Key stage 1

English reading test mark schemes

Paper 1: reading prompt and answer booklet

Paper 2: reading answer booklet

Standards & Testing Agency

Contents

1. Introduction

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

The 2019 test assesses the current national curriculum, which was updated in 2014. This test has been developed to meet the specification set out in the test framework[1] for English reading at key stage 1. It assesses the aspects of comprehension that lend themselves to a paper test.

A new test and new mark schemes are produced each year.

The key stage 1 test will be marked in schools to inform teacher assessment.

Scaled score conversion tables are not included in this document. Conversion tables are produced as part of the standards maintenance process. Scaled score conversion tables[2] for the 2019 tests will be published in June 2019.

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

2. Structure of the test

The key stage 1 English reading test comprises:

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

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1 www.gov.uk/government/publications/key-stage-1-english-reading-test-framework
2 www.gov.uk/guidance/scaled-scores-at-key-stage-1

3. Content domain coverage

The 2019 test meets the specification in the test framework. Tables 1 and 2 set out the areas of the content domain that are assessed in Papers 1 and 2.

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

Table 1: Content domain coverage for Paper 1

	1a	1b	1c	1d	1e
	Draw on knowledge of vocabulary to understand texts.	*Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.*	*Identify and explain the sequence of events in texts.*	*Make inferences from the text.*	*Predict what might happen on the basis of what has been read so far.*
Qu.	**Section 1: My Big Brother JJ**				
1		1			
2		1			
3		1			
4				1	
5		1			
6		1			
7		1			
8	1				
9		1			
10				1	
11				1	
	Section 2: What Is A Cowboy?				
12		1			
13		1			
14		1			
15		1			
16				1	
17				1	
18		1			
19		1			
20		1			

Table 2: Content domain coverage for Paper 2

	1a	1b	1c	1d	1e
	Draw on knowledge of vocabulary to understand texts.	Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.	Identify and explain the sequence of events in texts.	Make inferences from the text.	Predict what might happen on the basis of what has been read so far.
Qu.	**Section 1: Liam the Park Keeper**				
1		1			
2		1			
3	1				
4		1			
5	1				
6		1			
7				1	
8	1				
9		2			
Section 2: Dora the Storer					
10		1			
11		1			
12	1				
13				2	
14				1	
15				1	
16	1				
17		1			
18				1	

4. Explanation of the mark schemes

Those marking the test should familiarise themselves with the marking guidance in section 4.1 of this document before applying the mark schemes.
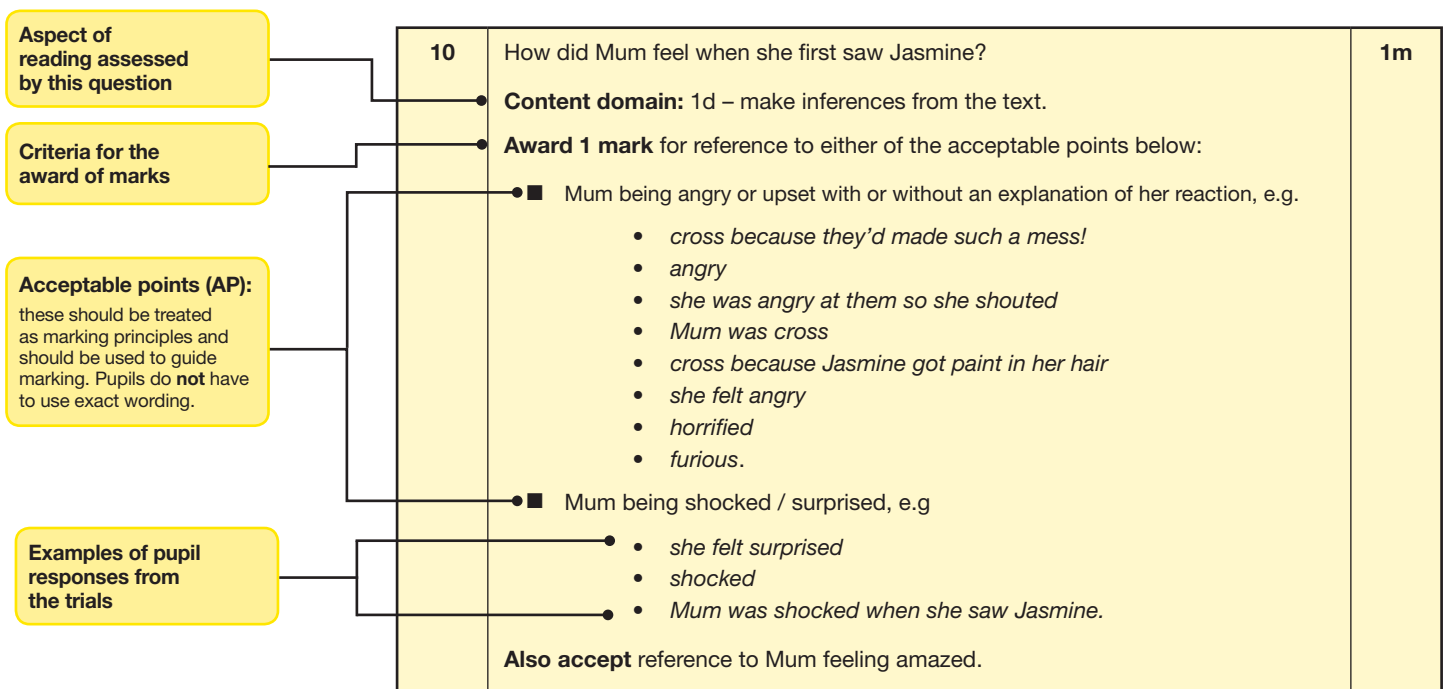
The number of marks available for each item is indicated below the marking circles on the test papers. All questions in Paper 1 are worth 1 mark and questions in Paper 2 are worth either 1 or 2 marks. Incorrect or unacceptable answers are given a mark of 0. No half marks are awarded.

