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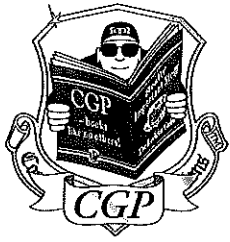
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# KS2 English SAT Buster



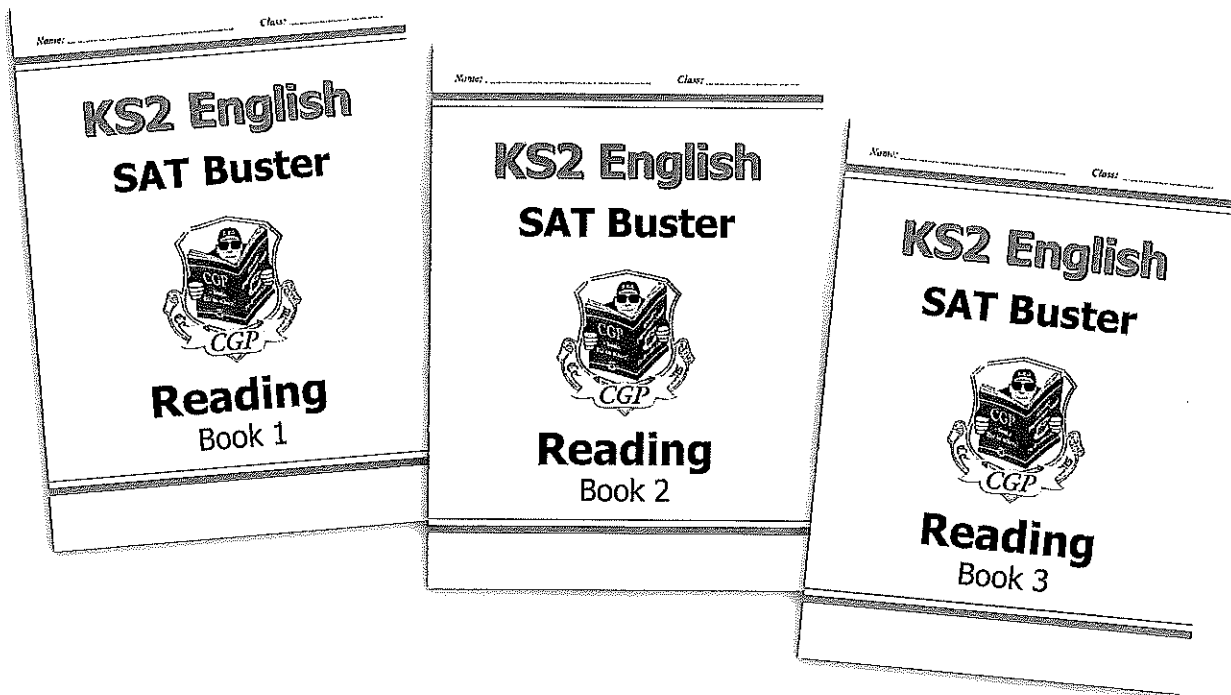
## 10-Minute Tests Reading

Includes answers

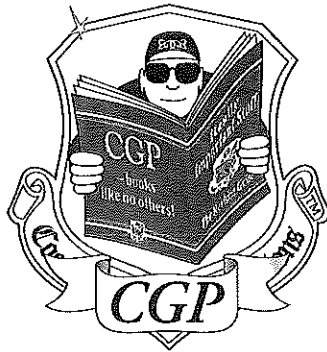


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## Set A: Test 1

There are **5 questions** in this test.  
Give yourself **10 minutes** to read the text and answer the questions.

### Happy Birthday, Gran

The first thing Liam noticed when he walked into his gran's house was the bright bunch of balloons in the corner. Then he spotted the cards arranged on the table.

"Gran," he said, flooded with guilt, "I completely forgot what day it is."

"Don't worry, love. Birthdays aren't so important to grown-ups."

But Liam still felt that he ought to do something special for his gran. After all, she had given him a fantastic present for his birthday last year. As he was thinking, he was surprised by a loud snore. His gran had fallen asleep. Sliding silently off the sofa, he went into the kitchen. His gran had loads of cooking stuff; surely he could make her a cake while she was napping...

After a rummage, Liam managed to gather some ingredients he thought needed to go in a cake: flour, butter, eggs, sugar and a pack of biscuits. He couldn't find any scales, so he added the ingredients a bit at a time. The mixture was quite lumpy, but he hoped it would be fine once it baked. He poured the mixture into the baking tin and put the tin in the oven, with the oven on full. Satisfied, he decided to go out in the garden with his football and wait for the cake to bake.

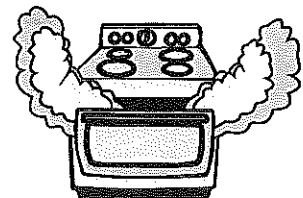
An hour later, the piercing wail of the fire alarm rang out across the garden. Liam raced back to the kitchen where he found his gran fanning the black cloud of smoke that was billowing out of the oven.

"Liam, what on earth have you been doing?" she cried.

"I... I was just trying to bake you a cake," he stammered.

"I felt so bad about forgetting your birthday..."

"Well," said Gran, "This is certainly a present I'll never forget! Come on, let's sort out this mess. You open the window and I'll get a cloth."



## Set C

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1. What **two** things does Liam notice when he arrives at his gran's?

1).....

2).....

2 marks

2. Why is Liam *flooded with guilt*?

.....

1 mark

3. Circle the correct option.

*Sliding silently off the sofa* is an example of:

Onomatopoeia

Alliteration

Simile

Metaphor

1 mark

4. What is the author's purpose in this text?

Tick the correct option.

To inform the reader

To explain something to the reader

To entertain the reader

To persuade the reader

1 mark

5. Do you think Liam had baked a cake before?

Yes

No

Use the text to give reasons for your answer.

.....

.....

.....

.....

.....

.....

.....

.....

3 marks

**END OF TEST**

/ 8





## Set A: Test 2

There are **5 questions** in this test.  
Give yourself **10 minutes** to read the text and answer the questions.

### Making Rainbows

In 1666, Isaac Newton was the first person to discover that white light can be split up into different colours.

He shone the light from a window through an optical prism — a piece of glass with triangular sides. The result was a pattern of colours called a spectrum: red, orange, yellow, green, blue, indigo and violet. This is the same pattern of colours that makes up a rainbow.

Newton then carried out more experiments and found that all these colours could be put together to make white light again.

### Testing Newton's discovery

You can test the fact that the colours of the spectrum combine to make white for yourself. Just follow these steps:

1. Using a pair of compasses, draw a circle with a diameter of 10 centimetres on a piece of white card.
2. Use a protractor to divide it into 7 sections, each about 51 degrees wide.
3. Use crayons to colour them in the colours of the spectrum (as in diagram A). Cut out the circle with a pair of scissors.
4. Make a small hole through the centre and push a pencil through.
5. Spin the disc and see what happens.  
The colours should combine to make a whitish colour (diagram B).

Diagram A

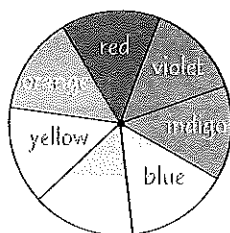
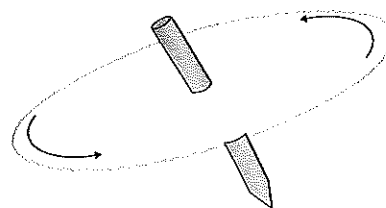


Diagram B



1. What is the purpose of this text?

Tick **one** box.

To provide a complete history of Isaac Newton

To instruct the reader on how to test Newton's discovery about white light

To test the reader can use a protractor

To describe what happens when it rains

1 mark

2. Give a short definition of the following words:

a spectrum

.....

an optical prism

.....

2 marks

3. Look at instructions 1 to 5. What type of sentence does the author use here? Circle **one** option.

Questions

Exclamations

Direct speech

Commands

1 mark

4. List **three** pieces of equipment you will need for this experiment.

1).....

2).....

3).....

          
1 mark

5. Explain how the layout features found in the text make the text easier to understand.  
Mention **three** things.

.....

.....

.....

.....

.....

.....

.....

          
3 marks

**END OF TEST**

/ 8
-----



## Set A: Test 3

There are **5 questions** in this test.  
Give yourself **10 minutes** to read the text and answer the questions.

### Bungee Jumping

#### Definition

Bungee jumping is the sport of leaping from a high structure while attached to a stretchy cord. The cord is called a bungee: it is attached to the person's ankles at one end and the structure they're jumping off at the other. The bungee is just long enough to allow the jumper to spring back just above the ground without touching it. The cord springs the jumper back up into the air several times – making them look like a human yo-yo! When it does finally stop, the jumper then has to wait to be lowered safely to the ground.

