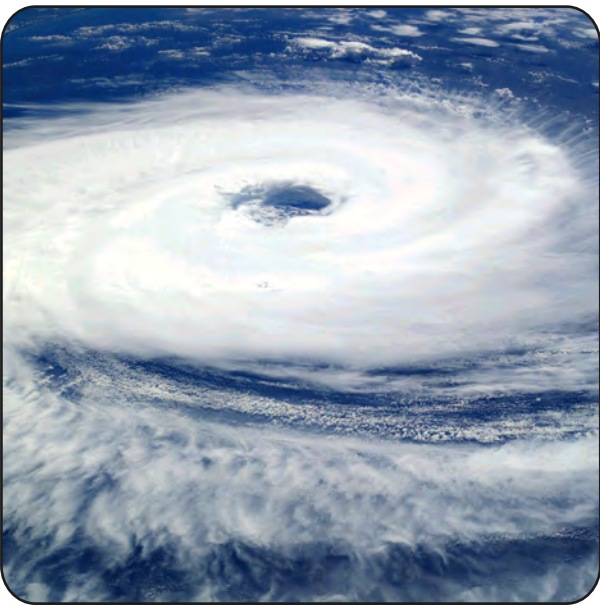




**The Discovery**



**The Great Barrier Reef**



**Run for Cover!**

# Reading Booklet

Key Stage 2 English reading booklet







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# The Discovery

The research boat slowly made its way across the cool, calm waters to the reef. It made the same journey as it had done every morning for a month. Aaron and Liana, the research divers on board, were hoping that today they might have more luck than they had had up until now. They had been best friends for years, and being able to work together now was a dream come true, but this research mission was putting their friendship to the test. Both were becoming frustrated that they couldn't find the kaleidoscopic species of fish rumoured to be lurking near the seabed, and with the mission due to end within the next few days, they were getting agitated.

As the boat sailed closer to the reef, careful not to throw out too many waves or splashes, Aaron and Liana started to kit up. First they peeled on their wetsuits, shivering as the damp fabric touched their hot skin. Next came their flippers, and the familiar 'flip, flap' sound as they walked across the boat. Aaron then helped lift Liana's oxygen cylinder pack on to her back. She stumbled backwards briefly as she became accustomed to the weight. "What have you put in there? Bricks?!" Liana joked.

The boat came to a halt at the edge of the reef, slowly lowering its anchor and marking its spot for the day. Aaron coordinated the diving computers, attaching one to each of their wrists, whilst Liana tied the waterproof notebook and pen to Aaron's diving pack and checked that the camera was in working order. Once all checks were complete, all that was left was to pop their goggles on and head to the edge of the boat. A quick thumbs up from both of them and they dived backwards into the icy sea, each taking a sharp



intake of breath as the cold caught them off guard.

Liana had a quick look down into the water and saw the thousands of fish below her, as clear as if she were looking into a fish tank. The familiar pull of the sea and the urge to be down there amongst the beautiful creatures took hold and it took a matter of seconds for her to reach for her mouthpiece and begin her dive. Realising that he had been left behind, Aaron followed suit and set off after Liana.

They swam down and down into the colder waters, marvelling at the array of colours that passed by: a rainbow of corals, crabs, fish and turtles. Checking his diving computer, Aaron signalled to Liana that they were nearly at the bottom and to take extra care not to make any sudden movements. They both slowed their kicking down and came to rest near the seabed, careful not to touch the bottom and disturb anything lurking in the sand.

They glided around the base of the reef for almost two hours, counting over one hundred species of fish, but sadly that count did not include the one they were longing for. They only had half an hour left in their oxygen tanks and they both knew that soon they would have to start making their ascent to the surface.

Just as they were about to give up hope and resign themselves to the fact that they would be back again tomorrow to resume the search, a flash of unfamiliar colour appeared out of the corner of Liana's eye. She spun round to try and follow the colour trail but blinked and the colour was gone. She shook her head, crestfallen and struggling to believe that she may have just blown her one and only chance. She covered her eyes and took a deep breath, trying to compose herself. When she pulled her hands away, and looked out once more into the crystal, blue water, she couldn't believe her eyes. Right there in front of her, no more than a fingertip's stretch away was what they had been searching for all month. It really did exist –she hardly dared believe it.



She stayed as still as she could, barely daring to breathe. Noticing Liana's stillness in the water, Aaron slowly made his way over to her to check that she was alright. He followed her eyeline and stopped in his tracks. He too could see it. Right there in front of them. Lit up like a multi-coloured glow-stick, throwing light and colour all around itself was the fish they had been dying to find.

