



## 2024 Key Stage 1 Reading Mark Scheme - All on One A4 Sheet

This is the 'bare bones' of the mark scheme without examples. Full mark schemes can be found [here](#)  
 AA: Allow accept DNA: Do not accept Aft: Acceptable Point. Each question is worth 1 mark unless otherwise stated  
 \* indicates more guidance or examples are in the full mark scheme



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### Paper 1 Section 1: Spider Monkeys

Qs.	Answer
1	swarm and/or wet
2	Option 2: do not often walk on the ground Both of the acceptable points below:
3	<ul style="list-style-type: none"> <li>fruit</li> <li>seeds</li> </ul> DNA any other foods e.g. flowers, bark, insects, eggs
4*	Any of the acceptable points below: <ul style="list-style-type: none"> <li>the availability of bark</li> <li>the large quantity of trees</li> <li>the spider monkey's habitat</li> </ul> DNA reference to the monkeys' preference for bark
5*	Any two of the acceptable points below: <ul style="list-style-type: none"> <li>the strength of the monkeys' tails</li> <li>the ability of the monkeys' tails to grip</li> <li>the (hairless) patch at the end of the monkeys' tails</li> <li>the monkeys' tails being like a third arm</li> </ul>
6	Option 1: travel in the treetops Any two of the acceptable points below:
7	<ul style="list-style-type: none"> <li>black</li> <li>brown</li> <li>gold</li> </ul> DNA combinations of correct and incorrect colours
8*	The way spiders stretch (their arms and legs) AA reference to spider monkeys moving like spiders DNA reference to spider monkeys looking like they are dangling / hanging: (from webs)
9	Option 3: They are very noisy
10	troop

### Paper 1 Section 2: Izzy's Talent

Qs.	Answer								
11*	Lunchtime								
12	Option 2: spun								
13	The (school) hall								
14	Option 3: Carry on practising.								
15	<table><tr><td>teacher.</td><td><input type="checkbox"/></td><td>teacher.</td><td><input checked="" type="checkbox"/></td></tr><tr><td>dad.</td><td><input type="checkbox"/></td><td>friend.</td><td><input type="checkbox"/></td></tr></table>	teacher.	<input type="checkbox"/>	teacher.	<input checked="" type="checkbox"/>	dad.	<input type="checkbox"/>	friend.	<input type="checkbox"/>
teacher.	<input type="checkbox"/>	teacher.	<input checked="" type="checkbox"/>						
dad.	<input type="checkbox"/>	friend.	<input type="checkbox"/>						
16*	<p>Either of the acceptable points below:</p> <ul style="list-style-type: none"><li>• Ben having an idea</li><li>• Ben knowing how to help Izzy</li></ul> <p>DNA, reference to the fair without elaboration</p>								
17*	<p>Either of the acceptable points below:</p> <ul style="list-style-type: none"><li>• the evening / night</li><li>• the next day</li></ul>								
18	<p>Both of the acceptable points below:</p> <ul style="list-style-type: none"><li>• dancers / dancing</li><li>• jugglers / juggling</li></ul> <p>DNA, reference to lots of (other) acts.</p>								
19	<p>(Ben) waving</p> <p>DNA, references to Ben laughing</p>								
20	Reference to making people laugh								

### Paper 2 Section 1: The History of Hats

Qs.	Answer
1	Option 4: thought it was polite
2	Option 1: scattered Either of the acceptable points below:
3*	<ul style="list-style-type: none"> <li>women / people wearing hats</li> <li>people's appearance</li> </ul> DNA reference to people's appearance having changed over time DNA reference to hairstyles / decorations
4*	(over) 400 years DNA 400 alone without reference to years
5	Option 3: ribbons <b>AND</b> option 5: flowers Either of the acceptable points below:
6*	<ul style="list-style-type: none"> <li>it has three corners</li> <li>it is a triangular shape</li> </ul> AA reference to corners, without reference to three DNA reference to the hat's brim, without reference to its shape
7*	pop-pops 1 mark for reference to any of the acceptable points below up to a maximum of 2 marks:
8*	<ul style="list-style-type: none"> <li>staying warm</li> <li>being fashionable / looking good</li> <li>showing support for a sports team / being a sports fan</li> </ul> DNA reference to head protection
9*	knights demonstrating they did not want conflict DNA reference to showing politeness

### Paper 2 Section 2: Come on, Tiger Tom

Qs.	Answer
10	Option 1: so Tom could climb it
11	Option 4: jumped
12*	Tom shivering 1 mark for reference to any of the acceptable points below up to a maximum of 2 marks:
13	<ul style="list-style-type: none"> <li>Tom climbing the tree carefully</li> <li>Tom climbing the tree slowly</li> <li>Tom not looking down</li> <li>Tom hanging on to the branch (tightly)</li> <li>Tom inching his way across the branch</li> </ul>
14*	1 mark for reference to any of the acceptable points below up to a maximum of 2 marks: <ul style="list-style-type: none"> <li>the tree</li> <li>the river</li> </ul>
15	Option 3: night time Tom's mum
16*	AA reference to footsteps DNA reference to a (familiar) voice
17*	Any of the acceptable points below: <ul style="list-style-type: none"> <li>Tom being excited / enthusiastic (to learn to fish)</li> <li>fishing practice</li> <li>Tom going to the river</li> <li>Tom wanting to start (fishing) as soon as possible</li> <li>Tom wanting to show his mum he could do the right thing</li> </ul>

