

2018 national curriculum tests

# Key stage 1

## English reading test mark schemes

Paper 1: reading prompt and  
answer booklet

Paper 2: reading answer booklet



Standards  
& Testing  
Agency

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# 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 2018 tests assess the current national curriculum, which was updated in 2014. This test has been developed to meet the specification set out in the [test framework](#)<sup>1</sup> for English reading at key stage 1. 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.

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](#)<sup>2</sup> for the 2018 tests will be published in June 2018.

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 additional guidance and the exemplars section to ensure marking is accurate and consistent.

## 2. Structure of the 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.

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1 [www.gov.uk/government/publications/key-stage-1-english-reading-test-framework](http://www.gov.uk/government/publications/key-stage-1-english-reading-test-framework)

2 [www.gov.uk/guidance/scaled-scores-at-key-stage-1](http://www.gov.uk/guidance/scaled-scores-at-key-stage-1)

### 3. Content domain coverage

The 2018 test meets the specification in the 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 area of the 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>
<b>Qu.</b>	<b>Section 1: Little Cousin Clare</b>				
1				1	
2		1			
3		1			
4		1			
5	1				
6				1	
7				1	
8		1			
9		1			
	<b>Section 2: Lunchbox: The Story of Your Food</b>				
10		1			
11		1			
12		1			
13	1				
14		1			
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>
<b>Qu.</b>	<b>Section 1: Games From Around the World</b>				
1		1			
2		1			
3				1	
4		1			
5a		1			
5b		1			
6		1			
7		2			
	<b>Section 2: Cobweb Morning</b>				
8		1			
9a		1			
9b				1	
10				1	
	<b>Section 3: A New Home</b>				
11		1			
12	1				
13				1	
14		2			
15		1			
16			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.

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.

The mark schemes contain the following information for each question:

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

The diagram below exemplifies the content of the mark schemes:

<b>Aspect of reading assessed by this question</b>	5b	One player does something different from the other players in all five games. What are they doing differently in...  b) <i>Kangaroo Skippyroo?</i>	<b>1m</b>
<b>Criteria for the award of marks</b>		<ul style="list-style-type: none"> <li>● <b>Content domain:</b> 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.</li> <li>● <b>Award 1 mark</b> for reference to either of the following acceptable points:                             <ul style="list-style-type: none"> <li>■ the actions of the player in the middle of the circle / being the (sleeping) kangaroo, e.g.                                     <ul style="list-style-type: none"> <li>● <i>one of the players guesses who touched them</i></li> <li>● <i>one child pretends to be a sleeping kangaroo</i></li> <li>● <i>one person is in the middle.</i></li> </ul> </li> <li>■ one player touching the 'kangaroo's' shoulder, e.g.                                     <ul style="list-style-type: none"> <li>● <i>someone has to tap the kangaroo</i></li> <li>● <i>they have to touch the kangaroo without them guessing who it is</i></li> <li>● <i>one child touches the kangaroo's shoulder.</i></li> </ul> </li> </ul> </li> </ul>	
<b>Acceptable points (AP):</b> these should be treated as marking principles and should be used to guide marking. Pupils do <b>not</b> have to use exact wording.			
<b>Examples of pupil responses from the trials</b>		<ul style="list-style-type: none"> <li>● <i>Do not accept guessing without any further explanation.</i></li> </ul>	

## 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"> <li>■ Square bullets</li> </ul>	Square bullets indicate acceptable points that can be credited in a pupil's response. They must be treated as marking principles, <b>not</b> as the exact response a pupil needs to give.
<ul style="list-style-type: none"> <li>• Round bullets</li> </ul>	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 <b>content</b> 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 <b>not</b> required for the award of the mark.
Do not accept	<b>Do not accept</b> 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 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: Little Cousin Clare

