

2017 national curriculum tests

Key stage 1

English reading test mark schemes

Paper 1: reading prompt and
answer booklet and Paper 2:
reading answer booklet



Standards
& Testing
Agency

Contents

1. Introduction	3
2. Structure of the key stage 1 English reading test	3
3. Content domain coverage	4
4. Explanation of the mark schemes	7
4.1 Applying the mark schemes	8
5. Internal moderation procedures	9
6. Mark schemes for Paper 1: reading prompt and answer booklet	10
Section 1: There's an Octopus Under my Bed!	10
Section 2: I'm Riding on a Giant	14
Section 3: World of Water	16
7. Mark schemes for Paper 2: reading answer booklet	19
Section 1: Sea Spray Swimming Pool	19
Section 2: The Fox and the Boastful Brave	22

1. Introduction

The Standards and Testing Agency (STA) is responsible for the development and delivery of statutory tests and assessments. STA is an executive agency of the Department for Education.

The 2017 tests assess the 2014 national curriculum. The test has been developed to meet the specification set out in the test framework for English reading at key stage 1. It assesses the aspects of comprehension that lend themselves to a paper test. The test frameworks are on the GOV.UK website at www.gov.uk/government/collections/national-curriculum-assessments-test-frameworks.

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

The key stage 1 tests will be marked internally within schools to inform teacher assessment.

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 for the 2017 tests will be published at www.gov.uk/guidance/scaled-scores-at-key-stage-1 in June 2017.

The mark schemes are provided to use when marking pupils' responses. The pupil examples are based on responses gathered from the test trialling process. It is important when marking to refer to the general marking principles, the exemplars section and the additional guidance to ensure marking is accurate and consistent.

2. Structure of the key stage 1 English reading test

The key stage 1 English reading test comprises:

- Paper 1, a combined booklet that integrates the reading texts and answer booklet (lower demand), which carries 20 marks
- Paper 2, a reading booklet with a separate answer booklet (higher demand), which carries 20 marks.

Every pupil should have the opportunity to attempt both papers. Test administrators can stop individual pupils at any stage of the test if they feel that is appropriate for that particular pupil.

3. Content domain coverage

The 2017 key stage 1 English reading test meets the specification set out in the key stage 1 English reading test framework. Tables 1 and 2 set out the areas of the content domain that are assessed in Papers 1 and 2.

Some questions assess more than one content domain. These secondary content domain references are indicated in the mark schemes.

Table 1: Content domain coverage for Paper 1

	1a	1b	1c	1d	1e
	<i>Draw on knowledge of vocabulary to understand texts.</i>	<i>Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</i>	<i>Identify and explain the sequence of events in texts.</i>	<i>Make inferences from the text.</i>	<i>Predict what might happen on the basis of what has been read so far.</i>
Qu.	Section 1: There's an Octopus Under my Bed!				
1				1	
2				1	
3		1			
4				1	
5		1			
6		1			
7	1				
8				1	
9			1		
	Section 2: I'm Riding on a Giant				
10		1			
11	1				
12		1			
13				1	
14					1

	1a	1b	1c	1d	1e
	<i>Draw on knowledge of vocabulary to understand texts.</i>	<i>Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</i>	<i>Identify and explain the sequence of events in texts.</i>	<i>Make inferences from the text.</i>	<i>Predict what might happen on the basis of what has been read so far.</i>
Section 3: World of Water					
15		1			
16		1			
17				1	
18		1			
19		1			
20		1			

Table 2: Content domain coverage for Paper 2

	1a	1b	1c	1d	1e
	<i>Draw on knowledge of vocabulary to understand texts.</i>	<i>Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</i>	<i>Identify and explain the sequence of events in texts.</i>	<i>Make inferences from the text.</i>	<i>Predict what might happen on the basis of what has been read so far.</i>
Qu.	Section 1: Sea Spray Swimming Pool				
1		1			
2		1			
3		1			
4		1			
5	1				
6		2			
	Section 2: The Fox and the Boastful Brave				
7	1				
8		1			
9		2			
10		1			
11		1			
12a		1			
12b		1			
13a				1	
13b				1	
14a				1	
14b				1	
15			1		

4. Explanation of the mark schemes

Those marking the tests should familiarise themselves with the marking guidance in section 4.1 of this document before applying the mark schemes below.

