

ACHIEVE



Year

6

Reading

**SATs
Practice
Papers**

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RISING  STARS

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Introduction

About the Practice Tests for reading

The tests are intended for use during the spring and summer terms of Year 6 in preparation for the National Tests. They are written to cover the content domain of the *Key Stage 2 English reading test framework for the National Curriculum tests from 2016* (Standards & Testing Agency, 2015). The tests **as a whole** provide complete coverage of the content domain.

There are three tests in total and each test contains three texts, covering a balance of fiction, non-fiction and poetry. Test demand increases within each test, as in the National Test, so initial questions are generally easier than those towards the end of each test, allowing for the chronology to remain correct.

To reduce the amount of referring back and forth between answer sections and texts, we have located the questions after each text rather than at the end of the test. To minimise this further, you may choose to collate your photocopied pages into a texts booklet and an answer booklet.

How to use the Practice Tests

Preparation and timings

- 1 Make enough copies of the test(s) for each child to have their own copy.
- 2 Hand out the papers and ensure children are seated appropriately so that they can't see each others' papers.
- 3 Children will need pens or pencils, and erasers.
- 4 There are no time limits for the tests but normal practice is to allow a minute per mark for written tests. Help with reading may be given using the same rules as when providing a reader with the Key Stage 2 tests.

Supporting children during the tests

Before the test explain to the children that the test is an opportunity to show what they know, understand and can do. They should try to answer all the questions but should not worry if there are some they can't do.

Many children will be able to work independently in the tests, with minimal support. However, children should be encouraged to 'have a go' at a question, or to move on to a fresh question if they appear to be stuck. Return to difficult questions if you have enough time at the end.

It is important that children receive appropriate support, but are not unfairly advantaged or disadvantaged. Throughout the tests, therefore, you may read, explain or sign to a child any parts of the test that include instructions, for example by demonstrating how to fill in a table.

Marking the tests

Use the mark scheme and your professional judgement to award marks. Do not award half marks. Note that a number of questions in each test may require children to do more than one thing for one mark. The mark scheme provides clear guidance in the allocation of marks to support consistent marking of the tests.

It is useful to use peer marking of test questions from time to time. Children should exchange test sheets and mark them as you read out the question and answer. You will need to check that children are marking accurately. This approach also provides an opportunity to recap on any questions that children found difficult to answer.

Test 1

The story of the Minotaur

King Minos of Crete was a powerful man, feared by the rulers of the lands around him. But his demands on Athens became too much for them to bear.

King Minos had a great palace built for himself. Inside this palace, Minos had built a giant maze, a labyrinth, and at the centre of the maze he kept a terrifying creature, the Minotaur. Now this was no ordinary animal; it was a monster, half man and half bull.

It was powerful and savage and it loved to eat the flesh of the humans who had been shut into the labyrinth by King Minos.

As for Athens, Minos demanded that every year the king send him seven young men and seven young women.

‘Why do we send these young people to Crete every year?’ Theseus asked his father, the King of Athens. ‘And why is it that none of them ever return?’

‘Because if we did not send them, Minos would wage war on us and it is a war that we would not win,’ said King Aegeus. ‘And they do not return because they do not go to Crete as slaves. They go as food for the Minotaur.’

‘Father, this is terrible,’ shouted Theseus, ‘we cannot let this go on. We cannot sacrifice any more of our young citizens to this tyrant. When it is time to send the next tribute, I will go as one of them and I vow that it is the last time the Minotaur will be fed with the flesh of any of our people.’

‘Then I wish you good luck, my son,’ cried his father, ‘I shall keep watch for you every day. If you are successful, take down these black sails and replace them with white ones. That way, I will know you are coming home safe to me.’

As the ship docked in Crete, King Minos himself came down to inspect the prisoners from Athens.

Theseus stepped forward. ‘I will go first. I am Theseus, Prince of Athens, and I do not fear what is within the walls of your maze.’



Standing behind the king, listening, was his daughter, Ariadne. From the moment she set eyes on Theseus, Ariadne fell in love with him and decided that she would help him.

‘Theseus, take this,’ she whispered. She threw him a great ball of string and he tied one end of it to the entrance. He smiled at her, turned and began to make his way into the maze, the string playing out behind him as he went.

Turning a corner, with his hands held out in front of him feeling his way, Theseus suddenly touched what felt like a huge bony horn.

He was picked up between the Minotaur’s horns and tossed high into the air. When he landed on the hard cold stone, he felt the animal’s huge hooves come down on his chest.

But Theseus was no ordinary man. He was the son of the king, he was brave and he was stubborn.

