about the whole text. Mandy wanted to protect the owl. How can you tell? Write **two** ways. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**: **1.** Mandy deciding to take the owl to her parents / a vet / home, e.g. • *she wanted to help it by sending it to her mum and dad* • *she took it to the vets* • *'we'll have to take it back with us'* • *she will take it home.* **2.** Mandy not wanting the owl to be left alone / eaten, e.g. • *she doesn't leave it on its own* • *she didn't want foxes or other animals to eat it* • *she didn't want to leave it where it was* • *she stared in horror when James suggested leaving the owl there* • *'We can't do that! It'll get eaten…!'* **3.** Mandy wanting to return the owl to its nest / parents, e.g. • *she wants to put the owl safely back in the nest* • *she wanted to take it back to its home* • *she wanted to return it to its family.* **4.** Mandy's willingness to take risks to help the owl, e.g. • *she offered to climb up a tree to help it* • *she was willing to potentially put herself in danger to help the owl.* **5.** Mandy feeling sorry for the owl, e.g. • *she said, 'oh, the poor thing'* • *Mandy's heart jolted in pity.* **6.** Mandy's careful handling of the owl, e.g. • *she picks the owl up gently* • *she cupped it in her hands.* **Also accept** reference to Mandy exploring ways to help the owl, e.g. • *she thought of every possibility to help it* • *she thought of ways to save it* • *she was trying to think of a solution that would be safe for it.*	**Up to 2m**

Section 2: Matilda's Invention

Qu.	Requirement	Mark
13	Read the first paragraph. Why does Matilda choose the clothes she wears? **Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction **Award 1 mark** for reference to either of the following: **1.** her clothes having pockets / being able to clip a tape measure to her belt, e.g. • *they have the most pockets* • *because it has pockets.* **2.** her clothes being practical, e.g. • *because they serve a purpose* • *because she wants to wear useful clothes* • *so she can keep her equipment on her at all times.* **Also accept** reference to her being ready to invent, e.g. • *so she would be ready to invent things all the time.*	**1m**

14	According to the inventor Thomas Edison, what **two** things are needed to be an inventor? Tick **two**. **Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction **Award 1 mark** for: creativity ☑ hard work ☐ knowledge ☐ skill ☐ helpers ☐ materials ☑	**1m**

satspapershub.co.uk

Section 2: Matilda's Invention

Qu.	Requirement	Mark
15	*My **idols** in life are…* The word *idols* is similar in meaning to… Tick **one**. **Content domain:** 2a – give or explain the meaning of words in context **Award 1 mark** for: scientists. ☐ ideas. ☐ teachers. ☐ heroes. ☑	**1m**

satspapershub.co.uk

Section 2: Matilda's Invention

Qu.	Requirement	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. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**: **1.** her being able to invent / her love for inventing, e.g. • *she could focus on her interests* • *she could spend her time inventing new things* • *she invented like mad* • *she gets to do her hobby* • *because she loved inventing.* **2.** inventing with her grandad, e.g. • *Matilda and her grandad invented like mad* • *it was special because she could build things with her grandad.* **3.** spending time with her grandad, e.g. • *it was her chance to be with her grandpa* • *she was with her grandad.* **Also accept** reference to her grandad teaching her about inventing, e.g. • *she learnt from her grandad* • *her grandad could show her what to do.* **Also accept** reference to her not having to drink tea with her parents and Granny Joss, e.g. • *she could escape drinking boring cups of tea.*	**Up to 2m**

satspapershub.co.uk

Section 2: Matilda's Invention

Qu.	Requirement	Mark
17	Read the paragraph beginning: *The reason I love…* What does the word *pops* tell you about the way ideas come to Matilda? **Content domain:** 2g – identify and / or explain how meaning is enhanced through choice of words and phrases **Award 1 mark** for reference to either of the following: **1.** speed, e.g. • *the ideas come to her in a flash* • *straight away* • *the idea comes into her mind immediately.* **2.** suddenness / ideas materialising unexpectedly, e.g. • *they'd suddenly be there* • *it appeared from nowhere* • *just appears.*	**1m**