The practice questions are not marked as they are completed by the pupils together with the test administrator as an introduction to the test.

The mark schemes contain the following information for each question:

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

The diagram below exemplifies the content of the mark schemes:

Aspect of reading assessed by this question

Criteria for the award of marks

Acceptable points (AP): these should be treated as marking principles and should be used to guide marking. Pupils do **not** have to use exact wording.

Examples of pupil responses from the trials

10	How did Mum feel when she first saw Jasmine?	1m

Content domain: 1d – make inferences from the text.

Award 1 mark for reference to either of the acceptable points below:

- ■ Mum being angry or upset with or without an explanation of her reaction, e.g.
  - *cross because they'd made such a mess!*
  - *angry*
  - *she was angry at them so she shouted*
  - *Mum was cross*
  - *cross because Jasmine got paint in her hair*
  - *she felt angry*
  - *horrified*
  - *furious*.
- ■ Mum being shocked / surprised, e.g
  - *she felt surprised*
  - *shocked*
  - *Mum was shocked when she saw Jasmine.*

Also accept reference to Mum feeling amazed.

4.1 Applying the mark schemes

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

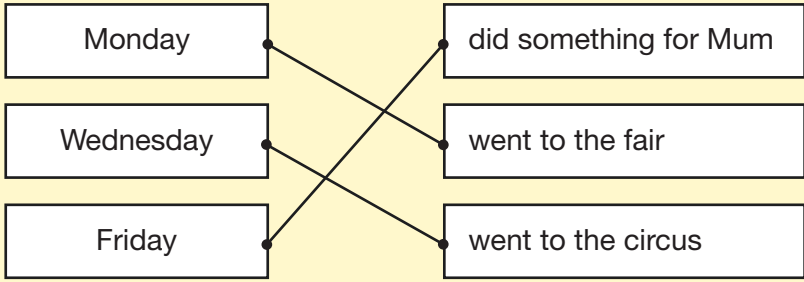| Mark scheme	Explanation
■ Square bullets	Square bullets indicate acceptable points that can be credited in a pupil's response. They must be treated as marking principles, **not** as the exact response a pupil needs to give.
• Round bullets	Round bullets indicate examples of frequently occurring responses given by pupils during trialling. There are many ways for pupils to express an acceptable answer. Those marking the test must focus on the **content** of what has been written and not on the quality, expression or grammatical construction of the response.
Use of brackets in acceptable points	Brackets provide additional information that is relevant to the required response, but is **not** required for the award of the mark.
Do not accept	**Do not accept** indicates commonly occurring but incorrect answers that should not be credited.
Possible ambiguity	Pupils who write a correct and an incorrect answer should be awarded for the correct answer. This principle must be carefully applied in conjunction with the mark scheme for each question.
'Find and copy' questions	For 'find and copy' questions, introductions such as 'the answer is (…)' / 'it is (…)' and plausible misspellings are permitted.
Use of brackets in 'find and copy'	For 'find and copy' questions, the correct answer is indicated by the word(s) outside the brackets. The word(s) inside the brackets indicate any additional word(s) allowable for the award of the mark. The words inside the brackets are not creditworthy if given alone.
Minor copying errors / plausible misspellings	Minor copying errors and plausible misspellings are permitted in responses to all questions.
Tick boxes and tables	Accept any clear indication of the correct response, including crosses, underlining and circling answers.
Drawing lines to 'match' boxes	Accept lines that do not touch the boxes, providing the intention is clear.
Circling / underlining	Accept any clear indication of the correct response, including ticks, underlining and circling answers.