He grabbed the animal’s huge horns, and kept on twisting the great head from side to side. The creature’s neck snapped, it gurgled its last breath and fell to the floor with an enormous thud.

As Theseus neared the entrance of the labyrinth, the darkness began to fade and he made out the figure of Ariadne, waiting for his return.

‘You must take me back to Athens with you,’ she cried. ‘My father will kill me when he finds out that I have helped you.’

Quickly and quietly, they unfurled the great black sails of their ship and headed for home.

‘I cannot believe how my life has changed,’ said Ariadne, as they sailed across the calm seas towards Athens. ‘To think that I am free of my cruel father and that I will soon be married to a great prince.’

‘Married?’ said Theseus. ‘Oh, yes, that will be ... er ... wonderful.’ But in truth, Theseus did not really find her attractive.

So, when their ship docked at an island on their way home to collect fresh water, Theseus sent Ariadne off to find bread and fruit. The moment she was gone, he set sail and left her on the island. Now, you might think that this was a bad way to reward someone who had helped him and had saved him from certain death.

The gods clearly thought the same thing, for they had a further horror in store for him, as a punishment for his ungrateful treatment of the young girl.

In his haste to get away, Theseus forgot to change his sails to white. King Aegeus, waiting on the headland, saw the ship approaching with its black sails flying in the wind. ‘My son has failed and he is dead,’ he cried. And in despair, he flung himself from the cliff into the raging waters below.

Name:

Class:

Date:

Total marks: /50

1

*Inside this palace, Minos had built a giant maze, a labyrinth, and at the centre of the maze he kept a **terrifying** creature.*

Which word is closest in meaning to *terrifying*?

Tick **one**.

mighty ☐

petrifying ☐

amazing ☐

powerful ☐

1 mark

2

The story explains that King Minos demanded that people from Athens be sent to him to feed the Minotaur.

What does this tell you about the character of King Minos?

Give **two** features of his character.

1. _____

2. _____

2 marks

3

It was powerful and savage and it loved to eat the flesh of the humans who had been shut into the labyrinth by King Minos.

What is this a description of?

1 mark

/4

Total for
this page

- 4 Look at what Theseus says to his father in the paragraph beginning: *'Father, this is terrible ...'*

What is the **main** reason for his decision to go to Crete?

1 mark

- 5 *'We cannot sacrifice any more of our young citizens to this tyrant.'*

Why was *tyrant* an appropriate word to describe King Minos?

Tick **one**.

He was unfriendly. ☐

He was cruel. ☐

He was serious. ☐

He was caring. ☐

1 mark

- 6 How does the final paragraph link back to the paragraph beginning: *'Then I wish you good luck, my son,'* cried his father?

2 marks

/4

Total for
this page

- 7 What did King Aegeus tell Theseus to do to signal Theseus' safe return?

1 mark

- 8 Look at the paragraph beginning: *Standing behind the king ...*

Why did Ariadne insist that Theseus should take her back to Athens with him?

1 mark

- 9 Look at the paragraph beginning: *'You must take me back to Athens ...,'* to the end of the story.

Give **two** things that Ariadne did that show she did not agree with her father.

2 marks

1.

2.

- 10 What do you think Ariadne did when she found out Theseus had sailed away without her?

1 mark

/5

Total for
this page

- 11** Look at the paragraph beginning: *The gods clearly thought the same thing ...*

Find and **copy** the word which means that the gods were about to give Theseus a shock.

1 mark

- 12** How do you think Aegeus felt when he saw the sails were black?

Give **one** feeling, using evidence from the text to support your answer.

2 marks

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

The first one has been done for you.

At the centre of the maze was the Minotaur.

Theseus is picked up by the Minotaur.

King Minos builds a giant maze.

Aegeus presumes that Theseus has died.

Theseus and Ariadne sail across the calm seas.

1 mark

/4

Total for
this page

Things that go BUMP in the night!

Contents

Do you believe in ghosts?

What is a ghost?

Ghosts at royal residences

Royal ghosts – at what cost?

Do you believe in ghosts?

Ghosts. What do you really think about them? Is it true that most of us love a good scary ghost story? Children and adults alike wonder about the existence of ghosts. Some reject the notion. Others insist that ghosts exist and tell of experiences – their own or friend-of-a-friend stories – as proof.

What is a ghost?

Although definitions vary, the most common one is that ghosts are spirits of dead people that linger on Earth. According to tradition, ghosts are invisible but can permit humans to see them.

Of course, either a thing exists or it doesn't. No amount of belief will cause ghosts to exist if they don't; nor could personal opinion cause ghosts not to exist if, in fact, they truly do exist.