The number of marks available is indicated below the marking circle on the test paper. All questions in Paper 1 are worth 1 mark and questions in Paper 2 are worth either 1 or 2 marks. Incorrect or unacceptable answers are given a mark of 0. No half marks are awarded.

The practice questions are not marked as they are completed by the pupils together with the test administrator as an introduction to the test. Guidance on administering the practice questions and introducing the tests is given in the test pack instructions, *Administering the English reading test*, that accompany each test.

The mark schemes contain the following information for each question:

- a question number
- the question from the test paper
- what is required to answer each question – including correct answer(s) and examples of different types of creditworthy response
- how many marks are available for each question
- any additional guidance that may be relevant, including unacceptable responses, where appropriate
- the content domain reference and, if applicable, the secondary content domain reference.

Aspect of reading assessed by this question	2	When are the swimming lessons? Content domain: 1b - identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. Award 1 mark for reference to any of the following acceptable points:	1m
Criteria for the award of marks		<ul style="list-style-type: none"> • ■ during the school / summer holidays, e.g. <ul style="list-style-type: none"> • <i>in the school holidays</i> • <i>summer holidays.</i> • ■ the specific dates given, e.g. <ul style="list-style-type: none"> • <i>1-14th August</i> • <i>Monday 1st August at 10am</i> • <i>between 1st and 14th August</i> • <i>in August.</i> 	
Acceptable points (AP): these should be treated as marking principles and should be used to guide marking. Pupils do not have to use exact wording.		<ul style="list-style-type: none"> • ■ Also accept references to the time given, e.g. <ul style="list-style-type: none"> • <i>at 10am.</i> 	
Examples of pupil responses from the trials		Do not accept: <ul style="list-style-type: none"> ■ <i>holidays</i> ■ <i>summer.</i> 	

4.1 Applying the mark schemes

The table below explains the key features of the key stage 1 English reading test mark schemes:

Mark scheme	Explanation
<ul style="list-style-type: none"> ■ Square bullets 	Square bullets indicate acceptable points that can be credited in a pupil's response. They must be treated as marking principles, not as the exact response a pupil needs to give.
<ul style="list-style-type: none"> • Round bullets 	Round bullets indicate examples of frequently occurring responses given by pupils during trialling. There are many ways for pupils to express an acceptable answer, therefore, those marking the test must focus on the content of what has been written and not on the quality, expression, or grammatical construction of the response.
Use of brackets in acceptable points	In acceptable points, brackets may be used to provide additional information that is relevant to the required response, but is not required for the award of the mark.
Do not accept	Do not accept indicates commonly occurring but incorrect answers that should not be credited.
Possible ambiguity	Where pupils are asked to write their own response and they have written both a correct and an incorrect response, the incorrect response should not negate the correct response provided the correct answer is clear.
'Find and copy' questions	For 'find and copy' questions, introductions such as 'the answer is (...)' / 'it is (...)' and plausible misspellings are also permitted.
Use of brackets in 'find and copy'	For 'find and copy' questions, the correct answer is indicated by the word(s) outside the brackets. The word(s) inside the brackets indicate any additional word(s) allowable for the award of the mark.
Minor copying errors / plausible misspellings	Minor copying errors and plausible misspellings are permitted in responses to all questions.
Tick boxes and tables	Accept any clear indication of the correct response, including crosses, underlining and circling answers.
Drawing lines to 'match' boxes	Accept lines that do not touch the boxes, providing the intention is clear.

5. Internal moderation procedures

We recommend those who are involved in marking the key stage 1 tests undertake moderation activity to ensure marking is consistent across their school.

6. Mark schemes for Paper 1: reading prompt and answer booklet

Section 1: There's an Octopus Under my Bed!