5. Internal moderation procedures

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

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

Section 1: *My Big Brother JJ*

Qu.	Requirement	Mark
1	Draw **three** lines to show what Jasmine and JJ did on each day. **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for all three lines joined to the correct boxes: Monday — went to the circus Wednesday — went to the fair Friday — did something for Mum	**1m**

| 2 | What did Jasmine and JJ see at the circus?

Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for reference to acrobats (swinging).

Also accept reference to a (big) tent.

Do not accept reference to a circus / the circus. | **1m** |

Section 1: *My Big Brother JJ*

Qu.	Requirement	Mark
3	Why did JJ agree to paint the shed wall? **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for reference to either of the acceptable points below: ■ JJ thinking that the wall looked boring / JJ not liking the colour, e.g. • *he said the colour was boring* • *it was a boring colour* • *it was dull* • *because he did not like the colour*. ■ JJ wanting to make the wall look better, e.g. • *so it would be more colourful* • *he wanted it to look nicer*. **Do not accept** reference to JJ not liking the wall without reference to the colour.	1m

Qu.	Requirement	Mark
4	Why did JJ paint the top of the shed? **Content domain:** 1d – make inferences from the text. Secondary content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for: Jasmine didn't like painting. ☐ The steps were dangerous. ☑ He knew what to paint. ☐ Mum would like what he painted. ☐	1m

Section 1: *My Big Brother JJ*

Qu.	Requirement	Mark
5	Why did Jasmine climb the steps? **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for reference to Jasmine wanting to see the top of the picture / shed, e.g. • *so she could look at the top of the picture* • *to see the top of the shed* • *because she wanted to see the top of the painting*. **Also accept** relevant text lifts from the following sentence: *I wanted to see the top of our picture so I climbed the steps*, e.g. • *I wanted to see the top of our picture*.	1m

Qu.	Requirement	Mark
6	Why did Jasmine drop the brushes? **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for: The steps moved. ☑ JJ told her to. ☐ The brushes were dirty. ☐ Mum was angry. ☐	1m

Section 1: *My Big Brother JJ*

Qu.	Requirement	Mark
7	What happened when Jasmine dropped the brushes? **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for reference to any of the acceptable points below: ■ the paint splashing, e.g. • *paint splashed* • *paint splashed around*. ■ the paint splashing onto the shed / picture / everywhere, e.g. • *paint splashed all over the place* • *lots of paint went everywhere* • *it made a big splash* • *red, white, green and yellow droplets flew in the sky* • *she got paint all over* • *paint landed on the painting*. ■ the paint splashing onto Jasmine / Jasmine's clothes, e.g. • *she got covered in paint* • *great splashes of paint fell on her clothes* • *the paint splatted at her* • *red and white splashes dropped on top of her* • *paint went all over her*. ■ making a mess, e.g. • *it got all messy* • *she got very dirty* • *she got in a mess*. ■ Jasmine's reaction to the paint spilling, e.g. • *she thought her mum would be cross* • *Jasmine wailed* • *Jasmine got worried*. **Also accept** relevant text lifts from the following sentence: *Red, white, green and yellow droplets flicked all over the sky at the top of our lovely painting*, e.g. • *red, white, green and yellow droplets flicked all over the sky* • *red, white, green and yellow droplets flicked all over our lovely painting*.	1m

Section 1: *My Big Brother JJ*

Qu.	Requirement	Mark

8	**Find** and **copy two** words that tell you how JJ and Jasmine tried to clean off the paint.
	