Ghosts at royal residences

Where better to kick things off than the Queen's official workplace and London residence, Buckingham Palace.

It is said that the rear terrace of Buckingham Palace is haunted by the ghost of an enchained monk in a brown cowl. He is believed to be the spirit of a monk who died in a punishment cell from a time when a monastery stood on the site.

Another ghost that has been reported is that of Major John Gwynne, who served as King Edward VII's private secretary. After his divorce from his wife, the Major was shunned by upper society. Unable to cope with a life of shame, he died in his first floor office.





Windsor Castle is perhaps the most haunted of all the royal residences, with as many as 25 ghosts reported.

The ghost of Elizabeth I has been seen by several members of the royal family, including Queen Elizabeth II and her sister Margaret. Often seen in the library, her footsteps can be heard on the bare floorboards, before her striking presence appears.

The ghost of George III has been witnessed, looking longingly out of the room beneath the library, where he was confined during his several periods of madness.

Henry VIII is said to haunt the deanery cloisters, often heard hobbling around, the sound of his ulcerated leg thudding on the floor as he walks.

One of the most notorious ghosts of Balmoral Castle is that of John Brown. Servant to Queen Victoria, they apparently fell in love; however, this remains a matter of conjecture. His ghost is often seen walking the corridors, usually wearing a kilt. Queen Elizabeth II has also reported the feeling of his presence throughout the castle.

Royal ghosts — at what cost?

Of course, ghostly experiences at royal residences are great news for conservationists, who often struggle to meet the rising costs of maintaining these rather grand buildings. Tourist tickets are a major contributor in developing the funds necessary to preserve the buildings and their contents. In return, tourists are treated to British history at first hand, and if they are really lucky, a ghostly sighting! However, the increase in tourist activity can have a potentially damaging effect on our living history. It has been said that many objects have been worn out and even stolen occasionally. Car parks have had to be created and the grounds maintained to accommodate vast numbers of vehicles. Littering, though not a major concern at the moment, has also contributed to an increase in maintenance costs. Despite the fact that tickets are arguably expensive, thousands of tourists still flock to the royal palaces every year.

14 Look at the section headed: ***Do you believe in ghosts?***

What would be a suitable replacement for this sub-heading?

Tick **one**.

Do children believe in ghosts? ☐

Do you think ghosts exist? ☐

Do adults believe ghosts exist? ☐

Are ghost stories real? ☐

1 mark

15 Who wonders about the existence of ghosts?

Give **two** different examples.

1. _____

2. _____

1 mark

16 Look at the section headed: ***Do you believe in ghosts?***

Find and **copy one** word that is closest in meaning to *a thought*.

1 mark

/3

Total for
this page

17 Look at the section headed: ***What is a ghost?***

Can ghosts be seen by everyone?

Find and **copy one** line from the text that explains this.

1 mark

18 (a) The main idea in the section headed ***Ghosts at royal residences*** is that Buckingham Palace is ...

Tick **one**.

not haunted. ☐

the home of the Queen. ☐

haunted. ☐

the home of John Gwynne. ☐

(b) Give **one** detail to support this idea.

1 mark

1 mark

19 Look at the paragraph beginning: *Windsor Castle is perhaps the most haunted ...*

Find and **copy one** word that is closest in meaning to *a person's home*.

1 mark

/4

Total for
this page

20 Who has been viewed by several members of the royal family?

1 mark

21 *The ghost of George III has been witnessed, looking longingly out of the room beneath the library ...*

What does the word *longingly* tell you about how he felt?

1 mark

22 Look at the paragraph beginning: *One of the most notorious ghosts of Balmoral Castle ...*

Find and **copy one** word that suggests that the idea that Queen Victoria and John Brown fell in love may **not** be true.

1 mark

23 Which ghost wears a kilt?

1 mark

/4

Total for
this page

24 Match each ghost to the place in which it has been sighted.

One has been done for you.

Ghost	Place
George III	corridors
a monk	library
Henry VIII	rear terrace
John Brown	room beneath the library
Elizabeth I	cloisters



2 marks

25 Look at the section headed: *Royal ghosts – at what cost?*

Explain **one** positive and **one** negative outcome, referring fully to the text in your answer.