Qu.	Requirement	Mark
1	<p><i>Molly didn't understand.</i></p> <p>This means Molly was...</p> <p>Content domain: 1d – make inferences from the text. Secondary content domain: 1a – draw on knowledge of vocabulary to understand texts.</p> <p>Award 1 mark for:</p> <p>angry. <input type="checkbox"/> sad. <input type="checkbox"/> happy. <input type="checkbox"/> confused. <input checked="" type="checkbox"/></p>	1m
2	<p>What did Molly think was <i>magic</i>?</p> <p>Content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> ■ the room being tidy, e.g. <ul style="list-style-type: none"> • <i>it had all been put away</i> • <i>there was no mess</i> • <i>everything was neat.</i> ■ her (bed)room being magic, e.g. <ul style="list-style-type: none"> • <i>her room.</i> ■ the palace having gone / disappeared, e.g. <ul style="list-style-type: none"> • <i>her palace had gone.</i> 	1m

Section 1: There's an Octopus Under my Bed!

Qu.	Requirement	Mark
3	<p>What was Molly doing on Tuesday?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to Molly racing / hopping, or general references to Molly playing, without mentioning racing / hopping, e.g.</p> <ul style="list-style-type: none"> • <i>hopping</i> • <i>running</i> • <i>she was racing in the garden</i> • <i>she was playing different games</i> • <i>she was playing</i> • <i>on the race track.</i> <p>Do not accept references to Molly being in the garden, e.g.</p> <ul style="list-style-type: none"> • <i>she was in the garden.</i> 	1m
4	<p>Molly thought that something with many arms had been in the garden.</p> <p>Why?</p> <p>Her race track had been...</p> <p>Content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for:</p> <p>eaten up. <input type="checkbox"/> dropped. <input type="checkbox"/></p> <p>picked up. <input checked="" type="checkbox"/> broken. <input type="checkbox"/></p>	1m

Section 1: There's an Octopus Under my Bed!

Qu.	Requirement	Mark
5	<p>Why was Molly always too busy to tidy up?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to Molly being too busy playing / having fun, or listing any of the activities Molly was engaged in, e.g.</p> <ul style="list-style-type: none"> • <i>she was too busy playing</i> • <i>she was having fun</i> • <i>she was building a monster.</i> <p>Do not accept answers that do not explain <i>why</i> she was busy, e.g.</p> <ul style="list-style-type: none"> • <i>she was busy</i> • <i>she didn't like tidying.</i> 	1m
6	<p>Where did Molly look for the octopus?</p> <p>Write down one place.</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to any one of the following:</p> <ul style="list-style-type: none"> ■ bed ■ drawer ■ toilet. <p>Also accept <i>bedroom</i>.</p> <p>Also accept responses that give more than one correct place, e.g.</p> <ul style="list-style-type: none"> • <i>down the toilet and in the drawer.</i> 	1m
7	<p><i>Then she had an idea...</i></p> <p>The word <i>idea</i> means...</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts.</p> <p>Award 1 mark for:</p> <p>a dream. <input type="checkbox"/> a feeling. <input type="checkbox"/></p> <p>a thought. <input checked="" type="checkbox"/> an adventure. <input type="checkbox"/></p>	1m

Section 1: There's an Octopus Under my Bed!

Qu.	Requirement	Mark
8	<p>Why did Molly rush to finish her tea?</p> <p>Content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for:</p> <p>She wanted to carry on playing. <input type="checkbox"/></p> <p>She wanted to tidy her room. <input type="checkbox"/></p> <p>She wanted to see the octopus. <input checked="" type="checkbox"/></p> <p>She wanted to carry on dancing. <input type="checkbox"/></p>	1m
9	<p>Draw three lines to show where Molly was playing on each day.</p> <p>Content domain: 1c – identify and explain the sequence of events in texts.</p> <p>Award 1 mark for all three lines being joined to the following correct boxes:</p>	1m

