

2019 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						



**[BLANK PAGE]**

Please do not write on this page.



## Instructions

### Questions and answers

You have one 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 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 – 13 are about *The Park* (pages 4–5)

1 What is Ajay doing when the post arrives?

---

1 mark

2 How does Joe know that the letter contains bad news **before** his mum tells him what it says?

---

1 mark

3 What does the letter in the brown envelope tell Joe's mother?

---

1 mark



4

Look at page 4.

**Find** and **copy one** word which shows that Joe is angry.

\_\_\_\_\_

1 mark

5

Look at page 4.

In Ajay's opinion, how do people feel about the park?

\_\_\_\_\_

1 mark

6

Look at the paragraph beginning: *'You boys best get to school...'* to the end of page 4.

*'But what about...?'* Joe started to say.

Which words would best complete Joe's question?

Tick **one**.

your breakfast

our games

your job

our homework

1 mark



7 What is Joe's mother thinking after she reads the letter?

Tick **one** thought.

*I'm happy that the boys have finished their breakfast.*

*I don't want the boys to realise how upset I am.*

*I'm worried the boys will be late for school.*

*I'll cook sweet-and-sour spaghetti for the boys later.*

1 mark

8 *If she was trying to **reassure** Joe, it wasn't working.*

What does *reassure* mean in this sentence?

1 mark



9

Look at the paragraph at the top of page 5.

**Find** and **copy one** word that shows the boys do not want to leave the house.

\_\_\_\_\_

1 mark

10

*'Oi!' Ajay yelled, 'what are you doing?'*

*Joe read the sign: 'Under development.'*

*'What's going on?' Joe asked. 'Why have you closed the park?'*

Joe and Ajay react differently to seeing the man hammering in the sign.

How does Joe react?

Tick **one**.

He is calmer.

He is ruder.

He is less interested.

He is less worried.

1 mark

11

Look at the sign from the story.

Who has produced the sign?

\_\_\_\_\_

1 mark



12

Look at the paragraph beginning: *Underneath the notice was a...* to the end of page 5.

What is happening inside the park straight after Joe and Ajay have read the sign?

---

1 mark

13

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

	True	False
The park has been looked after by a park warden.		
The park is going to be replaced with a shopping centre.		
Building work in the park will start at the end of July.		
The warden had two weeks' notice of the park's closure.		

2 marks





**Questions 14–27 are about  
Fact Sheet: About Bumblebees (pages 6–7)**

**14**

What is the name of the organisation that produced this fact sheet about bumblebees?

\_\_\_\_\_

1 mark

**15**

Look at the section headed: **Save our bees.**

Complete the table below with **one** piece of evidence from the leaflet to support each statement.

	Evidence
The Bumblebee Conservation Trust is worried about bees.	
The leaflet makes readers feel hopeful for bumblebees.	

2 marks



16

*In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless.*

This suggests that...

Tick **one**.

farming has helped bees.

paved gardens are attractive.

bees are good at finding their way.

bees have only started struggling recently.

\_\_\_\_\_ **1 mark**

17

Look at the section headed: ***What's so different about the bumblebee?***

The text refers to the bumblebees' *cousins*.

Who are their *cousins*?

\_\_\_\_\_

\_\_\_\_\_ **1 mark**

18

Which section of the leaflet is written to inform readers that they are unlikely to be stung by bumblebees?

Write the name of the section:

\_\_\_\_\_

\_\_\_\_\_ **1 mark**



19

In what way is *buzz pollination* more useful than other forms of pollination?

---

---

1 mark

20

Look at page 7.

Why is it important for bumblebees to leave a smelly scent on some flowers?

Tick **one**.

so that others avoid it

because it smells better than nectar

so others know it has pollen

because bees give flowers their scent

1 mark

21

Look at the section headed: ***Things you can do to help.***

**Find** and **copy one** word that shows how essential flowers are to bees.

---

1 mark



22

Look at page 7.

(a) Tick one box in each row to show whether each of the following flowers is **bee-friendly** or **not bee-friendly**.

	Bee-friendly	Not bee-friendly
lavender		
pansy		
herbs		
wild rose		

1 mark

(b) Explain why the flowers that are not bee-friendly do not attract bees.