#### Famous Jump Sites

Bungee jumps are performed from sites all over the world, including from cranes, bridges, dams and even hot-air balloons. The Verzasca Dam in Switzerland is one of the highest permanent jumping sites in the world, with jumpers plunging approximately 220m.

The Kawarau Bridge jump in New Zealand is only 43m high, but thousands of people flock to this jumping site since this is where commercial bungee jumping first began. Tandem jumps take place here too; couples can plunge together towards the turquoise river below.

One of the world's most famous jumps is from the Victoria Falls Bridge in Zambia. Not only is there the thrill of jumping, but with the largest waterfalls on Earth behind and the Zambezi River below, it is a truly spectacular experience.

#### Risks

Bungee jumping is considered to be a dangerous sport by some people, and there have been fatalities. Most injuries occur when the bungee isn't attached to the jump platform or the jumper properly. However, it's quite rare for things to go wrong, and most jumpers say the experience is thrilling, with many admitting they would do it again!



1. What is a bungee attached to? Mention **two** things.

1).....

2).....

2 marks

2. Circle the correct option.

The phrase *like a human yo-yo* is an example of a:

Quotation

Simile

Clause

Metaphor

1 mark

3. Why do people choose to jump off the Kawarau Bridge in New Zealand?

.....

.....

1 mark

4. How do most bungee jumping injuries occur?

.....

.....

1 mark

5. Write down how you might feel if you were about to do a bungee jump. Give reasons from the text to support your answer.

.....

.....

.....

.....

.....

.....

.....

.....

3 marks

**END OF TEST**

18





## Set A: Test 4

There are **6 questions** in this test.  
Give yourself **10 minutes** to read the text and answer the questions.

### Challenging Captivity

*Skedingdale Zoo has announced that it will be acquiring a wild female elephant called Nia. The letter below is a response to the announcement.*

Skedingdale Zoo  
Skedingdale  
SKE B0R

Lower Wood Cottage  
Skedingdale  
SKE B3R

2<sup>nd</sup> September 2014

Dear Sir or Madam,

I am writing in response to the news that your zoo intends to acquire a wild elephant. I am disgusted to learn that you intend to keep a wild animal prisoner, and I do not believe this to be a cause for celebration. Captivity is a crime, and I am appalled by your actions.

As I am sure you are aware, elephants roam across large expanses of land. By housing Nia in an enclosure, you are sentencing her to an unhappy existence. She will pace up and down the boundaries of her confined patch of earth, longing for the open plains of her homeland with sadness in her eyes.

How would you feel if the walls of your house were replaced by thick, black, solid bars, through which passers-by could poke their nosy little heads to gawp at you? This will be Nia's fate if you execute your plans and force her to leave her family in Africa — just so Skedingdale Zoo can fulfil its own selfish desire to possess an exotic animal.

I beg you to leave Nia where she is. It is not too late.

Yours faithfully,  
Mr Clarke

1. What does the word *disgusted* tell us about how Mr Clarke feels?

.....

1 mark

2. **Find** and **copy** a word from the text that means *to stare*.

.....

1 mark

3. What impact does Mr Clarke want his letter to have on the zoo?  
Tick the correct option.

He wants to convince the zoo to free Nia.

He wants to persuade the zoo to leave Nia in Africa.

He wants to prevent the zoo from committing a crime.

He wants to dissuade the zoo from freeing wild animals.

1 mark

4. **Find** and **copy** a phrase from the third paragraph that makes the zoo sound like a prison.

.....

1 mark



5. Write down **three** features of Mr Clarke's text that are typically found in letters.

1).....

2).....

3).....

1 mark

6. How do you think Mr Clarke would feel about using elephants in the circus? Use the text to support your answer.

.....  
.....  
.....  
.....  
.....  
.....  
.....

3 marks

**END OF TEST**

/ 8
-----



## Set A: Test 5

There are **6 questions** in this test.  
Give yourself **10 minutes** to read the text and answer the questions.

### An Adaptation of 'The Sea' by Barry Cornwall

- The sea! the sea! the open sea!  
The blue, the fresh, the ever free!  
Without a mark, without a bound,  
It runneth the earth's wide regions round;
- 5** It plays with the clouds; it mocks the skies;  
Or like a cradled creature lies.
- I'm on the sea! I'm on the sea!  
I am where I would ever be;  
With the blue above, and the blue below,
- 10** And silence wheresoe'er I go.  
If a storm should come and awake the deep,  
What matter? I shall ride and sleep.
- I love, O, how I love to ride  
On the fierce, foaming, bursting tide,
- 15** When every mad wave drowns the moon  
Or whistles aloft his tempest tune,  
And tells how goeth the world below,  
And why the sou'west blasts do blow.
- I never was on the dull, tame shore,
- 20** But I lov'd the great sea more and more,  
And backwards flew to her billowy breast,  
Like a bird that seeketh its mother's nest;  
And a mother she was, and is, to me;  
For I was born on the open sea!
- 25** I've liv'd, since then, in calm and strife,  
Full fifty summers, a sailor's life,  
With wealth to spend and a power to range,  
But never have sought nor sighed for change;  
And Death, whenever he comes to me,
- 30** Shall come on the wild, unbounded sea!

1. Circle the correct option.

*Like a bird that seeketh its mother's nest* is an example of a:

Stanza

Exclamation

Proverb

Simile

1 mark

2. *With the blue above, and the blue below*

What **two** things does the word *blue* refer to in this line?

1).....

2).....

1 mark

3. How old is the narrator?

.....

1 mark

4. What does the word *dull* suggest about the narrator's opinion of dry land?

.....

1 mark

5. **Find** and **copy** a word from the third verse that means *storm*.

.....

1 mark

6. How does the poet give the impression that the sea is a living thing?  
Mention **three** things from the text.

.....  
.....  
.....  
.....  
.....  
.....  
.....

3 marks

**END OF TEST**

/ 8
-----



## Set A: Test 6

There are **6 questions** in this test.  
Give yourself **10 minutes** to read the text and answer the questions.

### **An Extract from ‘The War of the Worlds’ by H.G. Wells**

*A spacecraft from Mars has crash-landed on Earth, creating a massive crater near the town of Woking. People have gathered around the edge of the pit to look at the Martians and their craft.*

After the glimpse I had had of the Martians emerging from the cylinder in which they had come to the Earth from their planet, a kind of fascination paralysed my actions. I remained standing knee-deep in the heather, staring at the mound that hid them. I was a battleground of fear and curiosity.

I did not dare to go back towards the pit, but I felt a passionate longing to peer into it. I began walking, therefore, in a big curve, seeking some point of vantage and continually looking at the sand heaps that hid these new-comers to our Earth. Once a leash of thin black whips, like the arms of an octopus, flashed across the sunset and was immediately withdrawn, and afterwards a thin rod rose up, joint by joint, bearing at its apex a circular disk that spun with a wobbling motion. What could be going on there?

Most of the spectators had gathered in one or two groups — one a little crowd towards Woking, the other a knot of people in the direction of Chobham. Evidently they shared my mental conflict. There were few near me. One man I approached — he was, I perceived, a neighbour of mine, though I did not know his name — and accosted. But it was scarcely a time for articulate conversation.

“What ugly brutes!” he said. “Good God! What ugly brutes!” He repeated this over and over again.

“Did you see a man in the pit?” I said; but he made no answer to that. We became silent, and stood watching for a time side by side, deriving, I fancy, a certain comfort in one another’s company. Then I shifted my position to a little knoll that gave me the advantage of a yard or more of elevation and when I looked for him presently he was walking towards Woking.

1. **Find** and **copy** a word or phrase which tells us that the narrator cannot move.

.....

1 mark

2. Circle the correct option.  
*I was a battleground of fear and curiosity* is an example of a:

**Metaphor**      **Proverb**      **Simile**      **Command**

1 mark

3. What time of day is it in the extract?

.....

1 mark

4. Write the numbers 1 to 5 in the boxes to put these events from the text into the right order. The first one has been done for you.

The narrator speaks to his neighbour.	<input type="checkbox"/>
A rod rises up out of the spacecraft.	<input type="checkbox"/>
The neighbour is seen heading towards Woking.	<input type="checkbox"/>
The narrator sees the Martians emerge from the cylinder.	<input type="checkbox" value="1"/>
The narrator climbs a small hill to get a better view.	<input type="checkbox"/>

1 mark

5. **Find** and **copy** a word or phrase which tells you what the narrator's neighbour thinks about the Martians.

.....

1 mark

6. How does this extract show that the spacecraft's crash-landing is an unusual event?  
Mention **three** things from the text.

