

2017 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 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 more answer lines. 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 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 maximum number of marks for each question.

As this is a reading test, you must use the information in the texts 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 1–14 are about *Gaby to the Rescue* (pages 4–5)

- 1 A Siamese cat **crouched** on a tree branch, peering down at Gaby with brilliant blue eyes.

Which word is closest in meaning to *crouched*?

Tick **one**.

balanced

squatted

trembled

pounced

1 mark

- 2 Look at the first paragraph, beginning: *A Siamese cat...*

*Gaby pulled the cardigan tighter around her.*

Why does Gaby do this?

Tick **one**.

She is thinking of wrapping the cat in her cardigan.

She is worried about damaging the cardigan.

She is feeling cold.

She is worried the cardigan will be difficult to climb in.

1 mark



3

In the paragraph beginning: *Mind made up...* Gaby says to the cat, 'You're out of luck...'

In what way does Gaby think the cat is out of luck?

---

---

1 mark

4

When Gaby pulls herself up on the branch on page 4, the cat meows.

What does Gaby think that the cat is trying to say when it meows?

---

1 mark

5

Why had Gaby climbed the tree the previous summer?

---

---

1 mark



6

Gaby secured her feet and hands and climbed higher...

What does *secured her feet and hands* mean?

---

---

1 mark

7

Gaby thinks she makes two mistakes while trying to rescue the cat.

What is the **first** mistake that Gaby makes while trying to rescue the cat?

---

1 mark

8

Look at the paragraph beginning: *She knew the universal rule...*

What does the word *universal* tell you about the rule?

---

---

1 mark



9

Look at the paragraph beginning: *Well, she'd just have to not fall...*

*The cat was too shiny. Too chubby.*

What conclusion does Gaby draw from this?

---

---

1 mark

10

Look at page 5.

What are **three** ways the cat shows it does not enjoy Gaby trying to rescue it?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

2 marks

11

*She resettled on the branch, considering her options.*

What does *considering her options* mean in this sentence?

Tick **one**.

thinking about what to do

changing her mind

looking at it from the cat's point of view

wishing her mother was there

1 mark



12

Look at page 5.

Give **one** piece of advice that Gaby's mother gives her for dealing with cats.

---

---

1 mark

13

Gaby uses the Spanish word *gato* for cat.

Who else in the story speaks Spanish?

---

1 mark

14

Number the following events 1–5 to show the order in which they happened.

The first one has been done for you.

Gaby breaks the universal rule of tree climbing.	
Gaby notices the cat.	1
Gaby tries to pick up the cat.	
Gaby remembers the water-balloon fight.	
Gaby takes her cardigan off.	

1 mark



**Questions 15–28 are about *Swimming the English Channel*  
(pages 6–7)**

- 15** *Nearly twenty-two hours later, the exhausted man staggered onto French soil at Calais and became an instant hero.*

**Find** and **copy two** different words from the sentence above that show how tired Matthew Webb was.

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

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

1 mark

- 16** What event made Matthew Webb want to swim the English Channel?

\_\_\_\_\_  
\_\_\_\_\_

1 mark

- 17** Look at the paragraph beginning: *Twenty-seven-year-old Webb...*

**Find** and **copy one** word from this paragraph that is closest in meaning to 'motivated'.

\_\_\_\_\_

1 mark



18

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

	True	False
Matthew Webb's first attempt to swim the English Channel was not successful.		
The first successful swim of the English Channel was in 1872.		
J.B. Thompson and Matthew Webb swam the English Channel in 1875.		
Matthew Webb took twenty hours to swim the English Channel.		

2 marks

19

Name **two** of the hardships that Matthew Webb faced in swimming the English Channel and explain how he dealt with them.

1. Hardship: \_\_\_\_\_

How he dealt with it: \_\_\_\_\_

\_\_\_\_\_

2. Hardship: \_\_\_\_\_

How he dealt with it: \_\_\_\_\_

\_\_\_\_\_

2 marks



20

**Find and copy** a group of words that tells you that the drinks of ale, brandy and beef tea given to Matthew Webb would be considered unusual today.

---

1 mark

21

Why do slow Channel swimmers swim further than faster swimmers?

---

1 mark

22

Look at the section headed: ***Frequently asked questions.***

How long did the fastest swim across the Channel take?