Section 2: I'm Riding on a Giant

Qu.	Requirement	Mark
10	<p>What is the child holding on to?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to the giant's / their father's ears, e.g.</p> <ul style="list-style-type: none"> • <i>the giant's ears</i> • <i>his dad's ears</i> • <i>I'm holding on to a giant's ears.</i> <p>Also accept reference to either 'ears' or 'a giant', e.g.</p> <ul style="list-style-type: none"> • <i>his ears</i> • <i>ears</i> • <i>giant.</i> 	1m
11	<p><i>As we stride along the street</i></p> <p>Which word means the same as <i>stride</i>?</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts.</p> <p>Award 1 mark for:</p> <p>crawl <input type="checkbox"/> march <input checked="" type="checkbox"/></p> <p>dance <input type="checkbox"/> climb <input type="checkbox"/></p>	1m
12	<p>What happens when people see the shadow?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to being scared, e.g.</p> <ul style="list-style-type: none"> • <i>they are frightened</i> • <i>they get scared</i> • <i>oh wow! They get a scare</i> • <i>get a scare.</i> <p>Do not accept <i>stop and stare.</i></p> <p>Do not accept <i>Oh wow!</i></p>	1m

Section 2: I'm Riding on a Giant

Qu.	Requirement	Mark
13	<p>Why did the child describe their father as a giant?</p> <p>Content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> ■ The father being tall / big / enormous / gigantic, e.g. <ul style="list-style-type: none"> • <i>he was big</i> • <i>he was tall like a giant</i> • <i>because he is bigger than everyone else.</i> ■ The child being high / being able to look down on everyone / being near the sky, e.g. <ul style="list-style-type: none"> • <i>because he was so high up he could look down at everyone</i> • <i>his head was in the sky</i> • <i>he was higher than the sky.</i> <p>Do not accept <i>giant</i> without additional reference to size / height, e.g.</p> <ul style="list-style-type: none"> • <i>he is like a giant.</i> 	1m
14	<p>Which of these do you think the child is likely to say at the end of the outing?</p> <p>Content domain: 1e – predict what might happen on the basis of what has been read so far.</p> <p>Award 1 mark for:</p> <p>That was fun, Mum. Can you do it all over again? <input type="checkbox"/></p> <p>That was so scary. I never want to do it again! <input type="checkbox"/></p> <p>That was really boring, Dad. <input type="checkbox"/></p> <p>That was great, Dad. Let's do it again! <input checked="" type="checkbox"/></p>	1m

Section 3: World of Water

Qu.	Requirement	Mark
15	<p>Why is water so important?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> ■ for plants and animals to grow, e.g. <ul style="list-style-type: none"> • <i>because plants and animals need it to grow</i> • <i>it grows plants.</i> ■ to drink, cook and clean, e.g. <ul style="list-style-type: none"> • <i>so you can drink it</i> • <i>to drink and cook with.</i> ■ important for life / survival, e.g. <ul style="list-style-type: none"> • <i>it helps us live</i> • <i>without water, you could die</i> • <i>we need water to live.</i> <p>Do not accept answers that draw from general knowledge or information not taken from the text, e.g.</p> <ul style="list-style-type: none"> • <i>you need water to be healthy</i> • <i>it is the healthiest drink.</i> 	1m

Section 3: World of Water

Qu.	Requirement	Mark
16	<p>Give two places where you could find water in nature.</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for two examples from any of the following acceptable points:</p> <ul style="list-style-type: none"> ■ types of bodies of water referenced in the text (lakes, rivers, streams, seas, oceans) ■ rain, ice or snow ■ the sky. <p>Also accept names of bodies of water referenced in the text (Atlantic Ocean, Indian Ocean, Pacific Ocean, Lake Victoria, River Avon, River Mersey, River Thames, River Tyne).</p> <p>Examples of acceptable responses:</p> <ul style="list-style-type: none"> • <i>thames, tyne</i> • <i>river, River Mersey</i> • <i>snow, Atlantic Ocean</i> • <i>lakes, rivers.</i> <p>Do not accept names of countries / continents given in the text, e.g.</p> <ul style="list-style-type: none"> • <i>England</i> • <i>Africa.</i> <p>N.B. Names do not need to have a capital letter to be awarded the mark. Plausible misspellings are also acceptable.</p>	1m
17	<p>What is the main difference between seawater and fresh water?</p> <p>Content domain: 1d – make inferences from the text. Secondary content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for:</p> <p>dirt <input type="checkbox"/> salt <input checked="" type="checkbox"/></p> <p>fish <input type="checkbox"/> air <input type="checkbox"/></p>	1m