.....  
.....  
.....  
.....  
.....  
.....  
.....

3 marks

**END OF TEST**

/ 8
-----

# End of Set A: Scoresheet



**You've finished a full set of tests — well done!**

Now it's time to put your scores in here  
and see how you're getting on.



	Score	
Test 1		/8
Test 2		/8
Test 3		/8
Test 4		/8
Test 5		/8
Test 6		/8
<b>Total</b>		<b>/48</b>

Once you've got a score out of 48, check it out in the table below...

0 – 23	If you got a lot of questions wrong, don't worry. Ask an adult to help you work out the <b>areas</b> you need <b>more practice</b> on. Then have another go at <b>this</b> set of tests.
24 – 36	If you got half-marks or better, you're doing well. <b>Read</b> back over your <b>incorrect</b> answers and make sure you know <b>why</b> they're wrong. Then try the <b>next set</b> of tests.
37 – 48	Woohoo! Now have a go at the <b>next set</b> of tests — can you beat your score?

**But before you do... bend your brain round this one:**

Each word below starts and ends with the same letter. Can you complete the words?

\_\_ i v i n \_\_

\_\_ o i l e \_\_

\_\_ a r s n i \_\_

\_\_ a t h t u \_\_





## Set B: Test 1

There are **5 questions** in this test.  
Give yourself **10 minutes** to read the text and answer the questions.

### CALLING ALL ADVENTURERS!

Stuck for something to do next summer?  
Look no further than Fierce Forest Holiday Camp.



#### What is Fierce Forest?

Fierce Forest is a summer camp that runs in the school holidays. Our fantastic woodland site is fully equipped for the ultimate summer adventure: awesome log cabins, an amazing array of activities and expert camp leaders who can teach you the ways of the wild. Additionally, everyone at Fierce Forest is a member of one of our four teams: Firecrests, Warblers, Blackcaps and Sparrowhawks. Win points for your team to earn rewards, such as an afternoon treetop exploring or extra marshmallow rations for those all-important campfire sessions.

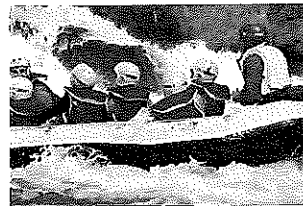


One of our log cabins

#### What can I do at Fierce Forest?

The choice is yours! These are just a few of the whole host of activities we have on offer for a fun-filled fortnight:

- abseiling
- wildlife walks
- white water rafting
- wood trekking
- arts and crafts
- sports and games



Rafting down the river

We all have responsibilities around camp as well, with each team taking it in turns to cook for everyone. We'll even teach you how to build the campfires! There's also plenty of time and space to just kick back and relax — this is a holiday, after all. For full details of our site and activities, visit our website.

#### I'm in — how do I sign up?

It's easy. Just get a parent/guardian to fill in a registration form on our website.  
[www.fierceforesthc.co.uk](http://www.fierceforesthc.co.uk) • 080 777 6264 • Suitable for ages 9-14

1. Look at the section titled *What is Fierce Forest?*  
What information suggests that this is a camp for young people?

.....

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

2. How long are holidays at Fierce Forest Holiday Camp?

.....

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

3. How are young people expected to help out at Fierce Forest?

.....

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

4. Read each statement and tick whether it is true or false.

	<b>True</b>	<b>False</b>
You might be in the Kingfishers team at Fierce Forest.	<input type="checkbox"/>	<input type="checkbox"/>
Fierce Forest is suitable for 11-year olds.	<input type="checkbox"/>	<input type="checkbox"/>
Everyone gets to go treetop exploring.	<input type="checkbox"/>	<input type="checkbox"/>
There are four different activities to choose from.	<input type="checkbox"/>	<input type="checkbox"/>

\_\_\_\_\_   
2 marks

5. How does the author of this text try to persuade the reader to go to Fierce Forest Holiday Camp?  
Explain your answer using examples from the text.

You should think about:

- the language that the author uses
- the way that the leaflet looks

.....

.....

.....

.....

.....

.....

.....

3 marks

**END OF TEST**

/ 8
-----



## Set B: Test 2

There are **6 questions** in this test.  
Give yourself **10 minutes** to read the text and answer the questions.

### A Passion for Nature

Pete Lewis is a conservationist from the Lake District, one of Britain's National Parks. Conservationists are people who work to look after nature and preserve the environment for future generations. Martin Bradshaw went to talk to him.



Martin *When did you first become interested in conservation, Pete?*

Pete Growing up in the Lake District meant that I saw first-hand how the most beautiful part of the world can be damaged. I spent a lot of my childhood outside — walking, climbing, and canoeing on the lakes — and soon realised how important it was to protect this environment, especially as there is so much rare and fascinating wildlife in the National Park. I wanted to make sure that people enjoyed nature in a responsible way.

Martin *So how did you do that?*

Pete When I was still at school, I started writing letters to influential people like politicians, asking them to support conservation in the area. I also read lots of books about the natural world in my spare time. Then I started helping on projects in the Lake District, where I met other people keen to protect the unique landscape we have here. One of them gave me a job!

Martin *What does life as a conservationist involve?*

Pete My job is all about caring for the environment and teaching others how to do so — whether that's campaigning, talking to school children or litter picking! I also get to travel around the world to some stunning locations, to learn how other countries are protecting wildlife and natural sites.

Martin *What can people do if they want to get involved in conservation?*

Pete Oh, there are plenty of things we can be doing every day to protect the environment for the future. It's all about thinking before we act: taking care not to drop litter, disposing of rubbish in an environmentally-friendly way and reducing pollution by walking or cycling. People can also join campaigns and local projects — we're always looking for more hands!

1. What type of text is this? Put a ring around your choice.

- A story**      **A play script**      **An interview**      **A letter**

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

2. Pete calls the Lake District *the most beautiful part of the world*.  
Is this fact or opinion?

.....

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

3. Why did Pete write to politicians when he was at school?

.....

.....

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

4. List two things Pete does as part of his job.

1).....

2).....

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

5. Pete said to Martin, *we're always looking for more hands!*  
What did he mean by this phrase?

.....  
.....

1 mark

6. What do you think Pete would say to a company who wanted to  
build lots of offices in the Lake District National Park?  
Use the text to support your answer.

.....  
.....  
.....  
.....  
.....  
.....  
.....

3 marks

**END OF TEST**

18



## Set B: Test 3

There are **6 questions** in this test.  
Give yourself **10 minutes** to read the text and answer the questions.

### The Flight of Daedalus and Icarus

This is an old story about an inventor called Daedalus.

Daedalus had been brought by the King to the island of Crete in order to build a labyrinth — a maze filled with winding passages.

The King was so impressed with the results that he refused to let Daedalus leave.

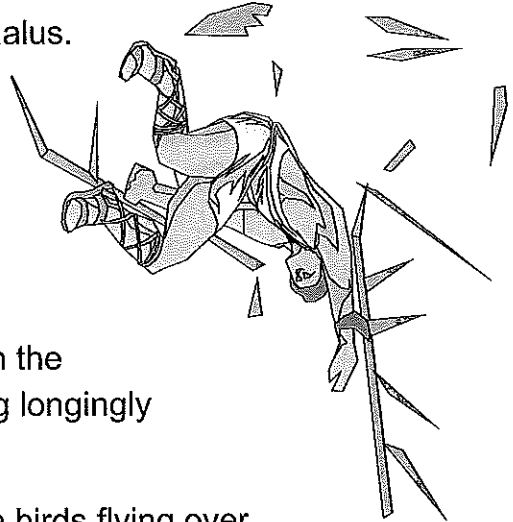
Daedalus grew very unhappy. He would stand on the edge of the cliffs beside the King's palace, looking longingly out to sea towards his homeland.

One day, as he stood there, Daedalus noticed the birds flying over the sea to Greece. He became transfixed as they swooped and dived through the air like acrobats. "If they can fly, why can't I?" the inventor thought to himself.

Working secretly, Daedalus fashioned two pairs of wings out of feathers and wax — one pair for him, and one for his son, Icarus. He made the wings large enough to support the weight of a person, and he put straps on them, so that they could be worn on the arms. Soon, the human wings were ready.

Daedalus and Icarus donned their new limbs and stood expectantly at the edge of the cliffs. Before they took off, Daedalus warned his son: "Do not fly too close to the sun, or else the wax in your wings will melt." Then, with a brave leap, they escaped into the air and set a course for Greece.

Icarus soon grew overexcited. "Look how high I can fly!" he shouted to his father. Daedalus pleaded with his son to be careful, but, ignoring his father's warning, Icarus flew too high, and his wings melted in the bright sunlight. He tumbled down into the sea and drowned.