	Content domain: 1a – draw on knowledge of vocabulary to understand texts.
	
	Award 1 mark for any of the acceptable points below:
	
	■ **1.** *(we) rubbed (it)*
	   2. *(we) scrubbed (it)*
	
	■ **1.** *(we) scrubbed (it)*
	   2. *(we) rubbed (it)*
	
	■ *(we) rubbed and scrubbed (it)*
	
	Go to page 7 for more guidance on marking this question.
		1m

| 9 | When Mum came home, where did she first see the paint?

Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Award 1 mark for reference to any of the acceptable points below:

■ Jasmine's hair, e.g.

   • *on Jasmine's hair*
   • *all over her hair*
   • *the paint was on her head*
   • *you have got paint all over your hair*
   • *at the top of her head*.

■ Jasmine's clothes, e.g.

   • *on Jasmine's clothes*
   • *she saw the paint on her clothes*
   • *it was all over Jasmine's clothes*.

■ Jasmine (without reference to her hair or clothes), e.g.

   • *all over Jasmine*
   • *Jasmine*
   • *on Jasmine*
   • *Mum first saw paint on Jasmine*. | 1m |

Section 1: *My Big Brother JJ*

Qu.	Requirement	Mark

10	How did Mum feel when she first saw Jasmine?
	
	Content domain: 1d – make inferences from the text.
	
	Award 1 mark for reference to either of the acceptable points below:
	
	■ Mum being angry or upset with or without an explanation of her reaction, e.g.
	
	    • *cross because they'd made such a mess!*
	    • *angry*
	    • *she was angry at them so she shouted*
	    • *Mum was cross*
	    • *cross because Jasmine got paint in her hair*
	    • *she felt angry*
	    • *horrified*
	    • *furious*.
	
	■ Mum being shocked / surprised, e.g.
	
	    • *she felt surprised*
	    • *shocked*
	    • *Mum was shocked when she saw Jasmine*.
	
	Also accept reference to Mum feeling amazed.
		1m

| 11 | What did Mum describe as *sparkling fireworks*?

Content domain: 1d – make inferences from the text.

Award 1 mark for:

the sky that JJ painted   ☐
the basketball net and red ball   ☐
the flowers that Jasmine painted   ☐
the splashes of paint   ☑ | 1m |

Section 2: *What Is A Cowboy?*

Qu.	Requirement	Mark
12	Which **two** pieces of clothing did cowboys use to protect their faces from the weather? **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for reference to both of the acceptable points below: ■ a Stetson / hat ■ a bandana / scarf. **Also accept** reference to the brim of the Stetson / hat.	1m
13	Write **one** item that cowboys used for working with animals. **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for reference to a lasso / rope.	1m
14	What covered most of the land in North America two hundred years ago? **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for reference to (a huge area of) grass.	1m

15	What job did the cowboys do?
	
	Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
	
	Award 1 mark for reference to either of the acceptable points below:
	
	■ moving cows / cattle, e.g.
	  • *moved cows from place to place*
	  • *moved the cattle*
	  • *cowboys were needed to move the cows from one place to another*.
	■ looking after or keeping cows / cattle, e.g.
	  • *looked after the cows*
	  • *kept cows on his land*
	  • *kept cows.*
		1m

Section 2: *What Is A Cowboy?*

Qu.	Requirement	Mark
16	Why did cowboys become friends with each other? **Content domain:** 1d – make inferences from the text. Secondary content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for reference to any of the acceptable points below: ■ the length of time the cowboys spent together, e.g. • *they spent months together* • *for months they lived together*. ■ cowboys living and / or working together, e.g. • *they worked together so became friends* • *they lived together* • *they helped each other with work* • *they lived and worked together* • *because they had to work together*. ■ the length of time it took to move the cattle / cows e.g. • *it took so long to move the cows* • *to move the cattle it took months* • *because moving the cattle from one place to another could take months*.	1m