satspapershub.co.uk

Section 2: Matilda's Invention

Qu.	Requirement	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? **Content domain:** 2f – identify and / or explain how information or narrative content is related and contributes to meaning as a whole **Award 1 mark** for reference to either of the following: **1.** the relatively long duration / the difficulty of the building process, e.g. • *that building took a long time* • *it takes more than just one step to build* • *there is a lot of building involved* • *it was the hardest part of inventing.* **2.** Matilda's enthusiasm for this part of the process, e.g. • *that was her favourite part* • *she loves to build* • *she really enjoys building* • *she is passionate about building.* **Also accept** reference to the need to keep building until you get the finished product, e.g. • *she keeps building until it looks ready* • *you have to build loads of times to get it right* • *keep on building until you get the product you want* • *you build until you are finished.* **Also accept** reference to building being an important part of the process, e.g. • *building is very important in inventing stuff* • *it is the main step.*	**1m**

satspapershub.co.uk

Section 2: Matilda's Invention

Qu.	Requirement	Mark
19	Read the paragraph beginning: *The reason I love…* What are the **two** main reasons why Matilda loves inventing? Tick **two**. **Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction **Award 1 mark** for: 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. ☐	1m

Qu.	Requirement	Mark
20	Using information from the text, tick **one** box in each row to show whether each statement is **true** or **false**. **Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction **Award 1 mark** for **three** or **four** correct or **2 marks** for **all five** correct:	Up to 2m

	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.	✓	

Section 2: Matilda's Invention

Qu.	Requirement	Mark
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. **Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction **Award 1 mark** for reference to either of the following: **1.** an invention, e.g. • *a new invention* • *an invention made by a pupil.* **2.** a science display, e.g. • *a scientific display* • *a good science project*.	**1m**
22	According to the poster, what should anyone interested in the school's science competition do? **Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction **Award 1 mark** for reference to speaking to their teacher, e.g. • *ask a teacher about how to enter* • *see a teacher* • *ask the teacher for details.*	**1m**

satspapershub.co.uk

Section 2: Matilda's Invention

Qu.	Requirement	Mark
23	Think about the whole text. The way the text is written makes it seem as though Matilda... Tick **one**. **Content domain:** 2f – identify and / or explain how information or narrative content is related and contributes to meaning as a whole **Award 1 mark** for: is already famous. ☐ is being secretive. ☐ wrote this a very long time ago. ☐ is speaking to the reader. ☑	**1m**

satspapershub.co.uk

Section 2: Matilda's Invention

Qu.	Requirement	Mark
24	Look at the whole text. Write **three** pieces of evidence that show Matilda is passionate about inventing. **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 1 mark** for reference to any of the following, up to a maximum of **3 marks**: **1.** Matilda always thinking about / being ready for inventing, e.g. • *she always wants to create* • *she always thinks about what to make* • *she keeps her equipment with her at all times.* **2.** Matilda frequently inventing / spending her favourite hour of the week inventing, e.g. • *she created something new each week* • *her favourite hour of the week was spent inventing.* **3.** Matilda entering the science competition, e.g. • *well, I would ask my teacher for details* • *she wants to take part in the competition.* **4.** Matilda's mentor being an inventor / idols being inventors, e.g. • *her mentor was an inventor* • *her heroes are people who invent.* **5.** Matilda wanting to be an inventor, e.g. • *I've wanted to be an inventor for as long as I can remember.* **6.** the quotation, …*I love inventing so much?* **7.** Matilda being more interested in inventing than her appearance, e.g. • *creating stuff is more important than how she looks* • *she thinks inventing is more interesting than brushing your hair* • *she doesn't brush her hair because she is always busy creating* • *she says inventing is more important so she doesn't think about her appearance.* **8.** Matilda knowing about inventors / their inventions, e.g. • *she knows a lot about different inventors* • *she knows who made the light bulb.*	**Up to 3m**

Section 3: Amelia Earhart

Qu.	Requirement	Mark
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**. **Content domain:** 2a – give or explain the meaning of words in context **Award 1 mark** for: 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. ☑	**1m**