1. What type of text is this? Put a ring around your choice.

- Fairytale**      **Autobiography**      **Essay**      **Legend**

1 mark

2. Look at the sentence *Daedalus grew very unhappy*.  
Why was Daedalus unhappy?

.....  
.....

1 mark

3. The author writes that the birds moved *like acrobats*.  
What does this suggest about the birds?

.....  
.....

1 mark

4. Why did Daedalus work *secretly*?

.....  
.....

1 mark



5. What does the writer think about Icarus?

.....  
.....

1 mark

6. Using your own words, summarise what happens in the last two paragraphs.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

3 marks

**END OF TEST**

/ 8
-----



## Set B: Test 4

There are **6 questions** in this test.  
Give yourself **10 minutes** to read the text and answer the questions.

### FUN DAY RAISES FUNDS FOR FRIEND

By Julie Wakefield

Year Six pupils at Ramsway Junior School hosted a Charity Fun Day on Saturday, donating the proceeds to the Disability Support Unit at St. Mary's Hospital.

The children's efforts began long before the day itself, as year group leader, Mr James Parkinson, explained: "One of the Year Six classes came up with the idea back in January, and since then all of the planning has been coordinated by the pupils themselves."

The Fun Day began at 10am with the children's races. Students of all ages took part in light-hearted events such as an egg and spoon race and an inflatable obstacle course, with

prizes donated by local businesses.

Come lunchtime, the school field was full of local families, many enjoying picnics in the bright April sunshine.



The morning sack race was a real hit.

A wide variety of activities were on offer throughout the afternoon. One of the most entertaining was the adults three-legged race, perhaps topped only by the final 'Soak a Teacher' event at 4pm. Students could pay one pound each to aim wet sponges at a member of Ramsway's staff.

"I must say I was a little nervous about this one at first," said a rather wet Mr Parkinson, "but since it's for charity I was happy to be a part of the fun."

This particular charity has a special importance for the pupils at Ramsway, as one of their classmates, Sophia Martin, attends the Disability Support Unit once a fortnight. "I love going to St. Mary's," Sophia told the Ramsway Herald. "There are loads of fun activities, like wheelchair basketball."

"The support St. Mary's provide is invaluable," said Sophia's mother, May Martin. "It's so wonderful to see it backed by the school in this way."

The Fun Day raised £1500 in total, and pupils hope to add to this with the ticket sales from their Leaver's Show in the Summer Term.



Sophia has been going to St. Mary's for many years.

1. Read each statement and tick whether it is true or false.

	True	False
The Fun Day began at 9am.	<input type="checkbox"/>	<input type="checkbox"/>
The 'Soak a Teacher' event was at 4pm.	<input type="checkbox"/>	<input type="checkbox"/>
Sophia's mother is Mary Martin.	<input type="checkbox"/>	<input type="checkbox"/>
The Fun Day raised £1000 in total.	<input type="checkbox"/>	<input type="checkbox"/>

2 marks

2. How can you tell that the author liked the adult three-legged race?

.....

.....

1 mark

3. Why is Mr Parkinson *rather wet*?

.....

.....

1 mark

4. How often does Sophia go to the Disability Support Unit?

.....

1 mark

5. What does the word *invaluable* suggest about the support that St. Mary's provides?

.....  
.....

1 mark

6. How do you think Sophia feels about her classmates raising funds for St. Mary's? Give a reason for your answer.

.....  
.....  
.....

2 marks

**END OF TEST**

/ 8



## Set B: Test 5

There are **6 questions** in this test.  
Give yourself **10 minutes** to read the text and answer the questions.

*A local primary school is considering using tablet computers in all classrooms from next year. The following text has been written by a teacher at the school.*

### **Should we use tablet computers in the classroom?**

The use of tablet computers (or simply 'tablets') in the classroom has become an increasingly popular option in many primary schools across the country, including many in our local area. It is important that we consider this opportunity, but we must also be aware of the drawbacks.

On the one hand, there are many positives to using tablets in the classroom. Firstly, tablets could improve productivity during the school day. Because of their familiarity with computers and mobile phones, many of our students can type faster than they can write by hand; therefore, using tablets in the classroom could reduce the time it takes for them to complete tasks. Additionally, there are endless tablet functions which could provide interesting teaching activities. For example, we could play interactive games to teach maths, or make simple animations to show how magnets behave. Alternatively, students could take photos outdoors and then use them as prompts for writing tasks.

However, we must also consider the potential problems with introducing tablets to our classrooms. Some students may become distracted by their tablets, and play with the device instead of focusing on their work. Another issue is that, whilst many students can use tablets already, many of our teachers are not as competent and would need to be trained. We may also have problems with the tablets breaking, which would be both frustrating and expensive to fix. This is in addition to the cost of buying the tablets in the first place.

Overall, despite these potential downsides, it seems that using tablets in the classroom would be a wonderful opportunity for students and teachers at our school. There are costs involved, but it would almost certainly prove to be a worthwhile investment.

1. What is the main purpose of this text?

.....  
.....

1 mark

2. According to the author, why might using tablets in the classroom be a good idea? Tick **two** reasons.

- They could help students to use mobile phones.
- They could help some students to work more quickly.
- They could provide new teaching methods.
- They could distract students from their work.
- They could improve students' handwriting.

2 marks

3. *Additionally, there are endless tablet functions which could provide interesting teaching activities.*

Which word in this sentence suggests that there are many ways in which tablets can be used in the classroom?

.....

1 mark

4. What does the author say would be *frustrating* about using tablets?

.....

1 mark

5. **Find** and **copy** one word that the author uses to help the reader follow the order of ideas in the text.

.....

1 mark

6. Look at the final paragraph of the text.  
Using your own words, summarise what the author thinks about using tablets in the classroom.

.....

.....

.....

2 marks

**END OF TEST**

/ 8
-----



## Set B: Test 6

There are **7 questions** in this test.  
Give yourself **10 minutes** to read the text and answer the questions.

### When Pigs Fly

*A medieval court. The KING sits on his throne on a raised platform, centre, surveying the room. LORDS and LADIES are seated around the perimeter. A PAGE stands below, facing him. Behind the PAGE stands JEREMY.*

PAGE: Your Excellency, the final visitor today is Mr Jeremy Dumpling, representing the kingdom's pig farmers. *(To Jeremy)* You may approach His Highness.

JEREMY: *(stepping forward nervously, then kneeling)* Your Royal Highness, I have, erm... Well I have come here today to draw your attention to what may, or might, be considered as something of a national inconvenience.

KING: *(yawning)* Yes, yes, go on then. What exactly is the nature of this 'inconvenience'?

JEREMY: Well, Your Wonderfulness, it's about the pigs, you see.

KING: I had guessed as much. What exactly is the problem with these pigs?

JEREMY: Well, Your Majesty, for the past few months, very mysteriously and without warning, the pigs in the kingdom have, one by one, quite independently...

PAGE: Spit it out, man!

JEREMY: The pigs have started flying.

*(The court is silent for a moment, then KING, PAGE, LORDS and LADIES erupt into raucous laughter.)*

JEREMY: *(struggling to be heard over the din)* I beg your pardon, Sire, but I really am quite serious!

KING: *(catching his breath)* Pigs flying! My good man, you cannot possibly be sincere! You are quite the comedian, Mr Dumpling. Do be sure to contact my Head of Staff about joining our delightful troupe of court jesters. Until then, good day to you. Page, you may escort Mr Dumpling from the castle.  
*(The PAGE helps Jeremy up and starts walking him briskly away.)*

JEREMY: *(wriggling free)* Sire! Sire, if you would just let me show you!

KING: *(firmly)* Young man, you are trying my patience. Shall I call my guards?

JEREMY: If you would just allow me to show you one pig, Your Joyfulness...

KING: Fine. I will permit you to show me one pig, Mr Dumpling. One pig, and one pig only.



1. What is the purpose of this text? Tick **one** box.

To tell the reader about medieval courts

To entertain the reader

To persuade the reader that pigs can fly

To frighten the reader

1 mark

2. Which characters in this scene have no lines?

.....

1 mark

3. Which stage direction shows the reader that the king is bored?

.....

1 mark

4. Why is the king *catching his breath*?

.....

.....

1 mark

5. **Find** and **copy one** name that Jeremy uses to address the king.

.....

1 mark

6. Write the numbers 1 to 5 in the boxes to put these events from the script into the right order. The first one has been done for you.

Jeremy tells the king that the pigs are flying.

The page introduces Jeremy to the king.

The king suggests that Jeremy joins the court jesters.

The page starts to escort Jeremy out of the room.

Jeremy kneels in front of the king.

1 mark

7. What do you think might happen next in the play?  
Mention **two** things.

.....

.....

.....

.....