Qu.	Requirement	Mark
1	<p>Why did Bryn get out his toys?</p> <p><b>Content domain:</b> 1d – make inferences from the text.</p> <p><b>Award 1 mark for:</b></p> <p>He was deciding which one to play with. <input type="checkbox"/></p> <p>He wanted to hide them from Clare. <input type="checkbox"/></p> <p>He wanted to tidy them away. <input type="checkbox"/></p> <p>He was getting them ready for Clare. <input checked="" type="checkbox"/></p>	1m
2	<p>What did Dad say <i>looks much better now</i>?</p> <p><b>Content domain:</b> 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Secondary content domain: 1d – make inferences from the text.</p> <p><b>Award 1 mark</b> for reference to Bryn’s (bed)room, e.g.</p> <ul style="list-style-type: none"> <li>• <i>room</i></li> <li>• <i>his room</i></li> <li>• <i>Bryn’s bedroom</i></li> <li>• <i>bedroom.</i></li> </ul> <p><b>Also accept</b> “<i>Your room looks much better now.</i>”</p> <p><b>Do not accept</b> “<i>I’m glad to see you’re tidying up, Bryn,</i>” said Dad. “<i>Your room looks much better now.</i>”</p>	1m

## Section 1: Little Cousin Clare

Qu.	Requirement	Mark
3	<p>Which <b>two</b> topics did Bryn sort his books into?</p> <p><b>Content domain:</b> 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p><b>Award 1 mark</b> for reference to <b>both</b> of the following:</p> <ul style="list-style-type: none"> <li>■ animals, e.g. <ul style="list-style-type: none"> <li>• <i>animal books</i>.</li> </ul> </li> <li>■ trucks, e.g. <ul style="list-style-type: none"> <li>• <i>truck books</i>.</li> </ul> </li> </ul> <p><b>Do not accept</b> reference to the titles of the books in the illustration, e.g.</p> <ul style="list-style-type: none"> <li>• <i>big trucks</i></li> <li>• <i>small trucks</i></li> <li>• <i>giraffes</i>.</li> </ul>	1m
4	<p>Who drives the tractor on the farm?</p> <p><b>Content domain:</b> 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p><b>Award 1 mark</b> for:</p> <p>Bryn <input type="checkbox"/>      Bryn's dad <input type="checkbox"/></p> <p>Clare <input type="checkbox"/>      Bryn's mum <input checked="" type="checkbox"/></p>	1m
5	<p><i>...tried to peep around her legs...</i></p> <p>What does this tell you about Bryn?</p> <p><b>Content domain:</b> 1a – draw on knowledge of vocabulary to understand texts. Secondary content domain: 1d – make inferences from the text.</p> <p><b>Award 1 mark</b> for:</p> <p>He did not want to see his cousin. <input type="checkbox"/></p> <p>He was angry about the visit. <input type="checkbox"/></p> <p>He was nervous about meeting Clare. <input checked="" type="checkbox"/></p> <p>He did not like his cousin Clare. <input type="checkbox"/></p>	1m

## Section 1: Little Cousin Clare

Qu.	Requirement	Mark
6	<p>Why was Bryn surprised when he met his cousin?</p> <p><b>Content domain:</b> 1d – make inferences from the text.</p> <p><b>Award 1 mark</b> for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> <li>■ Bryn expecting Clare to be older / bigger / his age, e.g. <ul style="list-style-type: none"> <li>• <i>he was expecting a bigger Clare</i></li> <li>• <i>because she's small and he's grown up</i></li> <li>• <i>he thought she'd be a big girl</i></li> <li>• <i>because he thought she was not a baby</i></li> <li>• <i>because he thought it would be older</i></li> <li>• <i>she was tiny.</i></li> </ul> </li> <li>■ Clare being a baby, e.g. <ul style="list-style-type: none"> <li>• <i>a baby</i></li> <li>• <i>because she's only a baby.</i></li> </ul> </li> <li>■ Bryn realising he wouldn't be able to play with Clare, e.g. <ul style="list-style-type: none"> <li>• <i>because he wanted to play with her</i></li> <li>• <i>he was going to give her the truck</i></li> <li>• <i>Bryn was surprised because she wasn't old enough to play.</i></li> </ul> </li> </ul> <p><b>Do not accept</b> reference to Bryn not having seen her before.</p>	1m