They knew that they needed to document the fish to evidence their findings, but were also afraid of scaring it away. Slowly Liana reached for the camera that hung around her neck, and with as minimal movement as possible, lined up the lens and started the photo reel. With the fish seemingly not bothered, and happy nibbling on the coral, Aaron swiftly took out his notebook and started the notes on its size and features.

It truly was an incredible sight. No more than a handspan in length but more colourful than the most extensive colour palette Aaron had ever seen. Its fins like electric-blue needles, with leopard-print scales and bug-like eyes.

They finished taking measurements, observations on behaviour and capturing images and videos and paused for a minute to take everything in and appreciate the moment. They couldn't believe it, it was like the fish was waiting for them to finish, because the next moment it backed away from the reef and darted off into the darkness.

Aaron and Liana turned to face each other, eyes wide with amazement. It was time to return to the surface. Kicking upwards, they made their way back up to the boat. All that was left to do now was name this new-found fish. They would never forget today, and neither would the research world.



# The Great Barrier Reef

## One of the Seven Natural Wonders of the World

Described as “one of the greatest, and most splendid natural treasures that the world possesses” by David Attenborough, the Great Barrier Reef is the largest living structure on the planet and is so big that it is visible from space. It is the world’s largest coral reef system, composed of 2,900 reefs and 900 islands, it stretches 2,300km along the Queensland coastline and covers an area of 244,400km<sup>2</sup> – the size of about 70 million football fields! The reef was World Heritage Listed in October 1981 and in 1975 the Great Barrier Reef Marine Park was created.

November is the spawning season and is when the corals get busy reproducing – like an underwater snowstorm! Spawning is essential to ensure that the reef grows back after events such as cyclones. As is the nature of an ecosystem like the reef, it is constantly changing, with some parts dying in order for newer organisms to flourish; each time it grows back different, with different coral families and formations.

Due to its vast biodiversity, warm, clear waters and accessibility from the tourist boats, the reef is a very popular destination. Approximately two million people visit the Great Barrier Reef each year. There are a diverse range of tourism operations in the Great Barrier Reef, including day tours, overnight and extended tours, snorkelling, scuba diving, fishing, aircraft or helicopter tours, water sports, whale watching and swimming with dolphins.

Don't let the beauty of the reef fool you though! There are many hazards out on the reef and great care, skill and knowledge is needed to avoid these. Many of the risks, however, can be avoided by the simple 'don't touch' rule. Dangerous creatures lurking beneath the water include: sea urchins, jellyfish, stingrays, sharks and sea snakes.



## Major threats to the reef

The Great Barrier Reef is a natural wonder under pressure. The cumulative effect of these threats weakens the reef's resilience, affecting its ability to recover from serious disturbances.

Rapid, human-induced climate change has the potential to affect the reef in a number of ways, including: increased frequency of severe weather events; rising sea temperatures (risen by 0.4–0.5 °C since the late 19th century); ocean acidification and rising sea levels.

Coral reefs, and the ecosystems they sustain, depend on the quality of the water within and around them. For the Great Barrier Reef the main water quality issues are: increasing sediment, nutrients and contaminants entering coastal waters in run-off from agricultural, industrial and urban land uses.

As Queensland continues to grow, so does development along the coast and islands adjacent to the Great Barrier Reef region. Land in the reef catchment area is used for agriculture, mining, urban and industrial development, port activities and island development. Reef health can be impacted by urban run-off, litter and marine debris.

Fishing regulations and responsible fishing practices are critical to help to protect the reef. Illegal fishing and poaching threatens this ecological balance.

### Reef wildlife

- There are 1,625 species of fish living on the reef – that's 10% of the world's fish species.
- There are 133 varieties of sharks and rays living on and around the reef.
- 30 species of whales and dolphins have been sighted.
- 14 species of sea snakes live on the reef.
- Six out of seven of the world's species of marine turtle live on the reef.

### Cyclone Debbie

Cyclone Debbie was a Category 4 cyclone that stormed through the Whitsundays and over the Great Barrier Reef on 28th March 2017. It caused stormy waters and crashing waves, which affected the reef and its inhabitants. Scientists have said it could be a decade before the southern Great Barrier Reef recovers. Angus Thompson, from the Australian Institute of Marine Science (AIMS) said the damage was striking: "Some of the reefs have had a substantial loss of coral cover — in excess of 95 per cent of the coral gone."