Section 3: World of Water

Qu.	Requirement	Mark
18	<p>What is the name of the biggest ocean?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> ■ Pacific (Ocean). <p>N.B. Names do not need to have a capital letter to be awarded the mark. Plausible misspellings are also acceptable.</p>	1m
19	<p>The text tells us about rivers in England.</p> <p>Name two of them.</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for any two of the following:</p> <ul style="list-style-type: none"> ■ Avon ■ Mersey ■ Thames ■ Tyne. <p>Do not accept names of rivers not specifically mentioned in the text, e.g.</p> <ul style="list-style-type: none"> • <i>river foss</i> • <i>tamar.</i> <p>N.B. Names do not need to have a capital letter to be awarded the mark. Plausible misspellings are also acceptable.</p>	1m
20	<p>Draw three lines to describe oceans, lakes and rivers.</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for all three lines being joined to the following correct boxes:</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; margin: 5px;">oceans</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">bodies of fresh water</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">lakes</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">moving fresh water</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">rivers</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">large areas of salt water</div> </div>	1m

7. Mark schemes for Paper 2: reading answer booklet

Section 1: Sea Spray Swimming Pool

Qu.	Requirement	Mark
1	<p>Who might be interested in reading this poster?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> ■ children aged between 5 and 10 years old, e.g. <ul style="list-style-type: none"> • <i>ages 5–10</i> • <i>5 and 10 years</i> • <i>people between 5 and 10</i> • <i>ages 5 and 10</i> • <i>5–10 years</i> • <i>are you aged between 5 and 10?</i> • <i>children.</i> ■ children who want to learn how to swim / improve their swimming skills, e.g. <ul style="list-style-type: none"> • <i>kids who can't swim</i> • <i>children that want to get better at swimming.</i> ■ beginners / advanced swimmers, e.g. <ul style="list-style-type: none"> • <i>children that go swimming</i> • <i>swimmers</i> • <i>kids that like swimming.</i> <p>Also accept answers that refer to the pupil(s) reading the poster or their peers, e.g.</p> <ul style="list-style-type: none"> • <i>it would interest me / I would</i> • <i>us / we will</i> • <i>my cousin Jack</i> • <i>my friends</i> • <i>you.</i> <p>Also accept references to parents / carers, e.g.</p> <ul style="list-style-type: none"> • <i>my mum and dad.</i> <p>Also accept responses that refer to ages between 5 and 10, e.g.</p> <ul style="list-style-type: none"> • <i>people who are 5 and 6.</i> <p>Do not accept references to schools / teachers.</p> <p>Do not accept references to numbers on their own, e.g.</p> <ul style="list-style-type: none"> • <i>5 and 10</i> • <i>5–10</i> • <i>5.</i> 	1m

Section 1: Sea Spray Swimming Pool

Qu.	Requirement	Mark
2	<p>When are the swimming lessons?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> ■ during the school / summer holidays, e.g. <ul style="list-style-type: none"> • <i>in the school holidays</i> • <i>summer holidays.</i> ■ the specific dates given, e.g. <ul style="list-style-type: none"> • <i>1-14th August</i> • <i>Monday 1st August at 10am</i> • <i>between 1st and 14th August</i> • <i>in August.</i> <p>Also accept references to the time given, e.g.</p> <ul style="list-style-type: none"> • <i>at 10am.</i> <p>Do not accept:</p> <ul style="list-style-type: none"> ■ <i>holidays</i> ■ <i>summer.</i> 	1m
3	<p>Give two things that the instructors at Sea Spray Pool are trained to teach.</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for any two of the following:</p> <ul style="list-style-type: none"> ■ swimming ■ life-saving ■ (all) water skills. <p>Also accept nervous beginners / advanced swimmers.</p> <p>Do not accept the same acceptable point more than once, e.g.</p> <ul style="list-style-type: none"> • <i>they teach children how to swim, they teach children how to swim quickly.</i> 	1m