Section 2: *What Is A Cowboy?*

Qu.	Requirement	Mark
17	Why did horses have to be strong? **Content domain:** 1d – make inferences from the text. **Award 1 mark** for reference to any of the acceptable points below: ■ the amount / weight of things that the horses had to carry, e.g. *because they carry all sorts of heavy stuff* *they had to carry everything* *to carry water bottles and cowboys* *they hold lots of bags* *so they could carry the cowboy and the bags and the water* *because they had to carry heavy things* *if horses aren't strong they can't carry too much*. ■ the distance the horses had to cover / the stamina of the horses, e.g. *they had to walk a long way* *they walked every day for months* *they travelled so far* *so the cowboys can go somewhere far away* *because they walk a lot*. ■ the horses being ridden by / carrying cowboys, e.g. *cowboys ride them all the time* *to carry cowboys*. **Do not accept** responses which give only one thing the horses carried (this is not enough to indicate the need for strength), e.g. *to carry the water* *to carry a bag* *so they could carry water on their backs*. **Do not accept** responses which indicate only that the horses had to carry things (without indicating that the things were heavy or numerous), e.g. *because they had to carry stuff* *to carry things*.	1m

Section 2: *What Is A Cowboy?*

Qu.	Requirement	Mark
18	Where is the cowboy in the song from? **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for reference to Texas. **Also accept** reference to (North) America.	**1m**

Qu.	Requirement	Mark

19	What skill did all cowboys need?
	
	 Content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
	
	 Award 1 mark for reference to either of the acceptable points below:
	
	 ■ the ability to ride horses, e.g.
	   • *be able to ride*
	   • *horse riding*
	   • *to ride a horse*
	   • *ride horses.*
	
	 ■ being able to look after or catch cows / cattle, e.g.
	   • *look after cows*
	   • *to use a lasso*
	   • *catching cows*
	   • *catch the cows.*
		1m

Section 2: *What Is A Cowboy?*

Qu.	Requirement	Mark
20	Real cowboys are different from cowboys in films. Put **three** more ticks in the table to show what cowboys are like. One has been done for you. **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for all three boxes correctly ticked.	1m

	real cowboys	cowboys in films
have adventures		✓
are clean		✓
are dirty	✓	
are old	✓	

7. Mark schemes for Paper 2: reading answer booklet

Section 1: *Liam the Park Keeper*

Qu.	Requirement	Mark
1	Liam works… **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for: outside all of the time.　✓ at a desk when it is cold outside.　☐ outside when it is sunny.　☐ at a desk all of the time.　☐	1m
2	Which area of the park does Liam keep particularly nice for visitors? **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for reference to the rose garden / roses, e.g. • *the rose(s)* • *the rose part* • *rose garden.* **Do not accept** reference to the garden without reference to the roses.	1m
3	Look at page 4. Liam can find his work difficult. **Find** and **copy one** word that tells you that Liam's work is difficult. **Content domain:** 1a – draw on knowledge of vocabulary to understand texts. **Award 1 mark** for *(very) demanding (job)*. Go to page 7 for more guidance on marking this question.	1m

Section 1: *Liam the Park Keeper*

Qu.	Requirement	Mark
4	Look at page 5. Liam's daily tasks can change. What **two** things can make his tasks change? Tick **two**. **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. Secondary content domain: 1d – make inferences from the text. **Award 1 mark** for both boxes ticked correctly: the team ☐ the trees ☐ the visitors ☐ the weather ☑ the season ☑	1m
5	*As the flowers fade*… This means that the flowers… **Content domain:** 1a – draw on knowledge of vocabulary to understand texts. **Award 1 mark** for: turn into weeds. ☐ become brighter in colour. ☐ begin to die away. ☑ are ready for planting. ☐	1m
6	What does the winter frost help to do? **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for reference to breaking up the soil, e.g. • *helps break up the soil* • *to break the soil* • *the winter frost helps to break up the soil*.	1m