## Section 1: Little Cousin Clare

Qu.	Requirement	Mark
7	<p>Why did Bryn put his toys away?</p> <p><b>Content domain:</b> 1d – make inferences from the text.</p> <p><b>Award 1 mark</b> for any reference to either of the following acceptable points:</p> <ul style="list-style-type: none"> <li>■ Bryn realising Clare was too young / small (to play with them), e.g. <ul style="list-style-type: none"> <li>• <i>she was too small to play with them</i></li> <li>• <i>because Clare couldn't play with them</i></li> <li>• <i>because he didn't know that Clare was a baby.</i></li> </ul> </li> <li>■ Bryn realising that Clare couldn't play with his toys / she would need other toys instead / the toys were unsuitable (as she was a baby / too young), e.g. <ul style="list-style-type: none"> <li>• <i>because it was a baby and babies can't play with toys</i></li> <li>• <i>because he doesn't think Clare will play with them</i></li> <li>• <i>he put his toys away because Clare can't play with them.</i></li> </ul> </li> </ul> <p><b>Also accept</b> reference to Bryn's realisation that he has made a mistake.</p> <p><b>Do not accept</b> reference to Bryn not feeling bad that Clare couldn't play with the toys.</p> <p><b>Do not accept</b> reference to Bryn being tidy.</p>	1m
8	<p>What did Bryn decide to give Clare to play with?</p> <p><b>Content domain:</b> 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p><b>Award 1 mark</b> for any reference to a bear, e.g.</p> <ul style="list-style-type: none"> <li>• <i>big blue bear</i></li> <li>• <i>teddy bear</i></li> <li>• <i>teddy.</i></li> </ul>	1m

## Section 1: Little Cousin Clare

Qu.	Requirement	Mark												
9	<p>Think about the <b>whole story</b>.</p> <p>Put ticks in the table to show which of these are <b>true</b> and which are <b>false</b>.</p> <p><b>Content domain:</b> 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><b>Award 1 mark</b> for all three boxes correctly ticked.</p> <table border="1"> <thead> <tr> <th>Sentence</th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>Bryn liked to play with trucks.</td> <td>✓</td> <td></td> </tr> <tr> <td>Bryn's mother worked on a farm.</td> <td>✓</td> <td></td> </tr> <tr> <td>Bryn lived in a village.</td> <td></td> <td>✓</td> </tr> </tbody> </table>	Sentence	True	False	Bryn liked to play with trucks.	✓		Bryn's mother worked on a farm.	✓		Bryn lived in a village.		✓	1m
Sentence	True	False												
Bryn liked to play with trucks.	✓													
Bryn's mother worked on a farm.	✓													
Bryn lived in a village.		✓												

## Section 2: Lunchbox: The Story of Your Food

Qu.	Requirement	Mark
10	<p>What do the seeds grow into?</p> <p><b>Content domain:</b> 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p><b>Award 1 mark</b> for reference to (tall, waving) wheat.</p> <p><b>Also accept</b> (fat, ripe) grain(s).</p>	1m
11	<p><i>The miller grinds the grains</i> to make them into...</p> <p><b>Content domain:</b> 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p><b>Award 1 mark</b> for:</p> <p>seeds. <input type="checkbox"/>      wheat. <input type="checkbox"/>  flour. <input checked="" type="checkbox"/>      dough. <input type="checkbox"/></p>	1m
12	<p>What takes the flour to the bakery?</p> <p>The...</p> <p><b>Content domain:</b> 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p><b>Award 1 mark</b> for:</p> <p>farmer <input type="checkbox"/>      miller <input type="checkbox"/>  trucks <input checked="" type="checkbox"/>      combine harvester <input type="checkbox"/></p>	1m
13	<p>Write <b>two</b> words that tell you what the dough feels like.</p> <p><b>Content domain:</b> 1a – draw on knowledge of vocabulary to understand texts.  Secondary content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p><b>Award 1 mark</b> for <b>both</b> of the following:</p> <ul style="list-style-type: none"> <li>■ soft</li> <li>■ squashy.</li> </ul> <p><b>Also accept</b> plausible misspellings, e.g.</p> <ul style="list-style-type: none"> <li>• <i>squishy</i></li> <li>• <i>sqwashee</i>.</li> </ul>	1m

