

Key stage 2

English reading

Reading answer booklet

First name	Danny					
Middle name	Ivor					
Last name	Gotton					
Date of birth	Day	13	Month	1	Year	13
School name	St Huberts					
DfE number	000/0000					



[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 1–12 are about *A Noise in the Night*
(pages 4–5)

1 Look at the first paragraph.

How can you tell Priya was feeling nervous?

Write **two** ways.

1. Her heart was beating fast
2. She tried to calm herself

2 marks

2 Look at page 4.

Why did Priya find it surprising to hear two vehicles drive by?

Because it was night

1 mark

3 What made Priya realise that one of the vehicles was not a car?

Because it was louder

1 mark



4

Look at the paragraph beginning: *The sound died away...* to the paragraph ending: *...the other side of the valley.*

Number the following locations 1 – 4 to show the order in which Priya thought she heard the vehicles travel.

the foot of the hill

the campsite

the cattle grid

the bridge

1 mark

5

Look at page 4.

What made Priya decide *to take a look* outside the tent?

Tick **one**.

She heard hedgehog noises.

She heard Toby coughing.

She heard the engine stop.

She heard the noise from the road.

1 mark



6 Look at the last paragraph on page 4.

How can you tell that the moonlight was very bright?

The headlights were turned off.

1 mark

7 Look at the top of page 5.

Then it hit her.

What is *it*? **The car.**

1 mark

8 *She wriggled back inside the tent...*

What does this tell you about how Priya got inside the tent?

Tick **one**.

She ran quickly inside.

She jumped through the flap.

She had to squeeze in.

She crept in quietly.

1 mark



9

'You'd better not be making this up.'

Why does Abby say this to Priya?

Because Abby doesn't like Priya.

1 mark

10

Look at page 5.

Write **one** piece of evidence that shows Abby was shocked by what she saw.

Abby groaned.

1 mark

11

Look at the end of the extract.

Why was Abby worried?

Because it is dark and there
are some bad people nearby.

1 mark



12

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

	True	False
At the beginning of the story, Priya knew what had woken her up.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The binoculars belonged to Priya.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Both Priya and Abby agreed that they had to do something.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
The rustlers stopped in Priya and Abby's campsite.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2 marks



Questions 13–26 are about *Bats Under the Bridge*
(pages 6–7)

13 Look at the first two paragraphs.

In which American state is the Congress Avenue Bridge found?

Austin

1 mark

14 Look at the first two paragraphs.

Why is Bat Fest held in the summer?

It is easier to see them.

1 mark

15 The bridge is described as a *hotspot* by the interviewer and Harriet.

What does the word *hotspot* mean when the interviewer uses it in her question?

Somewhere that is hot.

What does the word *hotspot* mean when Harriet uses it in her answer?

Somewhere that is hot.

2 marks



- 16 Look at Harriet's answer to the question: *This ordinary bridge is popular with bats. What makes it such a hotspot?*

The Congress Avenue Bridge attracts bats to Austin.

What else attracts bats to Texas?

[insects](#)

1 mark

- 17 Look at Harriet's answer beginning: *It's actually very appropriate...*

Find and **copy one** word that is closest in meaning to 'eat'.

[Eaten or eating](#)

1 mark

- 18 Look at Harriet's answer to the question: *Have there always been so many bats here?*

Find and **copy one** word which means 'a group of bats living together'.

[Batcave](#)

1 mark



19

Look at Harriet's answer to the question: *Have there always been so many bats here?*

According to Harriet, why did some people in Austin dislike bats?

Write **two** reasons.

1. They are scary.
2. Bats are nasty.

1 mark

20

Look at Harriet's answer to the question: *There are millions of bats in Texas - how can they need protecting?*

Harriet describes bats as *vulnerable*.

(a) Which of the following is closest in meaning to *vulnerable*?

Tick **one**.

- foolish
- at risk
- frightening
- tormented

1 mark

(b) According to Harriet, why does living in large groups make bats *vulnerable*?

Because they need a lot of space because there are soooooo many of them.

1 mark



21

Look at Harriet's answer to the question: *What benefits could bats possibly bring to humans?*

How can you tell that Harriet thinks insects are pests?

Write **two** ways.

1. Because she says they cost farmers millions.

2. Because she just doesn't.

2 marks

22

Draw **four** lines to match an amount on the left to a fact on the right.

thousands	•	people visiting the Congress Avenue Bridge each year
a few	•	bats living in one cave
ten	•	months baby bats need to develop before travelling
fifteen million	•	tonnes of insects eaten by bats each night

1 mark



23

Look at page 7.