Section 2: The Fox and the Boastful Brave

Qu.	Requirement	Mark
7	<p><i>Just in time, he heard someone singing. Fox dashed off the path and hid behind a bush.</i></p> <p>Find and copy one word that shows that Fox moved quickly.</p> <p>Content domain: 1a – draw on knowledge of vocabulary to understand texts.</p> <p>Award 1 mark for:</p> <ul style="list-style-type: none"> ■ <i>dashed.</i> <p>Also accept incorrect tenses, e.g.</p> <ul style="list-style-type: none"> • <i>dashing.</i> 	1m
8	<p>What did Fox think was coming over the hill?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. Secondary content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for:</p> <p>a horse <input type="checkbox"/> a man <input type="checkbox"/> a bird <input checked="" type="checkbox"/> a fish <input type="checkbox"/></p>	1m

Section 2: The Fox and the Boastful Brave

Qu.	Requirement	Mark
9	<p>Explain why Fox became interested in Heron Feather when he heard his song.</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. Secondary content domain: 1d – make inferences from the text.</p> <p>Award 2 marks for reference to Heron Feather being a fisherman / having fish and any reference to Fox being hungry / liking fish or thinking he might have a chance of getting fish / a meal, e.g.</p> <ul style="list-style-type: none"> • <i>his song said he was a fisherman and so he might have fish with him</i> • <i>because he mentioned the word fish and he might of hoped there was a fish in his bag</i> • <i>because he said he was a fisherman and Fox wants fish</i> • <i>the fox likes fish and the man is a fisherman</i> • <i>Heron Feather was singing that he was a good fisherman and Fox was hungry.</i> <p>Award 1 mark for reference to either of the following acceptable points:</p> <ul style="list-style-type: none"> ■ Heron Feather being a fisherman / having fish, e.g. <ul style="list-style-type: none"> • <i>because he said he was a fisherman</i> • <i>the fox became interested in his song when he said no one is a better fisherman than Heron Feather</i> • <i>he thought he had a fish</i> • <i>where there are fisherman, there are fish</i> • <i>he sang the word fish</i> • <i>he pricked up his ears at the word 'fisherman'.</i> ■ Fox being hungry / liking fish or thinking he might have a chance of getting a fish / a meal, e.g. <ul style="list-style-type: none"> • <i>because his belly was rumbling</i> • <i>because he's hungry for fish</i> • <i>Fox loves fish</i> • <i>and a tasty fish would just suit Fox.</i> <p>Do not accept references to the quotation <i>a delightful fishy smell was coming out of the man's leather bag</i> (not a reference to Heron Feather's song).</p>	Up to 2m

Section 2: The Fox and the Boastful Brave

Qu.	Requirement	Mark
10	<p>What was Heron Feather on his way to do?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to Heron Feather going to see Swaying Reed or asking Swaying Reed to marry him, e.g.</p> <ul style="list-style-type: none"> • <i>to visit Swaying Reed</i> • <i>to talk to Swaying Reed</i> • <i>to meet a young woman</i> • <i>to say to a girl he wanted to marry her</i> • <i>to say to Swaying Reed will you marry me?</i> <p>Also accept references to Heron Feather going to marry Swaying Reed (a misunderstanding of the difference between a marriage proposal / getting married), e.g.</p> <ul style="list-style-type: none"> • <i>to marry Swaying Reed</i> • <i>to marry a girl.</i> <p>Do not accept ambiguous references to his intended task, e.g.</p> <ul style="list-style-type: none"> • <i>to see someone</i> • <i>going to Swaying Reed's house</i> • <i>ask someone.</i> 	1m
11	<p>How did Fox trick Heron Feather into picking him up?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for:</p> <p>He prepared to pounce. <input type="checkbox"/></p> <p>He lay on the path. <input checked="" type="checkbox"/></p> <p>He bounded ahead. <input type="checkbox"/></p> <p>He hid in a bush. <input type="checkbox"/></p>	1m