2 marks

**END OF TEST**

/ 8
-----

# End of Set B: Scoresheet



**You've finished a full set of tests — well done!**

Now it's time to put your scores in here  
and see how you're getting on.



	Score	
Test 1		/8
Test 2		/8
Test 3		/8
Test 4		/8
Test 5		/8
Test 6		/8
<b>Total</b>		<b>/48</b>

Once you've got a score out of 48, check it out in the table below...

0 – 23	If you got a lot of questions wrong, don't worry. Ask an adult to help you work out the <b>areas</b> you need <b>more practice</b> on. Then have another go at <b>this</b> set of tests.
24 – 36	If you got half-marks or better, you're doing well. <b>Read</b> back over your <b>incorrect</b> answers and make sure you know <b>why</b> they're wrong. Then try the <b>next set</b> of tests.
37 – 48	Woohoo! Now have a go at the <b>next set</b> of tests — can you beat your score?

**But before you do... bend your brain round this one:**

My first is in SPEED but never in DEEP, My third is in DONOR but never in DOOR,  
My second's in TUNA and also in CHEAP, My fourth is in RECORD but never in CORE.

What am I? \_\_\_\_\_

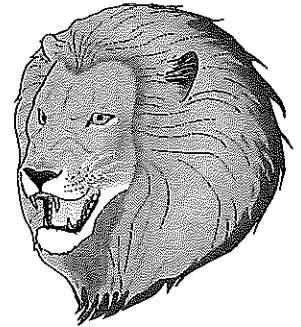


## Set C: Test 1

There are **5 questions** in this test.  
Give yourself **10 minutes** to read the text and answer the questions.

### The Lion and the Hare

There was once a brave young lion. He was strong and swift. His coat shone in the sunlight and his mane glistened like a crown around his head. When he roared, all the other animals trembled. He strutted around the plains, king of all he saw.



One afternoon, the lion awoke with a stomach as empty as a cave. There were usually many animals around for him to hunt and eat. Herds of zebras, gazelles and antelopes often grazed nearby. Wildebeests and impalas would wander through. Today was different. Today, the plains seemed empty.

For months now, there had been no rain. The waterholes where animals had gathered to drink had all dried up. Most of the animals had moved north, where the grass was greener and there was more rain.

Suddenly, from out of the corner of his eye, the lion saw the grass twitching. He turned and saw the tips of two long, brown ears. A hare, he thought. How perfect! An easy meal if ever there was one. Small, maybe, but enough for today.

The lion licked his lips and started to move towards the hare... then he stopped. He had spotted an antelope, grazing in the afternoon sunshine. The hare would make an easy meal, but if he could catch an antelope, he would have a feast!

His mouth watering, the lion made his decision. Quick as a flash, he leapt out from his hiding place and chased after the antelope. But the lion, weak and tired from lack of food, was soon left far behind.

Slowly, he turned and wandered back to the spot where he had watched the hare nibbling the grass. It was nowhere to be found.

The lion was left with nothing. Just a very empty stomach, and the feeling that maybe he should have been content with what he had to start with.

1. What is the purpose of this text? Tick **one** box.

To give the reader information about lions

To persuade the reader to eat hares

To warn the reader about being greedy

To make the reader laugh

1 mark

2. *his mane glinted like a crown around his head*  
What does this simile suggest about the lion's mane?

.....

1 mark

3. Give **two** reasons from the text why most of the other animals in the story had gone north.

1).....

2).....

2 marks

4. **Find** and **copy** a phrase from the second half of the text which tells you that the lion is hungry.

.....

1 mark

5. At the beginning of the story, why do you think that the lion is described as being the *king of all he saw*? Use words and phrases from the rest of the story to explain your answer.

.....

.....

.....

.....

.....

.....

.....

3 marks

**END OF TEST**

/ 8
-----



## Set C: Test 2

There are **6 questions** in this test.  
Give yourself **10 minutes** to read the text and answer the questions.

### Come to Chester...

The historic city of Chester is the perfect place for a weekend break, with something for the whole family to enjoy.

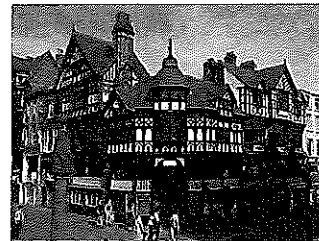
#### Roman Ruins

The city is perhaps most famous for its Roman ruins. The Romans settled in Chester almost two thousand years ago and evidence of this can still be seen today. You can walk along the impressive city walls, as the soldiers once did to watch for invaders, and appreciate the stunning views of the city.

You can find out more about the Roman settlement by visiting the Dewa Roman Experience, where you and the kids can see and smell what a street might have been like, and even try on some armour. You can also visit the famous amphitheatre, where Roman soldiers once fought and trained.

#### Historic City Centre

Chester is home to the Victorian-made Eastgate clock, arguably the second most photographed clock in the world (after Big Ben in London). A short detour from there will take you to the Rows. These timber-frame medieval buildings are unique to Chester and house a huge range of shops, from high street stores to exclusive boutiques. When you're ready to relax, take a stroll around the beautiful medieval cathedral, or stop for a picnic in Grosvenor Park.



The Rows

#### Great Sports Facilities

If you fancy something energetic, the Northgate Arena has superb facilities, including several swimming pools (with water slides) and a spacious gym.

#### Fantastic Restaurants

At the end of a fun-filled day, why not enjoy a meal at one of Chester's many restaurants? There's food for all tastes and ages, from traditional pub fare to exotic Thai curries. You'll be spoilt for choice!

1. Give **one** example of a way to experience Roman life in Chester.

.....

1 mark

2. According to the text, what activity might you do in Chester in order to relax? Give **one** example.

.....

1 mark

3. Look at the section titled *Great Sports Facilities*.  
**Find** and **copy one** word or phrase in this section which describes the sports facilities in Chester.

.....

1 mark

4. How do the subheadings help the reader to understand the text?

.....

.....

1 mark



5. Complete the table about these locations in Chester.

Location	Description
Dewa Roman Experience	a historical attraction
.....	a shopping area
.....	a leisure centre

1 mark

6. Who is this text aimed at? Circle the correct option.

**historians**      **elderly couples**      **adults with children**      **teenagers**

Use the text to give reasons for your answer. Mention **two** things.

.....  
.....  
.....

3 marks

**END OF TEST**

18



## Set C: Test 3

There are **6 questions** in this test.  
Give yourself **10 minutes** to read the text and answer the questions.

*Orville and Wilbur Wright were the inventors of the first successful aeroplane. This is the story of how the brothers took to the skies.*

### The Wright Brothers

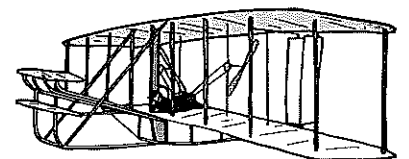
The Wright brothers had always loved building things. As children, they would repair toys and even try building their own. When they grew up, they turned their interest in mechanics into a career. In 1892, inspired by the fashion for cycling, they opened a bike shop together, where they designed and built bicycles.

A few years later, in 1896, the brothers' attention was caught by stories of men attempting to build flying machines. Adventurous inventors were trying to design gliders that would allow men to fly. However, these gliders were difficult to control, and one man even died when his glider crashed. Orville and Wilbur believed that their experience with bicycles could help them to build a safe, successful glider. They soon began spending their time testing gliders of their own.

By 1902, the brothers believed they had perfected a system of steering and controlling a glider. The next step was to add power. The mechanic from their bike shop, Charlie Taylor, helped them to build an engine for their plane. The next year, they were ready to test their flying machine.

On December 17th 1903, with some apprehension, Orville and Wilbur tested their plane for the first time. The first, exhilarating flight only lasted twelve seconds. By the end of the day, they could stay in the air for almost a minute. It does not seem impressive by today's standards, but the triumphant brothers had made the history books with their first powered flight.

Over the next few years, the Wright brothers worked on their plane. In 1908, the brothers performed in their flying machine in America and France before huge crowds. People could hardly believe their eyes. Finally, man's dream of flight had come true.



1. Find and copy one word from the second paragraph that suggests that the inventors of gliders were brave.

.....

1 mark

2. Who was Charlie Taylor?

.....

1 mark

3. How long did the brothers' first flight last?

.....

1 mark

4. Draw a line to match each date to the event.

1892

The Wrights are happy with the steering method of their glider.

1896

The Wrights demonstrate their plane across the world.

1902

The brothers make their first flight in a powered plane.

1903

The brothers become interested in gliders.

1908

The brothers open a bicycle shop.

1 mark

5. What does the writer think about the Wright brothers?

.....

1 mark

6. How do you think the brothers felt the first time they flew their aeroplane?

Use the text to support your answer.

