

En

KEY STAGE

2

LEVELS

3-5

English tests

English reading answer booklet

2015

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



[BLANK PAGE]

Please do not write on this page.



Instructions

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. Write your answers in the space provided. Do not write over any barcodes.

- **short answers:** some questions are followed by a short line or a box. This shows that you need only 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 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.
- **selected 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 line 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 *Charlie Small* (pages 4–5).

1. Look at *Meet Charlie Small!*

Find and **copy** the information from the text to complete the fact file below about Charlie Small.

Name	Charlie Small
Age	
Friend	
Worst enemy	
Most exciting adventure	

2 marks

2. Look at *Meet Charlie Small!*

How are some of Charlie's words emphasised in this section?

Tick **two**.

capital letters

bold

italics

underlining

exclamation marks

1 mark



3. How does Charlie keep a record of his adventures?

1 mark

4. Look at the paragraph beginning: *I was driving across...*

Find and **copy two** words that show how much Charlie admires Jakeman.

1. _____

2. _____

1 mark

5. Look at the paragraph beginning: *I hovered a few centimetres...*

What effect did the heat have on Charlie?

1 mark

6. *I zoomed towards...*

What does the word *zoomed* tell you?

1 mark



7. Where does Charlie leave his scooter?

1 mark

8. Look at the paragraph beginning: *Suddenly, as I stepped...*

How does the writer make the flowers seem dangerous?

Give **two** ways.

1. _____

2. _____

2 marks

9. Look at ***A Rude Awakening***.

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

The first one has been done for you.

A gorilla carries Charlie into the trees.

A gorilla stands looking down at Charlie.

Flowers spring up, spraying a mist.

Charlie feels extremely tired.

Charlie drives across a wide plain.

1 mark



10. Read from the paragraph beginning: “*Wake up, Charlie...*” to the end of the page.

How does this ending create suspense?

1 mark

11. Look at ***Meet Charlie Small!*** and ***A Rude Awakening***.

How do the texts suggest that Charlie has met gorillas in his past adventures?

Give **two** ways.

1. _____

2. _____

2 marks

12. Look at pages 4 and 5.

What makes Charlie’s adventures fantasy stories?

Give **two** examples from the text.

1. _____

2. _____

2 marks



Questions 13–28 are about *Guide Dogs* (pages 6–7).

13. Look at the section headed: ***What guide dogs do.***

Find and **copy** the word or group of words that shows how much difference a guide dog can make to someone.

1 mark

14. According to the text, which of the following do guide dogs have to learn to do?

Tick **two**.

obey a whistle

stop at all kerbs

obey spoken commands

recognise the colour green

walk very slowly

1 mark



15. Look at the section headed: ***Guide dogs and their owners.***

Why are italics used for the word *disobey*?

Tick **one**.

because it's a word that people don't know

to show that dogs should do as they are told

it's the opposite of what you would expect

because it's explained in a glossary

1 mark

16. Look at the section headed: ***Guide dogs and their owners.***

Why is it important that guide dogs demonstrate *selective disobedience*?

1 mark



17. *The owner is like the navigator on an aircraft who must know how to get from one place to another, and the dog is the pilot who gets them there safely.*

What does this comparison tell you about the relationship between the owner and the guide dog?

Tick **one**.

The dog decides where the owner wants to go.

The dog relies on the owner to avoid the obstacles.

The owner and the dog work together as a team.

The owner keeps the dog safe on the journey.

1 mark

18. Look at the paragraph beginning: *When it is eight weeks old...*

Find and **copy one** word that suggests that training a guide dog is a long process.

1 mark

19. What do puppy-walkers train the guide dogs to do?

Give **two** examples.

1. _____

2. _____

1 mark



20. Look at the section headed: **How guide dogs are trained.**

Find and **copy two** groups of words that suggest guide dogs do a very special job.

1. _____

2. _____

2 marks

21. Puppy-walkers have mixed feelings when they give the puppy back for the next stage of its training.

Explain why.