Section 2: The Fox and the Boastful Brave

Qu.	Requirement	Mark
12a	<p>How did Fox escape from the bag?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to Fox biting through the bag / making a hole in the bag (with his teeth), e.g.</p> <ul style="list-style-type: none"> • <i>he chewed it</i> • <i>he bit the bag</i> • <i>he ripped a hole</i> • <i>he cut a hole with his teeth</i> • <i>he made a hole.</i> <p>Do not accept references to Fox using his <i>claws</i> to make the hole, e.g.</p> <ul style="list-style-type: none"> • <i>he clawed a hole.</i> 	1m
12b	<p>Why did Heron Feather not notice Fox's escape?</p> <p>Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for reference to Heron Feather singing (too loudly to hear), e.g.</p> <ul style="list-style-type: none"> • <i>he was too busy singing</i> • <i>he was singing</i> • <i>he sang so loudly.</i> 	1m
13a	<p>The story shows that Heron Feather was...</p> <p>Content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for:</p> <p>truthful. <input type="checkbox"/> foolish. <input checked="" type="checkbox"/></p> <p>very brave. <input type="checkbox"/> hard-working. <input type="checkbox"/></p>	1m
13b	<p>The story shows that Fox was...</p> <p>Content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for:</p> <p>loud. <input type="checkbox"/> slow. <input type="checkbox"/></p> <p>clever. <input checked="" type="checkbox"/> shy. <input type="checkbox"/></p>	1m

Section 2: The Fox and the Boastful Brave

Qu.	Requirement	Mark
14a	<p>How do you think Heron Feather felt at the end of the story?</p> <p>Content domain: 1d – make inferences from the text.</p> <p>Award 1 mark for any plausible text-based emotion, e.g.</p> <ul style="list-style-type: none"> • <i>angry / cross / annoyed</i> • <i>embarrassed / silly</i> • <i>sad / upset</i> • <i>surprised / shocked</i> • <i>disappointed</i> • <i>confused.</i> 	1m
14b	<p>Why did he feel like that?</p> <p>Content domain: 1d – make inferences from the text. Secondary content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Award 1 mark for any plausible text-based explanation for Heron Feather’s reaction, e.g.</p> <ul style="list-style-type: none"> • <i>the fish had gone</i> • <i>he was tricked</i> • <i>the fox escaped</i> • <i>he wanted to marry Swaying Reed</i> • <i>he realised there was a hole in the bag</i> • <i>he wanted to show her how brave he was and he was the best fisherman</i> • <i>he couldn’t give anything to her.</i> <p>N.B. To be awarded the mark, the explanation given in part b does not have to link with the emotion given in part a; it must, however, be plausible and text-based.</p>	1m
15	<p>Number the following events from 1 to 5 to show the order that they happened in the story.</p> <p>The first one has been done for you.</p> <p>Content domain: 1c – identify and explain the sequence of events in texts.</p> <p>Award 1 mark for all boxes numbered correctly:</p> <p>Heron Feather picked up Fox. <input type="text" value="4"/></p> <p>Fox pretended to be dead. <input type="text" value="3"/></p> <p>Fox ate the fish. <input type="text" value="5"/></p> <p>Fox saw Heron Feather. <input type="text" value="1"/></p> <p>Fox wanted Heron Feather’s fish. <input type="text" value="2"/></p>	1m

[BLANK PAGE]

This page is intentionally blank.



2017 key stage 1 English reading test mark schemes

Paper 1: reading prompt and answer booklet and Paper 2: reading answer booklet

Print PDF version product code: STA/17/7723/p ISBN: 978-1-78644-381-6

Electronic PDF version product code: STA/17/7723/e ISBN: 978-1-78644-282-6

For more copies

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

© Crown copyright and Crown information 2017

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 '2017 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

There's an Octopus Under my Bed!: Bloomsbury Publishing Plc, 2000. Author: Dawn Apperley

I'm Riding on a Giant: Taken from *Family Poems*, Scholastic Children's Books, 2002. Author: David Whitehead

World of Water: Adapted from *Planet Earth* (Explorers series), Macmillan Children's Books, 2011. Author: Daniel Gilpin

The Fox and the Boastful Brave: Taken from *A Twist in the Tail. Animal Stories from Around the World*, Frances Lincoln, 1998. Authors: Mary Hoffman and Jan Ormerod

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.