26	Read the paragraph beginning: *In those days…* What did pilots do to get the public interested in flying? **Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction **Award 1 mark** for reference to displays of their flying skills / air shows, e.g. • *they did flying shows* • *displaying flying skills* • *air shows* • *they did tricks* • *show off their skills.* **Also accept** reference to planning / making long flights, e.g. • *they did long journeys* • *they began planning longer and longer flights* • *flying long distances* • *they flew to different continents.*	**1m**

satspapershub.co.uk

Section 3: Amelia Earhart

Qu.	Requirement	Mark
27	Look at the section: ***Amelia's first flights***. When did Amelia decide to become a pilot? Tick **one**. **Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction **Award 1 mark** for: 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 ☐	**1m**
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. **Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction **Award 1 mark** for reference to either of the following, up to a maximum of **2 marks**: **1.** Amelia's book, e.g. • *her book* • *wrote a bestseller* • *having a bestselling book.* **2.** Amelia promoting / advertising products for companies, e.g. • *paid to advertise products* • *she promoted companies* • *advertisements* • *promotions.* **Also accept** reference to Amelia being a celebrity / household name, e.g. • *she became famous* • *she was well known* • *she quickly became a celebrity after the flight.*	**Up to 2m**

satspapershub.co.uk

Section 3: Amelia Earhart

<table>
<tr><th>Qu.</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>29</td><td>Look at the section: Amelia's fame.

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

Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction

Award 1 mark for reference to Amelia flying solo across the Atlantic, e.g.
• she flew across the Atlantic alone
• she became the first woman to fly solo across the Atlantic
• she was the first woman to fly across the Atlantic solo.</td><td>1m</td></tr>
<tr><td>30</td><td>Using information from the text, write the year that each of Amelia's achievements happened.

Content domain: 2b – retrieve and record information or identify key details from fiction and non-fiction

Award 1 mark for all three correct:

<table>
<tr><th></th><th>Year</th></tr>
<tr><td>Amelia got a pilot's licence.</td><td>1923</td></tr>
<tr><td>Amelia flew on a plane between Canada and Wales.</td><td>1928</td></tr>
<tr><td>Amelia flew across the Atlantic on her own.</td><td>1932</td></tr>
</table>
</td><td>1m</td></tr>
</table>

Section 3: Amelia Earhart

Qu.	Requirement	Mark
31	Look at the section: ***Amelia's next record attempt***. Why did Amelia have a specially built plane? **Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction **Award 1 mark** for reference to either of the following: **1.** increased fuel capacity / carrying more fuel, e.g. • *greater fuel capacity* • *it could hold more fuel* • *her plane would need a lot more fuel than other planes could carry* • *normal planes didn't have enough fuel capacity*. **2.** flying further in a single flight / requiring fewer stops to refuel, e.g. • *she didn't have to keep stopping to refill the tank* • *to fly further without stopping* • *so she could fly further without running out of fuel* • *to fly longer without filling up.* **Also accept** reference to enabling Amelia to fly around the globe at its widest point, e.g. • *for the attempt to fly around the globe at its widest point* • *to fly around the equator.*	**1m**

satspapershub.co.uk

Section 3: Amelia Earhart

Qu.	Requirement	Mark
32	Look at the section: ***Amelia's last flight***. What did Amelia change about her plans after her accident in Hawaii? **Content domain:** 2b – retrieve and record information or identify key details from fiction and non-fiction **Award 1 mark** for reference to either of the following: **1.** flying from west to east, e.g. • *this time she flew west-to-east* • *travelling from the west* • *she flew east.* **2.** the direction, e.g. • *she decided to fly in the opposite direction.* **Also accept** reference to the route, e.g. • *the flight route* • *the way she went.* **Also accept** reference to having to delay the flight, e.g. • *she began her attempt later in June* • *she had to stop for repairs* • *she had to stop for 3 months.*	**1m**

Section 3: Amelia Earhart

Qu.	Requirement	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? **Content domain:** 2a – give or explain the meaning of words in context **Award 1 mark** for reference to a stage of the journey, e.g. • *it means a bit of the journey* • *it's like one part* • *step* • *stretch* • *section.* **Also accept** reference to the flight.	**1m**
34	Why would it be *difficult and dangerous* to land on Howland Island? **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 1 mark** for reference to the quotation, *a remote island in the Pacific Ocean with only four miles of coastline*, e.g. • *it was remote* • *it was isolated* • *she had to land on a short stretch of beach* • *only 4 miles of beach.*	**1m**

satspapershub.co.uk

Section 3: Amelia Earhart

Qu.	Requirement	Mark
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? **Content domain:** 2d – make inferences from the text or explain and justify inferences with evidence from the text **Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**: **1.** the coastguard **2.** a navigator **3.** mechanics / engineers, e.g. • *the people who repaired the plane* • *people who made the plane* • *plane builders.*	**Up to 2m**