---

---

1 mark



23

Look at the section headed: **Energy drink for bees.**

These instructions suggest that the reader...

Tick **one**.

enjoys preparing food.

has lots of energy.

is willing to handle bees.

is skilled at gardening.

1 mark

24

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

	True	False
Wasps can be aggressive.	<input type="checkbox"/>	<input type="checkbox"/>
Male bumblebees sometimes sting.	<input type="checkbox"/>	<input type="checkbox"/>
Bumblebees only go outside when it is warm.	<input type="checkbox"/>	<input type="checkbox"/>
You need a big garden to help bumblebees.	<input type="checkbox"/>	<input type="checkbox"/>

2 marks



25

Look at the whole text.

Complete the table below to show what the text says you can do to help bumblebees.

Help for all bumblebees	Help for a weak bumblebee
1. _____ _____	1. _____ _____
2. _____ _____	

2 marks

26

Give **one** example of the use of humour in the fact sheet.

\_\_\_\_\_

1 mark

27

Bumblebees are very important to the human race.

Give **two** ways they are important.

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

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

2 marks



Questions 28–39 are about *Music Box* (pages 8–9)

28 What has Piper been counting in the first paragraph?

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

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

1 mark

29 She pulled on a pair of her father's old boots, **slung** his brown coat over her nightdress, and opened the door.

The word *slung* suggests that Piper put on the brown coat...

Tick **one**.

carelessly.

slowly.

tidily.

thoughtfully.

1 mark

30 Look at page 8.

Why is the boy *huddled* in the doorway while he waits for Piper to open the door?

\_\_\_\_\_

\_\_\_\_\_

1 mark



31

Look at page 9.

Why has Micah come to Piper's house on the night of the storm?

---

1 mark

32

What impressions do you get of Piper's house?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence
<hr/>	<hr/> <hr/> <hr/>
<hr/>	<hr/> <hr/> <hr/>

3 marks





33

Piper has mixed feelings about music boxes.

Complete the table below to show her thoughts.

<b>What Piper likes about the music box</b>	<hr/> <hr/>
<b>What Piper dislikes about music boxes</b>	<hr/> <hr/>

2 marks

34

Look at page 9.

*'But she won't sing?'*

What does Piper mean when she says this?

---

1 mark



**35** Look at page 9.

Where did Micah find the music box?

---

1 mark

**36** What work has Micah done to the music box before showing it to Piper?

---

1 mark

**37** Piper thinks Micah has *done a decent job*.

She thinks his work has been...

Tick **one**.

excellent.

careful.

sloppy.

reasonable.

1 mark



38

Look at the last paragraph, beginning: *'Yeah, it'll look smart.'*

**Find** and **copy one** word that suggests that the sound coming from Micah's music box is unpleasant.

\_\_\_\_\_

1 mark

39

What impressions do you get of the relationship between Piper and Micah?

Give **two** impressions, supporting your answer with evidence from the text.

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

\_\_\_\_\_

\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

3 marks





Standards  
& Testing  
Agency

2019 key stage 2 English reading

Reading answer booklet

Print version product code: STA/19/8210/p ISBN: 978-1-78957-005-2

Electronic PDF version product code: STA/19/8210/e ISBN: 978-1-78957-025-0

### For more copies

Additional copies of this book are not available during the test window.

They can be downloaded afterwards from

<https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>.

© Crown copyright 2019

### 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](http://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 2019 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 '2019 key stage 2 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

**The Park:** Taken from *The Accidental Prime Minister*, Oxford University Press, 2015. Author: Tom McLaughlin.

**Fact Sheet: About Bumblebees:** Adapted from

[http://bumblebeeconservation.org/images/uploads/Resources/BBCT\\_Bumblebee\\_Factsheet.pdf](http://bumblebeeconservation.org/images/uploads/Resources/BBCT_Bumblebee_Factsheet.pdf).

**Music Box:** Taken from *The Mark of the Dragonfly*, Delacorte Press, 2014. Author: Jaleigh Johnson.

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](mailto:assessments@education.gov.uk).