## Section 2: Lunchbox: The Story of Your Food

Qu.	Requirement	Mark
14	<p>Where are the <i>fresh loaves of bread</i> sent to?</p> <p><b>Content domain:</b> 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p><b>Award 1 mark</b> for reference to the shop(s).</p>	1m
15	<p>When are the apples ready to be picked?</p> <p><b>Content domain:</b> 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p><b>Award 1 mark</b> for:</p> <p>spring <input type="checkbox"/>      autumn <input checked="" type="checkbox"/>  summer <input type="checkbox"/>      winter <input type="checkbox"/></p>	1m
16	<p><b>Find and copy one</b> word that makes the apples sound tasty.</p> <p><b>Content domain:</b> 1a – draw on knowledge of vocabulary to understand texts.</p> <p><b>Award 1 mark</b> for sweet (fruit).</p> <p><b>Also accept</b> ripe (fruit).</p>	1m
17	<p>Where do the sorters work?</p> <p><b>Content domain:</b> 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p><b>Award 1 mark</b> for reference to the juice factory.</p> <p><b>Also accept</b> (apple) factory.</p>	1m
18	<p><b>Find and copy one</b> word that means the same as ‘rotten’.</p> <p><b>Content domain:</b> 1a – draw on knowledge of vocabulary to understand texts.</p> <p><b>Award 1 mark</b> for either of the following acceptable points:</p> <ul style="list-style-type: none"> <li>■ spoilt (apples)</li> <li>■ bad (apples).</li> </ul>	1m

## Section 2: Lunchbox: The Story of Your Food

Qu.	Requirement	Mark
19	<p>What does the apple press do?</p> <p><b>Content domain:</b> 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p><b>Award 1 mark for:</b></p> <p>cleans the apple juice <input type="checkbox"/></p> <p>squeezes out the juice <input checked="" type="checkbox"/></p> <p>gets rid of all the germs <input type="checkbox"/></p> <p>washes the apples <input type="checkbox"/></p>	1m
20	<p>Look at the section about <b>apple juice</b>.</p> <p>Number the sentences below from 1 to 4 to show the order they happen.</p> <p><b>Content domain:</b> 1c – identify and explain the sequence of events in texts.</p> <p><b>Award 1 mark</b> for all three boxes numbered correctly:</p> <p>The machines cut down the apples. <input type="text" value="2"/></p> <p>The apples are washed and cleaned. <input type="text" value="3"/></p> <p>The fruit grows from apple buds. <input type="text" value="1"/></p> <p>The juice is poured into cartons. <input type="text" value="4"/></p>	1m

## 7. Mark schemes for Paper 2: reading answer booklet

### Section 1: Games From Around the World

Qu.	Requirement	Mark
1	<p>Children around the world...</p> <p><b>Content domain:</b> 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p><b>Award 1 mark for:</b></p> <p>do not like playing games. <input type="checkbox"/></p> <p>only play one game. <input type="checkbox"/></p> <p>play many games. <input checked="" type="checkbox"/></p> <p>must have very expensive games. <input type="checkbox"/></p>	1m
2	<p><b>Find and copy two</b> things that could be hidden in <i>Pilolo</i>.</p> <p><b>Content domain:</b> 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p><b>Award 1 mark</b> for any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>■ sticks</li> <li>■ stones</li> <li>■ coins.</li> </ul> <p><b>Also accept</b> (<i>other small</i>) <i>items</i>.</p> <p><b>Also accept</b> <i>objects</i>.</p>	1m