36	Number the following events 1–5 to show the order in which they happened. The first one has been done for you. **Content domain:** 2c – summarise main ideas from more than one paragraph **Award 1 mark** for the correct sequence: Amelia arrived in New Guinea. **5** Amelia travelled in a plane for the first time. **1** Amelia got her pilot's licence. **2** Amelia had her plane repaired in Hawaii. **4** Amelia went on a flight between Canada and Wales. **3**	**1m**

satspapershub.co.uk

Section 3: Amelia Earhart

Qu.	Requirement	Mark
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? **Content domain:** 2a – give or explain the meaning of words in context **Award 1 mark** for reference to either of the following: **1.** parts of the plane, e.g. • *pieces* • *evidence* • *remains* • *part.* **2.** a sign of the plane, e.g. • *sign* • *mark* • *clue.* **Also accept** reference to no parts / no sign of the plane, e.g. • *no parts of the plane were left to be found* • *no lead* • *no evidence* • *no proof.* **Do not accept** reference to Amelia rather than the plane, e.g. • *she's not on the plane* • *her footprints* • *nothing was found of her.*	**1m**

satspapershub.co.uk

Section 3: Amelia Earhart

<table>
<tr><th>Qu.</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>38</td><td>
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.

Content domain: 2d – make inferences from the text or explain and justify inferences with evidence from the text

Award 3 marks for two acceptable points, at least one with evidence.

Award 2 marks for either two acceptable points, or one acceptable point with evidence.

Award 1 mark for one acceptable point.
<table>
<tr><th>Impression</th><th>Evidence</th></tr>
<tr><td>1. she was determined</td><td>• 'had a strong desire for yet another extraordinary flying achievement'
• wanted to fly round the world at its widest point / fly around the equator
• 'had a plane built specifically for the attempt'
• wasn't put off by an accident / 'began her attempt again'
• she covered 35,000 km in 28 days
• 'the next leg of the journey was going to be a very difficult and dangerous one'
• 'this risky part of her journey'
• 'planning to land on…a remote island…with only four miles of coastline'</td></tr>
<tr><td>2. she was brave / fearless</td><td>• 'had a strong desire for yet another extraordinary flying achievement'
• wanted to fly round the world at its widest point / fly around the equator
• wasn't put off by an accident / 'began her attempt again'
• she covered 35,000 km in 28 days
• 'the next leg of the journey was going to be a very difficult and dangerous one'
• 'this risky part of her journey'
• 'planning to land on…a remote island…with only four miles of coastline'</td></tr>
</table>
Continued on the following page.
</td><td>Up to 3m</td></tr>
</table>

Section 3: Amelia Earhart

<table>
<tr><th>Qu.</th><th colspan="2">Requirement</th><th>Mark</th></tr>
<tr><td>38 (cont.)</td><td colspan="2"><table>
<tr><th>Impression</th><th>Evidence</th></tr>
<tr><td>3. she was ambitious / competitive</td><td>• ‘had a strong desire for yet another extraordinary flying achievement’
• wanted to fly round the world at its widest point / fly around the equator
• ‘had a plane built specifically for the attempt’
• she covered 35,000 km in 28 days
• ‘the next leg of the journey was going to be a very difficult and dangerous one’
• ‘this risky part of her journey’
• ‘planning to land on…a remote island…with only four miles of coastline’</td></tr>
<tr><td>4. she was organised / adaptable</td><td>• ‘had a plane built specifically for the attempt’
• changed the direction she was travelling in
• ‘she was planning to land on Howland Island’
• ‘on the island, she would take on fuel from a US coastguard ship’
• ‘Amelia and her navigator’</td></tr>
<tr><td>5. she was patient</td><td>• had to wait for a specifically built plane
• ‘it wasn’t until three months later’
• she covered 35,000 km in 28 days</td></tr>
</table></td><td></td></tr>
</table>

satspapershub.co.uk

Standards & Testing Agency

Key stage 2 English reading test mark schemes: Reading answer booklet
Electronic PDF version product code: STA/26/9012/e ISBN: 978-1-83507-463-3

For more copies
Printed copies of this booklet are not available. It can be downloaded after the test window 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 2 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.

OGL

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.

satspapershub.co.uk