You should think about:

- how they felt before the flight
- how they felt during the flight
- how they felt after the flight.

.....  
.....  
.....  
.....  
.....  
.....

3 marks

**END OF TEST**

/ 8



## Set C: Test 4

There are **5 questions** in this test.  
Give yourself **10 minutes** to read the text and answer the questions.

### The Beast Below

Under the busy city street,  
Under the hustling, bustling feet,  
Beneath the river and the park,  
In the daylight, in the dark,  
Below the city, in the tunnels deep 5  
A metal dragon lies asleep.  
With lightning speed and clashing claws,  
From hidden lair come thunderous roars.  
It waits and starts its new attack,  
Slides and glides along the track. 10  
With painted body, bright eyes of light  
See deep into the inky night.  
It snakes afar by night and day  
To stations that are far away.  
At every stop it opens wide 15  
To rid itself of those inside.  
Then idles, waiting for some more  
To squeeze themselves within the door.  
At times, alone, it rattles by  
With hissing breath and piercing cry, 20  
It sweeps along on metal rails,  
With whispering sigh of twisting trails,  
Under the busy city street,  
Under the hustling, bustling feet,  
Searching down the endless lanes 25  
For those who like to ride in trains.

1. This text is a poem. Which of the following are features you would expect to find in a poem? Tick **two** boxes.

- |                                |                          |
|--------------------------------|--------------------------|
| short lines                    | <input type="checkbox"/> |
| an introduction and conclusion | <input type="checkbox"/> |
| chapters                       | <input type="checkbox"/> |
| some rhyming words             | <input type="checkbox"/> |
| subheadings                    | <input type="checkbox"/> |

2 marks

2. Why do you think the author called the text *The Beast Below*?

.....

.....

1 mark

3. Draw lines to match the quotes from the text to the events they are describing.

**Quotes**

it opens wide  
(line 15)

idles, waiting  
(line 17)

alone, it rattles by  
(line 19)

**Events**

an empty train  
travelling along

the train doors  
opening

the train standing  
at a platform

1 mark

4. *Under the busy city street* is repeated in lines 1 and 23.

Which other repeating line in the text tells you that the city is busy?

.....

1 mark

5. *A metal dragon lies asleep* (line 6)

How does the language used in this poem suggest that the train is like a dragon?

Explain your answer using other examples from the text.

.....

.....

.....

.....

.....

.....

.....

3 marks

**END OF TEST**

/ 8
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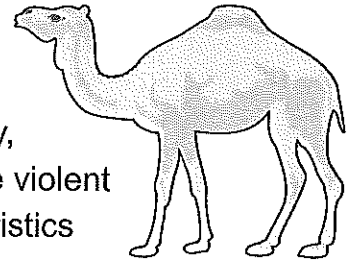


## Set C: Test 5

There are **6 questions** in this test.  
Give yourself **10 minutes** to read the text and answer the questions.

### How Camels Survive in the Desert

The world's deserts are some of the harshest environments on the planet. Temperatures can reach over 40°C in the day, there are few water sources and little food, and there can be violent sandstorms. Camels have had to develop special characteristics to survive in these challenging conditions.



Perhaps the camel's most famous feature is its hump. This is actually a very important adaptation. If the camel cannot find any food in the desert, it can live off the fat stored in its hump instead.

Desert plants are good sources of water and nutrients for camels, but they are often spiky to try to prevent animals from eating them. In response, camels have developed thick lips and a leathery mouth so that they can eat the plants without feeling pain.

Sand is everywhere in the desert. It can be blown fiercely by the winds, so camels have to be specially adapted to cope with this. To help them keep sand out of their bodies, camels have very long eye lashes and lots of ear hairs to catch the grains. They also have the ability to close their nostril slits against the raging sands.

Because the desert is a very dry environment, with few available water sources, its inhabitants need to be efficient with their water management. Camels have very few sweat glands, allowing them to sweat less, retain the water they do consume and stay hydrated.

Despite the high temperatures, lack of food and water, and other challenges in the desert, camels are so well adapted that they are found in deserts across Africa, Asia and Australia. In fact, they have become essential for humans living in these locations, who use camels to transport food, water (and themselves) across the challenging terrains.



1. Where would you be most likely to find this text?  
Circle the correct option.

in a story  
book

in a travel  
guide

in a  
newspaper

in a science  
magazine

1 mark

2. What is the purpose of the first paragraph of the text?

.....  
.....

1 mark

3. What is a camel's hump made of?

.....

1 mark

4. Give **one** example of a word or phrase in the fourth paragraph which creates the impression that sandstorms are violent.

.....

1 mark

5. How does the conclusion of the text link back to the introduction?

.....  
.....

1 mark

6. Using your own words, summarise **three** ways in which camels are adapted to their environment.

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

3 marks

**END OF TEST**

/ 8
-----



## Set C: Test 6

There are **6 questions** in this test.  
Give yourself **10 minutes** to read the text and answer the questions.

### **An extract from 'The Swiss Family Robinson', by Johann David Wyss**

*The narrator, William Robinson, and his family are passengers on a ship caught in a terrible storm. The narrator is on deck, his family shelter below.*

Forgetting the passengers, the ship's company crowded into the lifeboats, and the last who entered cut the davit ropes to cast each boat into the sea.

What was my horror when through the foam and spray I beheld the last remaining boat leave the ship, the last of the seamen spring into her and push off, regardless of my cries and entreaties that we might be allowed to share their slender chance of preserving their lives. My voice was drowned in the howling of the blast, and even had the crew wished it, the return of the boat was impossible, for the waves were mountain-high.

Casting my eyes despairingly around, I became gradually aware that our position was by no means hopeless, inasmuch as the stern of the ship containing our cabin was jammed between two high rocks, and was partly raised from among the breakers which dashed the fore-part to pieces. As the clouds of mist and rain drove past, I could make out, through rents in the vaporous curtain, a line of rocky coast, and, rugged as it was, my heart bounded towards it as a sign of help in the hour of need.

Yet the sense of our lonely and forsaken condition weighed heavily upon me as I returned to my family, constraining myself to say with a smile, "Courage, dear ones! Although our good ship will never sail more, she is so placed that our cabin will remain above water, and tomorrow, if the wind and waves abate, I see no reason why we should not be able to get ashore."

These few words had an immediate effect on the spirits of my children, for my family had the habit of trusting in my assurances. The boys at once regarded our problematical chance of escaping as a happy certainty, and began to enjoy the relief from the violent pitching and rolling of the vessel.

1. Circle the correct answer. This type of text is:

a  
biography

a piece  
of fiction

a piece of  
non-fiction

a formal  
letter

1 mark

2. Write the numbers 1 to 5 in the boxes to put these events from the text into the right order. The first one has been done for you.

The narrator reassures his family of survival.

The narrator sees the final sailors abandoning ship.

The narrator catches a glimpse of land.

The narrator realises that they are stuck on the rocks.

The narrator's family become more hopeful.

1 mark

3. Look at the second paragraph of the text. Why don't the sailors go back when the narrator calls out to them? Give **two** reasons.

1) .....

2) .....

2 marks

4. Describe how the narrator's feelings change from the second paragraph to the third paragraph.

.....  
.....  
.....  
.....  
.....

2 marks

5. Look at the fourth paragraph of the text, beginning *Yet the sense...* Which phrase in this paragraph creates the impression that the narrator is in a terrible situation?

.....  
.....

1 mark

6. **Find and copy** a phrase in the final paragraph which tells you how the ship had been moving.

.....

1 mark

**END OF TEST**

/ 8
-----

## End of Set C: Scoresheet



**You've finished a full set of tests — well done!**

Now it's time to put your scores in here  
and see how you're getting on.



	Score	
Test 1		/8
Test 2		/8
Test 3		/8
Test 4		/8
Test 5		/8
Test 6		/8
<b>Total</b>		<b>/48</b>

Once you've got a score out of 48, check it out in the table below...

0 – 23	If you got a lot of questions wrong, don't worry. Ask an adult to help you work out the <b>areas</b> you need <b>more practice</b> on. Then have another go at <b>this</b> set of tests.
24 – 36	If you got half-marks or better, you're doing well. <b>Read</b> back over your <b>incorrect</b> answers and make sure you know <b>why</b> they're wrong.
37 – 48	Woohoo! You've done really well — congratulations!

**One last thing... bend your brain round this one:**

Which word can be put after all three of these words to make three new words?

rain

water

night

The word is \_\_\_\_\_

# Answers

Throughout the answers, we have provided the Assessment Focuses for every question so you can work out how children are progressing in each area.

They are shown in brackets at the end of each answer.