Section 1: *Liam the Park Keeper*

Qu.	Requirement	Mark
7	Look at page 7. Being a park keeper is a good job for Liam. Why? **Content domain:** 1d – make inferences from the text. Secondary content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for reference to any of the acceptable points below: ■ enjoying the open air / being outside / not sitting at a desk all day, e.g. • *he likes being in the fresh air* • *because he likes to be outside* • *Liam likes being a park keeper because park keepers go outside and he likes being outside.* ■ keeping active / fit / not sitting at a desk all day, e.g. • *staying active* • *being a park keeper is active* • *he doesn't have to sit at a desk* • *because it keeps him fit*. ■ seeing the enjoyment of the visitors, e.g. • *he sees the visitors enjoying it* • *seeing them enjoying the park gives him a real sense of achievement.* ■ being able to spend contemplative / quiet time in the park, e.g. • *he likes the peace and quiet* • *he enjoys the park quietly in his spare time.* ■ enjoying the team work / camaraderie / chatting to his colleagues, e.g. • *Liam has fun with the other park keepers* • *Liam likes to be a park keeper because he enjoys spending time with the other park keepers* • *because he gets to talk to the other park keepers.* ■ enjoying watching the plants grow / gardening / caring for the plants, e.g. • *because of the roses growing* • *he likes gardening* • *he loves to grow plants.* ■ listening to the birds sing / looking at the plants / trees, e.g. • *it is because he can listen to the birds sing* • *he likes listening to the birds* • *because he likes looking at his bright flowers.* **Do not accept** generic responses which are not based on the text, e.g. • *he has fun* • *because he likes it*.	1m

Section 1: *Liam the Park Keeper*

Qu.	Requirement	Mark
8	Look at page 7. What makes Liam feel proud and gives him *a real sense of achievement*? **Content domain:** 1a – draw on knowledge of vocabulary to understand texts. Secondary content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for: keeping fit and active ☐ watching the shrubs and plants grow ☐ working as a team with the other park keepers ☐ watching visitors enjoy the gardens ✓	1m

Qu.	Requirement	Mark
9	Put ticks in the table to show which sentences are **true** and which are **false**. **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. Secondary content domain: 1d – make inferences from the text. **Award 1 mark** for three boxes ticked correctly; **award 2 marks** for all four boxes ticked correctly.	Up to 2m

Sentence	True	False
Liam does the same jobs every day.		✓
Liam always works alone.		✓
Liam sometimes cuts the grass and the bushes.	✓	
Liam's work is often dirty.	✓	

Section 2: *Dora the Storer*

Qu.	Requirement	Mark
10	Look at the beginning of the story. What was different about Dora's things? **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. Secondary content domain: 1d – make inferences from the text. **Award 1 mark** for: She bought them in the shop. ☐ Someone gave them to her. ☐ She made them herself. ☐ They had been thrown away. ✓	**1m**

Qu.	Requirement	Mark
11	What sort of things did Dora choose to collect? **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for: expensive things ☐ colourful things ☐ things that might be useful ✓ things that she could sell ☐	**1m**

Qu.	Requirement	Mark
12	It was difficult to get the piece of paper through Dora's letter box. **Find** and **copy one** word that tells you this. **Content domain:** 1a – draw on knowledge of vocabulary to understand texts. **Award 1 mark** for *squeezed*. Go to page 7 for more guidance on marking this question.	**1m**

Section 2: *Dora the Storer*

Qu.	Requirement	Mark
13	Why did Dora want to give things to the jumble sale? Write **two** reasons. **Content domain:** 1d – make inferences from the text. **Award 1 mark** for any of the acceptable points below, up to a maximum of **2 marks**. ■ Dora wishing to reduce her possessions, e.g. • *Dora had too many things* • *she was fed up with so many things* • *she had too much stuff*. ■ Dora being, or wanting to be, generous, e.g. • *she was generous* • *'I must be generous'* • *she wanted to be generous*. ■ Dora's lack of space, e.g. • *because she wanted to have space* • *Dora had no room* • *she had no space to eat or cook*. ■ Dora having an untidy / messy house, e.g. • *she couldn't find her glasses* • *her house is a mess*. ■ Dora wanting to help a good cause, e.g. • *because the jumble sale was for charity* • *because it was going to the good cause* • *because it was for a very good cause*. **Do not accept** reference to Dora wanting to sell her things (without further explanation) / make money, e.g. • *she wanted to sell her old things* • *to get money* • *she didn't have much money*.	**Up to 2m**

Section 2: *Dora the Storer*

Qu.	Requirement	Mark

14	Dora cried as she pushed her pram away for the last time.
	Why was she sad?
	
	Content domain: 1d – make inferences from the text.
	Secondary content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
	
	Award 1 mark for reference to any of the acceptable points below:
	
	■ Dora loving her things / her things being precious, e.g.
	