---

1 mark



23

Look at the section headed: *Frequently asked questions*.

Put a tick in the correct box to show whether each of the following statements is a **fact** or an **opinion**.

	Fact	Opinion
The temperature of the water in the Channel can range from 12°C to 18°C.		
Water with a temperature of 18°C is too cold to swim in.		
The direct distance across the Channel is approximately 21 miles.		
Faster swimmers do not swim as many miles across the Channel.		

2 marks

24

In what year did the French authorities make it illegal for people to swim from France to England?

\_\_\_\_\_

1 mark



25

Look at the section headed: **Safe to swim?**

**Find and copy one** word which shows that swimming the Channel is illegal in France.

\_\_\_\_\_

1 mark

26

David Walliams was determined to be successful in his attempt to swim the English Channel.

Give **one** piece of evidence from the text which shows this.

\_\_\_\_\_

\_\_\_\_\_

1 mark

27

Which of the following would be the most suitable summary of the whole text?

Tick **one**.

The Life of David Walliams

A Sporting Challenge

Sailing the Channel

Training for Survival

1 mark



Draw lines to match each section to its main content.

One has been done for you.

Section	Content
<i>The first Channel swimmer</i>	summarises key information about swimming the Channel
<i>Frequently asked questions</i>	shows contrasting viewpoints about swimming the Channel
<i>Safe to swim?</i>	gives information about the origins of swimming the Channel
<i>Celebrity swimmer</i>	highlights the continuing attractions of swimming the Channel

1 mark



Questions 29–39 are about *An Encounter at Sea* (pages 8–10)

29 ...like a toy sitting on a glass table.

What does this description suggest about the boat?

---

1 mark

30 Look at page 8.

What was unusual for Michael about this day?

---

---

1 mark

31 ...the 'putt-putt' of her engine was lost in the big, quiet stillness of the afternoon.

Choose the best words to match the description above. Circle both of your choices.

The boat was

chugging

smoking

racing

roaring

1 mark

along on the

cold sea.

bubbling  
ripples.

smooth  
waters.

rocking  
tide.

1 mark



32

Look at page 8.

**Find** and **copy two different** words that show Michael enjoyed the feeling of the cool water.

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

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

1 mark

33

Look at page 9.

How is the whale made to seem mysterious?

Explain **two** ways, giving evidence from the text to support your answer.

---

---

---

---

---

---

---

---

---

---

3 marks



34

When Michael touched the whale it felt smooth.

(a) According to the text on page 9, why might he have expected it to feel smooth?

---

---

1 mark

(b) According to the text on page 10, why might he **not** have expected it to feel smooth?

---

---

1 mark

35

Look at the paragraph beginning: *Carefully, Michael leaned...*

Where was the whale?

Tick **one**.

in front of the boat

at the side of the boat

under the boat

five metres from the boat

1 mark



36

Look at the paragraph beginning: *Carefully, Michael leaned...*

What does this paragraph tell you about Michael's character?

Explain **two** features of his character, using evidence from the text to support your answer.

---

---

---

---

---

---

---

---

---

---

3 marks

37

The whale did not seem to be alarmed by meeting Michael. How can you tell this from its actions?

Give **two** ways.

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

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

2 marks



38

*Like a sleeper waking from a dream, he looked around, dazed.*

This tells us that at the end of the story Michael felt that...

Tick **one**.

he wanted the experience to continue.

he had experienced something similar before.

the experience was unreal.

the experience was worrying.

1 mark

39

Tick one box in each row to show whether each statement is **true** or **false**.

	True	False
Michael was in an unfamiliar area of sea when he saw the whale.		
The boat was still motoring forwards when the whale appeared.		
The whale felt warm and soft when Michael touched it.		
Michael could not name the colour of the whale's eye.		

1 mark





Standards  
& Testing  
Agency

2017 key stage 2 English reading

Reading answer booklet

Print version product code: STA/17/7730/p ISBN: 978-1-78644-269-7

Electronic PDF version product code: STA/17/7730/e ISBN: 978-1-78644-289-5

### For more copies

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

**Gaby to the Rescue** extract from *Gaby, Lost and Found*, by Angela Cervantes. Scholastic Press, 2013.

**Encounter at Sea** extract from *Whale Boy*, by Nicola Davies. Yearling, 2013.

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).