## Section 1: Games From Around the World

Qu.	Requirement	Mark
3	<p>Look at the <i>Statues</i> section.</p> <p>Why is <i>Statues</i> a good name for this game?</p> <p><b>Content domain:</b> 1d – make inferences from the text.</p> <p><b>Award 1 mark</b> for reference to either of the following acceptable points:</p> <ul style="list-style-type: none"> <li>■ players having to stay very still / freeze / not move (including references to ‘moving’ players being eliminated from the game), e.g. <ul style="list-style-type: none"> <li>• <i>because you have to stay still like a statue</i></li> <li>• <i>because everyone has to freeze</i></li> <li>• <i>they freeze when one child shouts ‘statue’</i></li> <li>• <i>because you freeze like one</i></li> <li>• <i>because you have to stop.</i></li> </ul> </li> <li>■ pretending to be a statue, e.g. <ul style="list-style-type: none"> <li>• <i>because you have to act like a statue.</i></li> </ul> </li> </ul> <p><b>Also accept</b> references to saying ‘statue’, e.g.</p> <ul style="list-style-type: none"> <li>• <i>because the child shouts statue</i></li> <li>• <i>because players walk around waiting for someone to shout ‘statue’.</i></li> </ul> <p><b>Do not accept</b> references to helping practise your balance.</p> <p><b>Do not accept</b> references to the party game musical statues.</p>	1m
4	<p>What do the words <i>Oonch Neech</i> mean?</p> <p><b>Content domain:</b> 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p><b>Award 1 mark</b> for reference to <b>both</b> <i>up</i> and <i>down</i>, e.g.</p> <ul style="list-style-type: none"> <li>• <i>up down</i></li> <li>• <i>it means up and down.</i></li> </ul>	1m

## Section 1: Games From Around the World

Qu.	Requirement	Mark
5a	<p>One player does something different from the other players in all five games.</p> <p>What are they doing differently in...</p> <p>a) <i>Pilolo</i>?</p> <p><b>Content domain:</b> 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><b>Award 1 mark</b> for reference to one player hiding the objects / setting up the game, e.g.</p> <ul style="list-style-type: none"> <li>• <i>they hide small things</i></li> <li>• <i>one child hides the objects</i></li> <li>• <i>hiding things.</i></li> </ul> <p><b>Do not accept</b> <i>hiding</i>.</p>	1m
5b	<p>One player does something different from the other players in all five games.</p> <p>What are they doing differently in...</p> <p>b) <i>Kangaroo Skippyroo</i>?</p> <p><b>Content domain:</b> 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><b>Award 1 mark</b> for reference to either of the following acceptable points:</p> <ul style="list-style-type: none"> <li>■ the actions of the player in the middle of the circle / being the (sleeping) kangaroo, e.g. <ul style="list-style-type: none"> <li>• <i>one of the players guesses who touched them</i></li> <li>• <i>one child pretends to be a sleeping kangaroo</i></li> <li>• <i>one person is in the middle.</i></li> </ul> </li> <li>■ one player touching the 'kangaroo's' shoulder, e.g. <ul style="list-style-type: none"> <li>• <i>someone has to tap the kangaroo</i></li> <li>• <i>they have to touch the kangaroo without them guessing who it is</i></li> <li>• <i>one child touches the kangaroo's shoulder.</i></li> </ul> </li> </ul> <p><b>Do not accept</b> <i>guessing</i> without any further explanation.</p>	1m

## Section 1: Games From Around the World

Qu.	Requirement	Mark
6	<p>Draw <b>four</b> lines to match these games to what the text says you need to win each one.</p> <p><b>Content domain:</b> 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><b>Award 1 mark</b> for all four lines being joined to the following correct boxes:</p>	1m