The Assessment Focuses can be summarised as follows:

- AF1 Understand the **meaning** of a text  
*(AF1 isn't specifically tested in the SAT, but it underpins all the other Assessment Focuses.)*
- AF2 Select and **retrieve** information
- AF3 **Infer** information and ideas
- AF4 Understand **structural** and **layout** features
- AF5 Understand **language** features
- AF6 Interpret the **writer's purpose**
- AF7 Relate texts to their **context**

---

## Set A

### Test 1 — Pages 2-4

1. **1 mark for one correct**  
**2 marks for both correct**  
1) *the balloons*  
2) *the cards*  
(AF2)

2. **1 mark**  
*He has forgotten his gran's birthday.*  
(AF2)
3. **1 mark**  
*Alliteration*  
(AF5)
4. **1 mark**  
*To entertain the reader*  
(AF6)

# Answers

5. **1 mark for choosing an answer and supporting the choice with a simple statement, e.g.**

*"I don't think Liam has baked a cake before because he uses biscuits in the mixture."*

- 2 marks for making two points to support the choice, e.g.**

*"I don't think Liam has baked a cake before because he uses biscuits in the mixture and he burns the cake."*

- 3 marks for making three points to support the choice, e.g.**

*"I don't think Liam has baked a cake before because he doesn't weigh the ingredients, and he uses biscuits in the mixture. He also burns the cake by putting the oven on full and forgetting about it."*  
(AF3)

4. **1 mark for three of the following:**

*a pair of compasses, a piece of white card, a protractor, crayons, scissors and a pencil*  
(AF2)

5. **1 mark for an answer which explains one layout feature, e.g.**

*"There's a subheading to separate the instructions from the rest of the text".*

- 2 marks for an answer which explains two layout features, e.g.**

*"There's a subheading to separate the instructions from the rest of the text, and the instructions are in a numbered list which makes them easier to follow."*

- 3 marks for an answer which explains three layout features, e.g.**

*"There's a subheading to separate the instructions from the rest of the text, and the instructions are in a numbered list which makes them easier to follow."*

*There are also diagrams to help you understand how the experiment should work."*  
(AF4)

## Test 2 — Pages 5-7

1. **1 mark**

*To instruct the reader on how to test Newton's discovery about white light*  
(AF6)

2. **1 mark for one correct**

- 2 marks for two correct**

*a spectrum: a pattern of colours  
an optical prism: a piece of glass with triangular sides*  
(AF2)

3. **1 mark**

*Commands*  
(AF5)

## Test 3 — Pages 8-10

1. **1 mark for one correct**

- 2 marks for two correct**

*1) the person's ankles  
2) the structure they're jumping off*  
(AF2)

2. **1 mark**

*Simile*  
(AF5)

3. **1 mark**

*Because this is where commercial bungee jumping first began.*  
(AF3)



# Answers

**4. 1 mark**

*Most injuries occur when the bungee isn't attached to the jump platform or the jumper properly.*  
(AF2)

**5. 1 mark for giving their feelings with one piece of supporting evidence, e.g.**

*"I would feel nervous because bungee jumping is a 'dangerous' sport."*

**2 marks for giving their feelings with two pieces of supporting evidence, e.g.**

*"I would feel nervous because bungee jumping is a 'dangerous' sport, and people have died when jumping."*

**3 marks for giving their feelings with three pieces of supporting evidence, e.g.**

*"I would feel nervous because bungee jumping is a 'dangerous' sport, and people have died when jumping. However, I would also feel excited because it's a 'thrilling' experience."  
(AF6)*

## Test 4 — Pages 11-13

**1. 1 mark for a simple answer, e.g.**

*He feels very angry.*  
(AF3)

**2. 1 mark**

*'gawp'*  
(AF2)

**3. 1 mark**

*He wants to persuade the zoo to leave Nia in Africa.*  
(AF6)

**4. 1 mark**

*'thick, black, solid bars'*  
(AF5)

**5. 1 mark for three of the following:**

*Mr Clarke's address*

*the zoo's address*

*the date*

*the letter begins with 'Dear Sir or Madam,'*

*the letter finishes with 'Yours faithfully'*  
(AF4)

**6. 1 mark for suggesting how Mr Clarke would feel with one piece of supporting evidence, e.g.**

*"Mr Clarke would not approve of elephants being used in the circus because he thinks that captivity is 'a crime'."*

**2 marks for suggesting how Mr Clarke would feel with two pieces of supporting evidence, e.g.**

*"Mr Clarke would not approve of elephants being used in the circus because he thinks that captivity is 'a crime'. Like the zoo, the circus would also be keeping the elephants 'prisoner'."*

**3 marks for suggesting how Mr Clarke would feel with three pieces of supporting evidence, e.g.**

*"Mr Clarke would not approve of elephants being used in the circus because he thinks that captivity is 'a crime'. Like the zoo, the circus would be keeping the elephants 'prisoner'. Mr Clarke didn't like the idea that people would 'gawp' at the elephants in the zoo, and this would be the same in the circus."  
(AF3)*

# Answers

## Test 5 — Pages 14-16

- 1. 1 mark**  
*Simile*  
(AF5)
- 2. 1 mark for both correct**
  - 1) *the sky*
  - 2) *the sea*(AF3)
- 3. 1 mark**  
*fifty*  
(AF2)
- 4. 1 mark for a simple answer, e.g.**  
*He thinks it's boring.*  
(AF3)
- 5. 1 mark**  
*'tempest'*  
(AF2)
- 6. 1 mark for one piece of supporting evidence, e.g.**  
*"The poet uses personification to describe the sea, for example, 'It plays with the clouds; it mocks the skies'."*  
**2 marks for two pieces of supporting evidence, e.g.**  
*"The poet uses personification to describe the sea, for example, 'It plays with the clouds; it mocks the skies'. The poet also says the sea can whistle and speak."*  
**3 marks for three pieces of supporting evidence, e.g.**  
*"The poet uses personification to describe the sea, for example, 'It plays with the clouds; it mocks the skies'. The poet also says the sea can whistle and speak. In the fourth verse, the poet describes the sea as 'a mother'."*  
(AF6)

## Test 6 — Pages 17-19

- 1. 1 mark**  
*'fascination paralysed my actions'*  
(AF2)
- 2. 1 mark**  
*Metaphor*  
(AF5)
- 3. 1 mark**  
*evening*  
(AF3)
- 4. 1 mark for all four correct**  
*The narrator speaks to his neighbour.* [3]  
*A rod rises up out of the spacecraft.* [2]  
*The neighbour is seen heading towards Woking.* [5]  
*The narrator sees the Martians emerge from the cylinder.* [1]  
*The narrator climbs a small hill to get a better view.* [4]  
(AF4)
- 5. 1 mark**  
*'ugly brutes'*  
(AF2)
- 6. 1 mark for one piece of supporting evidence, e.g.**  
*"People have gathered around the pit to see what's happening."*  
**2 marks for two pieces of supporting evidence, e.g.**  
*"People have gathered around the pit to see what's happening. The narrator has a feeling of 'fascination' at the crash landing."*

# Answers

**3 marks for three pieces of supporting evidence, e.g.**

*"People have gathered around the pit to see what's happening. The narrator has a feeling of 'fascination' at the crash landing, and he feels a 'passionate longing to peer into it'."*

(AF6)

## Set B

### Test 1 — Pages 21-23

**1. 1 mark**

*It runs in the school holidays.*

(AF3)

**2. 1 mark for either of the following:**

*a fortnight or two weeks*

(AF2)

**3. 1 mark**

*cooking for everyone*

(AF2)

**4. 1 mark for two or three correct**

**2 marks for all four correct**

*You might be in the Kingfishers team at Fierce Forest. — False*

*Fierce Forest is suitable for*

*11-year olds. — True*

*Everyone gets to go treetop exploring. — False*

*There are four different activities to choose from. — False*

(AF3)

**5. 1 mark for making a simple comment, e.g.**

*"By mentioning all the things you can do."*

**2 marks for points covering both prompts, or a point covering one prompt with evidence, e.g.**

*"The author uses exciting language and attractive pictures." OR "The author uses exciting language, like 'amazing'."*

**3 marks for points covering both prompts with evidence, e.g.**

*"The author uses exciting language like 'amazing' and includes photos to make the camp look fun. The last paragraph also makes it sound easy to sign up for the camp."*

(AF6)