# Ks1 Sat Mark Scheme 2007

**M Carnoy**



## **Ks1 Sat Mark Scheme 2007:**

**Closing the Reading Gap** Alex Quigley, 2020-03-31 Our pupils success will be defined by their ability to read fluently and skilfully But despite universal acceptance of reading s vital importance the reading gap in our classroom remains and it is linked to an array of factors such as parental wealth education and book ownership as well as classroom practice To close this gap we need to ensure that every teacher has the knowledge and skill to teach reading with confidence In **Closing the Reading Gap** Alex Quigley explores the intriguing history and science of reading synthesising the debates and presenting a wealth of usable evidence about how children develop most efficiently as successful readers Offering practical strategies for teachers at every phase of their teaching career as well as tackling issues such as dyslexia and the role of technology the book helps teachers to be an expert in how pupils learn to read as well as how they read to learn and explores how reading is vital for unlocking a challenging academic curriculum for every student With a focus on nurturing pupils will and skill to read for pleasure and purpose this essential volume provides practical solutions to help all teachers create a rich reading culture that will enable every student to thrive in school and far beyond the school gates

**Third validation compendium report**  
Great Britain: National Audit Office, 2006-12-19 In 2004 the Government announced 110 Public Service Agreement PSA targets for 17 Departments covering the period 2005 08 PSA targets express the priority outcomes that Departments are seeking to achieve nationally and internationally and cover key aspects of the Government s social economic and environmental policy Large sums of public money are devoted to the programmes designed to deliver them This NAO report contains the detailed results of its examination of the data systems used by six government departments to monitor and report progress against their 2005 08 PSA targets covering a total of 65 data systems The six Departments are the Cabinet Office the Department for Culture Media and Sport the Department for Education and Skills the Department for the Environment Food and Rural Affairs the Ministry of Defence and HM Treasury Findings include that 75 per cent of the data systems used are broadly appropriate but less than half of these were fully fit for purpose Most required some action to strengthen measurement or reporting arrangements A companion volume HCP 127 I session 2006 07 ISBN 0102944040 is available separately which contains the NAO s summarised findings

*The Children's Buyer's Guide*, 2007 **The Times Index**, 2009 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Times educational supplement Scotland and the Times higher education supplement *Todos somos lectores* Alex Quigley, 2022-02-16 El xito de nuestros alumnos se definir por su capacidad de leer con fluidez y con destreza Sin embargo pese a la aceptaci n universal de la importancia vital de la lectura persiste la brecha lectora en nuestras aulas que est ligada a una serie de factores tales como la riqueza de los padres la educaci n y la posesi n de libros am n de la pr ctica en el aula A fin de cerrar esta brecha necesitamos garantizar que todos los maestros tengan los conocimientos y la capacidad para ense ar a leer con confianza En *Todos somos lectores* Alex Quigley explora la intrigante historia y ciencia de la lectura sintetizando

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**Tests** Qualifications and Curriculum Authority (Great Britain), Great Britain. Department for Education and Employment, Great Britain. Department for Education and Skills, 2007 Mark Schemes Pack: Key Stage 2 Tests 2007 Qualifications and Curriculum Authority, Great Britain. Department for Education and Skills, 2007 **2007 Key Stage 2 (KS2) QCA Sats Past Papers Maths, Science and English Tests**, 2007 **KS1 Maths SATs Practice Papers - Level 2** CGP Books, Richard Parsons, 2002-11-01 Contains three full sets of test papers and full answers and a mark scheme with helpful hints Including plenty of fun questions this book helps children prepare for the tests Qca National Test Papers KS3 English 200 BBC Active, 2006-12 The only way to get the REAL test questions and the REAL marking scheme **The Advantage Series of National Test KS1 (SATs) Practice Papers with Answers** Mark Chatterton, Wendy Chatterton, 2001 **Mark Schemes Pack**, 2000 *Mark Schemes Pack* Qualifications and Curriculum Authority (Great Britain), 2000 **Tests**, 1996 **Mark Schemes Pack: Key Stage 2 Tests 1997** School Curriculum and Assessment Authority, 1997 **Tests** Qualifications and Curriculum Authority (Great Britain), 1999 **Tests** Qualifications and Curriculum Authority, 2001 Tests Qualifications and Curriculum Authority, 2003 Mark Schemes Pack: Key Stage 2 Tests 2005 Qualifications and Curriculum Authority, Great Britain. Department for Education and Skills, 2005 Tests Qualifications and Curriculum Authority, 1998

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