	    • *she loved her things*
	    • *her things were really precious*
	    • *because she loved all of her precious stuff*.
	
	■ Dora giving her things away, e.g.
	
	    • *she gave her things away to charity*
	    • *she sent her things to the jumble sale*
	    • *her stuff was gone because she gets rid of all her precious finds*.
	
	■ Dora missing her things, e.g.
	
	    • *because she missed her things*
	    • *she missed her things once she gave them to charity*
	    • *because she was going to miss them*.
	
	■ Dora feeling sad about parting with her things, e.g.
	
	    • *because she wanted to keep them*
	    • *she had to say goodbye to her things*
	    • *it was the last time she would see her things*.
	
	■ Dora wanting her things back, e.g.
	
	    • *because she wanted her stuff back*
	    • *she really wanted her stuff back*
	    • *because she wanted the things back*.
	
	■ Dora thinking her things might be missing her, e.g.
	
	    • *because she thought the things felt unloved*
	    • *she could hear the things calling save us*
	    • *her stuff missed her*.
		1m

Section 2: *Dora the Storer*

Qu.	Requirement	Mark
15	During the night, Dora decided to… **Content domain:** 1d – make inferences from the text. **Award 1 mark** for: bring back everything she had taken to the jumble sale. ✓ go to the jumble sale to buy new things. ☐ make sure her things were sold at the jumble sale. ☐ take even more things to the jumble sale. ☐	1m
16	**Circle two** words that show Dora was in a rush to get back to the hall the next morning. *When the sun came up, Dora dressed quickly and raced up to the hall. She could see her things through the window, waiting to be sold.* **Content domain:** 1a – draw on knowledge of vocabulary to understand texts. Secondary content domain: 1d – make inferences from the text. **Award 1 mark** for **both** *quickly* **and** *raced* circled, i.e. *When the sun came up, Dora dressed (quickly) and (raced) up to the hall. She could see her things through the window, waiting to be sold.* **Also accept:** *When the sun came up, Dora dressed (quickly and raced) up to the hall. She could see her things through the window, waiting to be sold.* *When the sun came up, Dora (dressed quickly) and (raced) up to the hall. She could see her things through the window, waiting to be sold.* *When the sun came up, Dora (dressed quickly and raced up) to the hall. She could see her things through the window, waiting to be sold.*	1m

Section 2: *Dora the Storer*

Qu.	Requirement	Mark
16 (cont.)	*When the sun came up, Dora dressed ⟨quickly⟩ and ⟨raced up⟩ to the hall. She could see her things through the window, waiting to be sold.* *When the sun came up, Dora ⟨dressed quickly⟩ and ⟨raced up⟩ to the hall. She could see her things through the window, waiting to be sold.* *When the sun came up, Dora dressed ⟨quickly and raced up⟩ to the hall. She could see her things through the window, waiting to be sold.* *When the sun came up, Dora ⟨dressed quickly and raced⟩ up to the hall. She could see her things through the window, waiting to be sold.* **Please note** – pupils may use one circle to encompass both correct responses. This should be credited.	

17	The boy and the old man wanted to buy something at the jumble sale. The boy wanted to buy a _____. The old man wanted to buy a _____. **Content domain:** 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. Secondary content domain: 1d – make inferences from the text. **Award 1 mark** for **both** sentences completed correctly: • The boy wanted to buy a **bike / bicycle**. • The old man wanted to buy a **lampshade / lamp**.	**1m**

Section 2: *Dora the Storer*

Qu.	Requirement	Mark
18	Why did Dora decide **not** to buy her things back? **Content domain:** 1d – make inferences from the text. Secondary content domain: 1b – identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information. **Award 1 mark** for: She thought that the jumble sale was too busy. ☐ She did not see anything she liked. ☐ She saw that other people wanted her things. ✓ She did not have enough money to buy her things back. ☐	1m

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