3 marks

Positive:

Negative:

/5

Total for
this page

26 Draw lines to match each section to its main content.
One has been done for you.

1 mark

Section	Content
Contents	highlights the different ghosts that lived in palaces and castles
Do you believe in ghosts?	presents the differing viewpoints on having ghosts
What is a ghost?	introduces the debate about whether or not ghosts exist
Ghosts at royal residences	shows what is inside the book
Royal ghosts – at what cost?	gives information about the description of a ghost

/1

Total for this page

The lion and Albert

There's a famous seaside place called Blackpool,
That's noted for fresh air and fun,
And Mr and Mrs Ramsbottom
Went there with young Albert, their son.

A grand little lad was their Albert,
All dressed in his best; quite a swell
'E'd a stick with an 'orse's 'ead 'andle,
The finest that Woolworth's could sell.

They didn't think much of the ocean:
The waves, they was fiddlin' and small
There was no wrecks and nobody drowned,
Fact, nothing to laugh at at all.

So, seeking for further amusement,
They paid and went into the zoo,
Where they'd lions and tigers and camels,
And old ale and sandwiches too.

There were one great big lion called Wallace;
His nose were all covered with scars –
He lay in a somnolent posture,
With the side of his face to the bars.

Now Albert had heard about lions,
How they were ferocious and wild –
To see Wallace lying so peaceful,
Well, it didn't seem right to the child.

So straight way the brave little feller,
Not showing a morsel of fear,
Took his stick with the 'orse's 'ead 'andle
And pushed it in Wallace's ear.

You could see that the lion didn't like it,
For giving a kind of a roll,
He pulled Albert inside the cage with 'im,
And swallowed the little lad'ole.

Then Pa, who had seen the occurrence,
And didn't know what to do next,
Said, "Mother! Yon lion's 'et Albert",
And Mother said "Well, I am vexed!"



So Mr and Mrs Ramsbottom –
Quite rightly, when all's said and done –
Complained to the Animal Keeper,
That the lion had eaten their son.

The keeper was quite nice about it ;
He said "What a nasty mishap.
Are you sure that it's your boy he's eaten?"
Pa said "Am I sure? There's his cap!"

The manager had to be sent for.
He came and he said, "What's to do?"
Pa said, "Yon lion's 'et Albert,
And 'im in his Sunday clothes, too."

Then Mother said, "Right's right, young feller;
I think it's a shame and a sin,
For a lion to go and eat Albert,
And after we've paid to come in."

The manager wanted no trouble
He took out his purse right away,
Saying, "How much to settle the matter?"
And Pa said "What do you usually pay?"

But Mother had turned a bit awkward
When she thought where her Albert had gone
She said "No! someone's got to be summonsed" –
So that were decided upon.

Round they went to the P'lice Station
In front of the Magistrate chap;
They told 'im what happened to Albert
And proved it by showing his cap.

The Magistrate gave his opinion
That no one was really to blame
And he said that he hoped the Ramsbottoms
Would have further sons to their name.

At that Mother got proper blazing.
"And thank you, sir, kindly," said she
"What! waste all our lives raising children
To feed ruddy lions? Not me!"



27 Look at the first verse.

Find and **copy one** word that is closest in meaning to *well known*.

1 mark

28 Find and **copy** a line from the poem that shows it is written in dialect.

1 mark

29 Look at the third and fourth verses.

Write the main idea of these verses in **one** sentence.

1 mark

30 What animals were at the zoo?

Give **two** different animals.

1.

2.

1 mark

/4

Total for
this page

31 Why did Albert decide to provoke the lion?

1 mark

32 Look at the seventh verse.

So straight 'way the brave little feller

Not showing a morsel of fear

Why has the word *morsel* been used to describe the boy's fear?

1 mark

33 What did Albert do to show that he was not afraid of the lion?

1 mark

/3

Total for
this page

- 34** Look at the verses beginning: *Now Albert had heard about lions ...* and: *So straight 'way the brave little feller ...*

3 marks

What do these verses tell you about Albert's character?

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

- 35** Look at the verse beginning: *So the manager had to be sent for ...* and ending: *And 'im in his Sunday clothes, too."*

1 mark

What does *Sunday clothes* mean?

/ 4

Total for
this page

- 36** Look at the verse beginning: *Then Mother said, "Right's right, young feller ...*

How is Mother feeling?

Explain **one** feeling, using evidence from the text to support your answer.

2 marks

- 37** The poem suggests that ...

Tick **one**.

- life is great. ☐
- family days out are fun. ☐
- life is unpredictable. ☐
- family is important. ☐

1 mark

/3

Total for
this page

38 What is the purpose of this poem?

Tick **one**.

to entertain ☐

to scare ☐

to inform ☐

to tempt ☐

1 mark

39 Mother's opinion towards saving Albert changes by the end of the poem.

Explain this change.

1 mark

/2

Total for
this page