7	<p>Put ticks in the table to show which sentences are <b>true</b> and which are <b>false</b>.</p> <p><b>Content domain:</b> 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p><b>Award 1 mark</b> for three boxes correctly ticked and <b>award 2 marks</b> for all four boxes correctly ticked.</p> <table border="1"> <thead> <tr> <th>Sentence</th> <th>True</th> <th>False</th> </tr> </thead> <tbody> <tr> <td>In <i>Pilolo</i>, players try to find hidden items.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>In <i>Statues</i>, one child shouts, 'freeze'.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>In <i>Oonch Neech</i>, players must stand very still.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td><i>Kangaroo Skippyroo</i> is a game all about luck.</td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>	Sentence	True	False	In <i>Pilolo</i> , players try to find hidden items.	✓		In <i>Statues</i> , one child shouts, 'freeze'.		✓	In <i>Oonch Neech</i> , players must stand very still.		✓	<i>Kangaroo Skippyroo</i> is a game all about luck.		✓	Up to 2m
Sentence	True	False															
In <i>Pilolo</i> , players try to find hidden items.	✓																
In <i>Statues</i> , one child shouts, 'freeze'.		✓															
In <i>Oonch Neech</i> , players must stand very still.		✓															
<i>Kangaroo Skippyroo</i> is a game all about luck.		✓															

## Section 2: Cobweb Morning

Qu.	Requirement	Mark
8	<p>The children saw the cobwebs in...</p> <p><b>Content domain:</b> 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p><b>Award 1 mark for:</b></p> <p>a park. <input type="checkbox"/></p> <p>a street. <input type="checkbox"/></p> <p>a garden. <input type="checkbox"/></p> <p>a playground. <input checked="" type="checkbox"/></p>	1m
9a	<p>What did the children usually learn on a Monday morning?</p> <p><b>Content domain:</b> 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p><b>Award 1 mark for reference to any of the following acceptable points:</b></p> <ul style="list-style-type: none"> <li>■ spellings</li> <li>■ maths</li> <li>■ (silent) reading.</li> </ul>	1m

## Section 2: Cobweb Morning

Qu.	Requirement	Mark
9b	<p>What did the children learn about <b>this</b> Monday morning when they went outside?</p> <p><b>Content domain:</b> 1d – make inferences from the text.</p> <p><b>Award 1 mark</b> for reference to any of the following acceptable points:</p> <ul style="list-style-type: none"> <li>■ seeing the invisible, e.g.           <ul style="list-style-type: none"> <li>• <i>they could easily see the cobwebs in the frost</i></li> <li>• <i>on a frosty morning you can see the cobwebs</i></li> <li>• <i>they learned that when it was cold cobwebs show better</i></li> <li>• <i>cobwebs are everywhere but you can't always see them.</i></li> </ul> </li> <li>■ learning about cobwebs (in the frost), e.g.           <ul style="list-style-type: none"> <li>• <i>they learned about cobwebs hiding</i></li> <li>• <i>the cobwebs were everywhere</i></li> <li>• <i>the cobwebs.</i></li> </ul> </li> <li>■ learning about / appreciating spiders, e.g.           <ul style="list-style-type: none"> <li>• <i>spiders work hard</i></li> <li>• <i>spiders are good at hiding</i></li> <li>• <i>they learned about spiders.</i></li> </ul> </li> <li>■ learning about nature / the outside, e.g.           <ul style="list-style-type: none"> <li>• <i>to capture the outside</i></li> <li>• <i>she wanted them to know more about nature.</i></li> </ul> </li> </ul> <p><b>Also accept</b> reference to learning to write poetry / create patterns, e.g.</p> <ul style="list-style-type: none"> <li>• <i>they made patterns and poems.</i></li> </ul> <p><b>Do not accept</b> references to spellings, maths or (silent) reading.</p>	1m