2 marks

22. Look at the section headed: **Work and play.**

How are guide dogs like normal dogs?

1 mark



23. Having a guide dog made Lucy feel more:

Tick **one**.

curious.

thoughtful.

independent.

careful.

1 mark

24. Look at the section headed: ***Play your part!***

What is the purpose of this section?

Tick **one**.

to inform you about how to get 'pupdates'

to persuade you to sponsor a guide dog

to explain how the money will be spent

to describe the pups' adventures

1 mark

25. Look at the section headed: ***Play your part!***

Why is the word 'pupdates' in inverted commas?

1 mark



26. Draw lines to match the age of a guide dog to what it does at that age.

one year old	retires from being a guide dog
eight weeks old	goes back to live in the guide dog centre
seven years old	is trained by a puppy-walker

1 mark

27. Look at pages 6 and 7.

Tick to show which statements about guide dogs are **true** and which are **false**.

Statement	True	False
Guide dogs need to be very focused and have excellent concentration skills.		
Guide dogs must listen to the flow of traffic.		
Guide dogs are encouraged to have fun during the working day.		
The first guide dogs in the UK were trained in 1931.		
Puppy-walkers get to keep their puppies.		

2 marks



28. Draw lines to match each section to its main purpose.

Guide dogs and their owners	to list interesting facts
Work and play	to give you a first-hand account
Did you know?	to explain what guide dogs have to learn
Quotation from Lucy	to describe how guide dogs behave off-duty

1 mark



Questions 29–39 are about *California’s Unlikely Warriors* (pages 8–9).

29. How long ago did the plague of scale insects attack in America?

1 mark

30. What did the scale insects attack?

1 mark

31. The scale insects sound like an army.

Find and **copy two** words in the first two paragraphs that support this idea.

1. _____

2. _____

2 marks

32. It was important to find a solution to the plague of insects quickly.

Explain why.

1 mark



33. Before ladybirds were introduced, how did the fruit growers try to solve the problem of scale insects?

1 mark

34a. Look at page 8.

What did Mr Riley suggest to solve the problem of scale insects?

1 mark

34b. How did other people react to Mr Riley's suggestion?

1 mark

35. In the paragraph beginning: *In Australia, Mr Koebele visited...*, the ladybirds are described as *feasting* on the scale insects.

What does the word *feasting* suggest about the ladybirds?

1 mark



36. Look at the second paragraph on page 9, beginning:

When the unlikely warriors...

How does the writer emphasise the success of the ladybirds?

Explain fully, referring to the text in your answer.

3 marks

37. How has this text about ladybirds been organised?

Tick **one**.

The text gives facts about ladybirds, organised into different sections for each topic.

The information about ladybirds is organised like a story, with additional information at the end.

It starts with facts about scale insects and then explains the life cycle of the ladybird.

The text gives information about ladybirds and ends with a story about scale insects.

1 mark



38. Tick to show which statements about ladybirds are **true** and which are **false**.

Statement	True	False
They help protect the environment.		
They only eat scale insects.		
They can survive on just nectar and pollen.		
Some people say that they bring you good luck.		

1 mark

39. Where would you expect to find the text ***California's Unlikely Warriors?***

Tick **one**.

on the front page of a newspaper

in a magazine about the natural world

in a children's fable about animals

in a travel brochure about California

1 mark



[END OF TEST]

Please do not write on this page.





Standards
& Testing
Agency

2015 key stage 2 levels 3–5 English reading test

English reading answer booklet

Print version product code: STA/15/7208/p ISBN: 978-1-78315-410-4

Electronic PDF version product code: STA/15/7208/e ISBN: 978-1-78315-438-8

For more copies

Additional printed copies of this booklet are not available. It can be downloaded from www.gov.uk/government/publications from Tuesday 7 July.

© Crown copyright and Crown information 2015

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 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 public sector information licensed under the 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 ‘2015 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.