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

	True	False
Harriet Lopez thinks some bats are cute.	✓	
Bats could be an alternative to chemicals for farmers.		✓
In Texas there are more humans than bats.		
Putting a bat box in your garden will encourage insects.		

2 marks

24

Is there anything I can do to support bats in my area?

This question shows that the interviewer...

Tick **one**.

is surprised that there are so many bats in Austin.

is unsure what to think of bats.

has decided to attend Bat Fest in the coming year.

agrees with Harriet Lopez's opinions of bats.

1 mark



25

Tick **two** reasons why Harriet Lopez is a good person to interview about bats.

Tick **two**.

She can explain why bats are dangerous.

She organises Bat Fest.

She knows important details about bats.

She campaigns against bats.

She understands how people feel about bats.

1 mark



26

What positive messages does Harriet want readers to understand about bats?

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

An example has been done for you.

Positive message	Evidence
Bats shouldn't be judged by their appearance.	She says even though they might look scary they aren't really.
There are lots of bats. <hr/> <hr/>	15 million <hr/> <hr/>
Bats like Texas. <hr/> <hr/>	They live in Austin which is near to Texas, <hr/> <hr/>

3 marks



Questions 27–38 are about *A Howl at Dusk* (pages 8–9)

27 After Innis heard the wolf howl for the first time, he *pressed on*.

What does *pressed on* mean in the text?

He touched something hard to switch it on.

1 mark

28 How far from home was Innis when he heard the first wolf howl?

300 years

1 mark

29 ‘*The Barrens*’ was the name for...

Tick **one**.

a snowy, wooded area.

sandy land on the coast.

a wet area of rough ground.

fields of grass and crops.

1 mark



30

Look at page 8.

What **two** things made it hard for Innis to trust his own senses when he was looking for the wolf?

Tick **two**.

- | | |
|-------------------------|-------------------------------------|
| how flat the land was | <input type="checkbox"/> |
| the fading light | <input type="checkbox"/> |
| how tired he felt | <input checked="" type="checkbox"/> |
| the weather | <input type="checkbox"/> |
| how fast he was walking | <input checked="" type="checkbox"/> |

1 mark

31

Look at page 8.

How can you tell that Innis was familiar with the area?

He lives nearby.

1 mark



32

Look at the paragraph beginning: *The howl pierced the darkening sky...* to the paragraph ending: *...no wolves on Nin.*

Innis was worried by the two wolf howls.

- (a) Write **one** piece of evidence that shows he was worried after the **first** wolf howl.

He stands still and listens.

1 mark

- (b) Write **one** piece of evidence that shows he was worried after the **second** wolf howl.

He walked quicker.

1 mark

33

Innis heard a wolf howl several times.

How can you tell that the wolf was moving all the time?

Because that's what wolves do - obvs

1 mark



34

It was the *unmistakable* silhouette of a wolf.

Which of the following is closest in meaning to *unmistakable*?

Tick **one**.

unlikely

unfamiliar

possible

definite

1 mark

35

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

He ran away.

He imitated a wolf howl.

He met a boy.

He heard an unexpected wolf howl.

He saw a wolf.

1 mark



36

Innis did not know the boy.

Why else might Innis have been surprised to see the boy?

Write **two** reasons.

1. **Because he was on his own**

2. **Its getting dark**

2 marks

37

The first words Innis said to the boy were: '*Where are you going?*'

Why did Innis want to know where the boy was going?

So he could tell on him

1 mark



38

Look at the paragraph beginning: *Innis sat up...* to the end of the text.

Innis meets the boy. What do you learn about the boy's personality?

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

Personality	Evidence
unfriendly <hr/>	eyes <hr/> <hr/> <hr/>
<hr/>	<hr/> <hr/> <hr/>

3 marks



[END OF TEST]

Please do not write on this page.



[BLANK PAGE]

Please do not write on this page.



2023 key stage 2 English reading
Reading answer booklet

Print version product code: STA/23/8710/p ISBN: 978-1-78957-623-8

Electronic PDF version product code: STA/23/8710/e ISBN: 978-1-78957-644-3

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 2023

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. 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 2023 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 '2023 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

A Noise in the Night: Taken from *Survival Squad: Night Riders (Book 3)*, Red Fox, 2013. Author: Jonathan Rock.

Bats Under the Bridge: Adapted from an article 'A Summer Evening in Texas Isn't Complete Without a Bat Show' in *The New York Times*, 2016 by Joanna Klein.

A Howl at Dusk: Taken from *The Rise of Wolves*, Chicken House, 2017. Author: Kerr Thomson.

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.