10	<p>The poem explains how cold weather...</p> <p><b>Content domain:</b> 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><b>Award 1 mark</b> for:</p> <p>damages cobwebs. <input type="checkbox"/></p> <p>changes how cobwebs look. <input checked="" type="checkbox"/></p> <p>makes cobwebs stronger. <input type="checkbox"/></p> <p>helps spiders to make webs. <input type="checkbox"/></p>	1m
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### Section 3: A New Home

Qu.	Requirement	Mark
11	<p>What other creatures lived by the pond?</p> <p>Write <b>two</b> answers.</p> <p><b>Content domain:</b> 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p><b>Award 1 mark</b> for <b>both</b> of the following:</p> <ul style="list-style-type: none"> <li>■ frogs</li> <li>■ insects.</li> </ul> <p><b>Also accept</b> bugs instead of insects.</p>	1m
12	<p><i>One day, huge, rumbling, grumbling machines crawled towards the pond.</i></p> <p>What does this sentence tell you about the machines?</p> <p><b>Content domain:</b> 1a – draw on knowledge of vocabulary to understand texts.</p> <p><b>Award 1 mark</b> for:</p> <p>They moved quickly. <input type="checkbox"/></p> <p>They were noisy. <input checked="" type="checkbox"/></p> <p>They were small. <input type="checkbox"/></p> <p>They were silent. <input type="checkbox"/></p>	1m
13	<p>Why did the ducks leave their home?</p> <p><b>Content domain:</b> 1d – make inferences from the text.</p> <p><b>Award 1 mark</b> for:</p> <p>It was too small. <input type="checkbox"/></p> <p>It was destroyed. <input checked="" type="checkbox"/></p> <p>They wanted to live in the sea. <input type="checkbox"/></p> <p>They wanted to explore. <input type="checkbox"/></p>	1m

## Section 3: A New Home

Qu.	Requirement	Mark
14	<p>The ducks did not like the sea. Why not?</p> <p>Write <b>two</b> reasons.</p> <p><b>Content domain:</b> 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p><b>Award 1 mark</b> for reference to any of the following acceptable points, up to a <b>maximum of 2 marks</b>:</p> <ul style="list-style-type: none"> <li>■ the waves being frightening, e.g. <ul style="list-style-type: none"> <li>• <i>because the waves were scary</i></li> <li>• <i>because of the waves.</i></li> </ul> </li> <li>■ the water being salty, e.g. <ul style="list-style-type: none"> <li>• <i>it was too salty.</i></li> </ul> </li> <li>■ there not being any food for the ducks to eat, e.g. <ul style="list-style-type: none"> <li>• <i>they couldn't find any food.</i></li> </ul> </li> <li>■ the seagulls were frightening / grumpy / chased them away, e.g. <ul style="list-style-type: none"> <li>• <i>the seagulls chased them</i></li> <li>• <i>because there were grumpy seagulls.</i></li> </ul> </li> </ul>	Up to 2m
15	<p>Why did someone put the ducks in a box?</p> <p><b>Content domain:</b> 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</p> <p>Secondary content domain: 1d – make inferences from the text.</p> <p><b>Award 1 mark</b> for:</p> <p>to take them to a new home <input checked="" type="checkbox"/></p> <p>to protect them from seagulls <input type="checkbox"/></p> <p>to live in the box <input type="checkbox"/></p> <p>to take them back to their old pond <input type="checkbox"/></p>	1m

### Section 3: A New Home

Qu.	Requirement	Mark
16	<p>Number the following from 1 to 5 to show the order things happen in the story.</p> <p>The first one has been done for you.</p> <p><b>Content domain:</b> 1c – identify and explain the sequence of events in texts.</p> <p><b>Award 1 mark</b> for all four boxes numbered correctly:</p> <p>Machines destroyed the pond. <input type="text" value="2"/></p> <p>The ducks lived happily in the pond. <input type="text" value="1"/></p> <p>The ducks were set free on a lake. <input type="text" value="5"/></p> <p>The ducks were rescued by a helper. <input type="text" value="4"/></p> <p>The ducks hid in some thick reeds. <input type="text" value="3"/></p>	1m

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