# Answers

## Test 2 — Pages 24-26

- 1. 1 mark**  
*an interview*  
(AF7)
- 2. 1 mark**  
*opinion*  
(AF6)
- 3. 1 mark**  
*To ask them to support conservation*  
*(in the area).*  
(AF2)
- 4. 1 mark for any two of the following:**  
*caring for the environment*  
*teaching others to care for the*  
*environment*  
*campaigning*  
*talking to school children,*  
*litter picking*  
*travelling around the world*  
*learning how other countries care for the*  
*environment*  
(AF2)
- 5. 1 mark for a sensible answer, e.g.**  
*"They always need more people*  
*to help with conservation."* OR  
*"Conservationists always want more*  
*volunteers to help them."*  
(AF5)
- 6. 1 mark for making a simple comment**  
**on Pete's viewpoint, e.g.**  
*"You shouldn't build your offices in the*  
*Lake District."*  
**2 marks for giving Pete's viewpoint,**  
**with one piece of supporting**  
**evidence, e.g.**  
*"You shouldn't build offices in the Lake*  
*District because they might damage the*  
*'rare and fascinating wildlife'."*

**3 marks for giving Pete's viewpoint,**  
**with two pieces of supporting**  
**evidence, e.g.**

*"You shouldn't build offices in the Lake*  
*District because they might damage the*  
*'rare and fascinating wildlife'. We also*  
*need to 'protect the environment for the*  
*future', and offices would damage the*  
*landscape."*  
(AF3)

## Test 3 — Pages 27-29

- 1. 1 mark**  
*Legend*  
(AF7)
- 2. 1 mark for a sensible answer, e.g.**  
*Because he wanted to go back to*  
*Greece. OR Because the King*  
*wouldn't let him leave.*  
(AF3)
- 3. 1 mark for a sensible answer, e.g.**  
*The birds were very agile. OR*  
*The birds moved gracefully.*  
(AF5)
- 4. 1 mark for a sensible answer, e.g.**  
*Because he didn't want the King to*  
*find out.*  
(AF3)
- 5. 1 mark for a sensible answer, e.g.**  
*He is foolish to ignore his father's*  
*warning.*  
(AF6)
- 6. 1 mark for making a simple**  
**comment, e.g.**  
*"Icarus flies too close to the sun."*

# Answers

**2 marks for an answer which mentions two events in order, e.g.**

*“Daedalus and Icarus fly towards Greece, but then Icarus flies so high that his wings melt.”*

**3 marks for an answer which mentions at least three events in order, e.g.**

*“Daedalus and Icarus put their wings on, and Daedalus warns his son not to fly too close to the sun otherwise the wings will melt. Then they take off, but Icarus does fly too close to the sun, so he falls into the sea and drowns.”*

(AF2)

**5. 1 mark for a sensible answer, e.g.**

*The support is very important. OR  
You can't put a price on the support it provides. OR The support makes a big difference to the Martin family.*

(AF5)

**6. 1 mark for a sensible answer without a reason, e.g.**

*“She feels very happy.” OR  
“She is grateful.”*

**2 marks for a sensible answer with supporting evidence, e.g.**

*“She feels grateful because she enjoys going to St. Mary's Hospital.”*

(AF3)

## Test 4 — Pages 30-32

**1. 1 mark for two or three correct  
2 marks for all four correct**

*The Fun Day began at 9am. — False  
The ‘Soak a Teacher’ event was at 4pm.  
— True*

*Sophia's mother is Mary Martin. —  
False*

*The Fun Day raised £1000 in total. —  
False  
(AF2)*

**2. 1 mark**

*She says it was ‘one of the most entertaining’ activities.  
(AF6)*

**3. 1 mark**

*Because he has taken part in the ‘Soak a Teacher’ event.  
(AF3)*

**4. 1 mark for either of the following:**

*Once a fortnight. OR  
Once every two weeks.  
(AF2)*

## Test 5 — Pages 33-35

**1. 1 mark for an answer which recognises that this is a discussion text, e.g.**

*To discuss the points for and against buying tablets for the school.  
(AF6)*

**2. 1 mark for one correct  
2 marks for both correct**

*They could help some students to work more quickly.*

*They could provide new teaching methods.  
(AF3)*

**3. 1 mark  
endless  
(AF5)**

**4. 1 mark  
They could break.  
(AF2)**

# Answers

5. 1 mark for any one correct answer,  
e.g.

'Firstly', 'Additionally', 'However'  
(AF4)

6. 1 mark for a simple comment, e.g.

"The teacher thinks that they would be a  
good idea."

2 marks for an answer that covers the  
conclusion and the drawback, e.g.

"The teacher thinks that they would be a  
good idea, even though they might cost  
a lot."

(AF2)

## Test 6 — Pages 36-38

1. 1 mark

To entertain the reader  
(AF6)

2. 1 mark

the Lords and Ladies  
(AF2)

3. 1 mark

'yawning'  
(AF5)

4. 1 mark

Because he has been laughing.  
(AF3)

5. 1 mark for any of the following:

'Your Royal Highness'

'Your Wonderfulness'

'Your Majesty'

'Sire'

'Your Joyfulness'

(AF2)

6. 1 mark for all correct

Jeremy tells the king that the pigs are  
flying. [3]

The page introduces Jeremy to the king.  
[1]

The king suggests that Jeremy joins the  
court jesters. [4]

The page starts to escort Jeremy out of  
the room. [5]

Jeremy kneels in front of the king. [2]  
(AF4)

7. 1 mark for a sensible answer which  
mentions one event, e.g.

"Jeremy will bring a pig into the room."

2 marks for a sensible answer which  
mentions two events, e.g.

"Jeremy will bring a flying pig into the  
room and the king will faint in shock."  
(AF3)

# Answers

## Set C

### Test 1 — Pages 40-42

**1. 1 mark**

*To warn the reader about being greedy.*  
(AF6)

**2. 1 mark for a sensible answer, e.g.**

*It was golden.* OR *It was shiny.*  
(AF5)

**3. 1 mark for one of the following, or  
2 marks for two of the following:**

*there had been no rain for months*  
*the waterholes had dried up*  
*the grass was greener in the north*  
*there was more rain in the north*  
(AF2)

**4. 1 mark for any one of the following:**

*'licked his lips'*  
*'mouth watering'*  
*'empty stomach'*  
*'tired from lack of food'*  
(AF2)

**5. 1 mark for one piece of  
supporting evidence, e.g.**

*"The lion is 'strong and swift'."*

**2 marks for two pieces of supporting  
evidence, or an answer that  
comments on one piece of evidence  
e.g.**

*"The lion is 'strong and swift' and his  
mane looks like a crown." OR*  
*"The other animals 'trembled' when the  
lion roared, which suggests he is more  
powerful than them."*

**3 marks for three pieces of supporting  
evidence, or an answer that  
comments on two pieces of evidence  
e.g.**

*"The other animals 'trembled' when  
the lion roared, he is 'strong and swift'  
and his mane looks like a crown." OR*  
*"The other animals 'trembled' when the  
lion roared, which suggests he is more  
powerful than them. He usually eats lots  
of the other animals, which also shows  
he is the most powerful."*  
(AF3)

### Test 2 — Pages 43-45

**1. 1 mark for any one of the following:**

*walk along the city walls*  
*visit the Dewa Roman Experience*  
*see what a street might have been like*  
*try on armour*  
*visit the amphitheatre*  
(AF2)

**2. 1 mark for either of the following:**

*'walk around the cathedral' OR*  
*'have a picnic in Grosvenor Park'*  
(AF2)

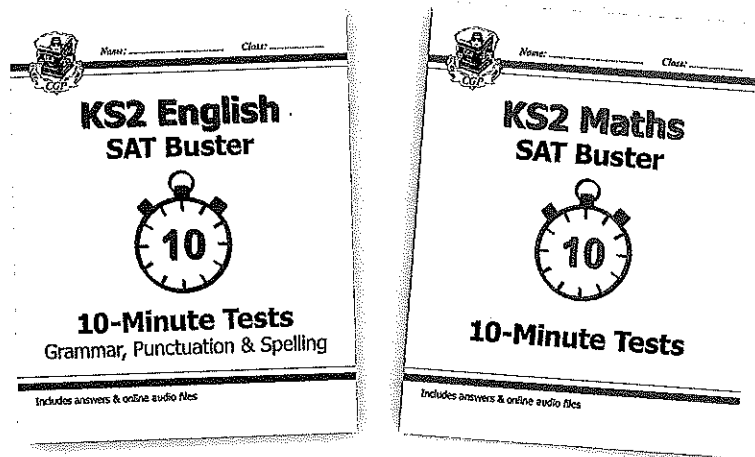
**3. 1 mark for either of the following:**

*'superb (facilities)' OR*  
*'spacious (gym)'*  
(AF5)

**4. 1 mark for a sensible answer, e.g.**

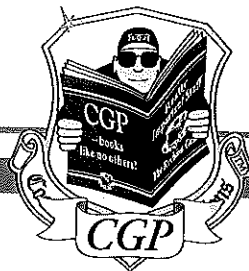
*They make the different information in  
the text easy to find.*  
(AF4)

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