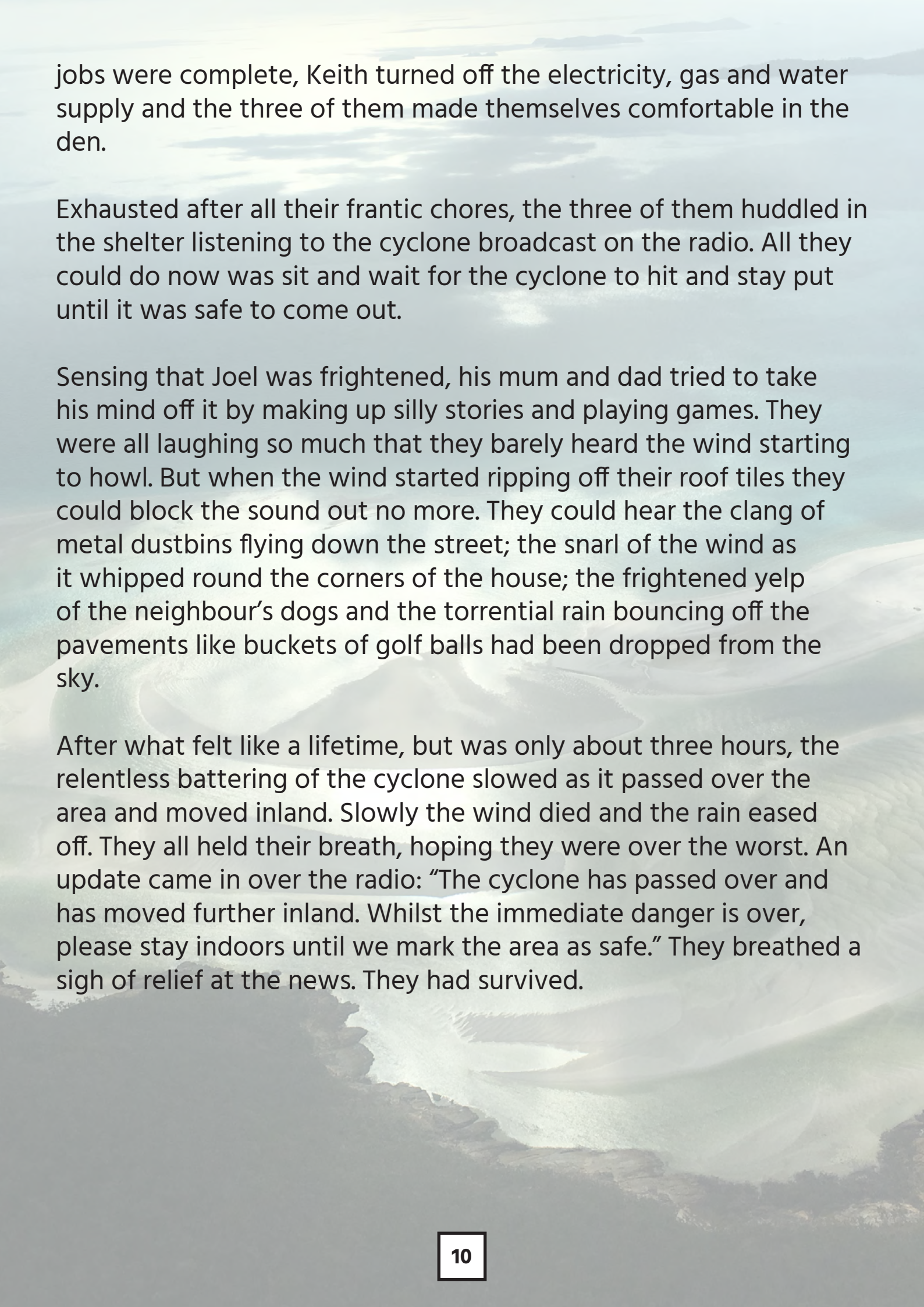
# Run for Cover!

Keith and Joanne were sitting watching the television after dinner, their son Joel curled up asleep on the sofa next to them. Keith was just about to get up and carry Joel up to bed when the programme cut to an emergency news broadcast. The dreaded, piercing siren woke Joel from his deep sleep. "This is an important cyclone warning announcement," came the voice from the television, "please pay attention to the following information." By this point, all three of them were sitting bolt upright, eyes fixed to the screen.

A minute later, and Joanne slumped back into her chair, shell-shocked. A Category 3 cyclone was marching in across the ocean and was headed straight for them; it was expected to hit in a few hours. Joel was shaking. At six years old Joel didn't know what a cyclone was, he had been too young to remember the last one, but based on the haunting sound of the siren, he knew they were in trouble. Keith knew that they had no time to spare.

He quickly put the family to work: ordering Joel to tidy all his toys in the garden away into the garage and to fill the bath right up to the top. Joanne checked that the emergency survival kit was complete; found the battery-powered radio; filled up all the buckets with water; and unplugged all the appliances. Meanwhile Keith rushed next door to check that Mr and Mrs Jones had heard the warning and that they were alright and then returned home to carry the garden table and chairs inside. He shut tight all the shutters on the windows and made a safe shelter for them all to hide in in the living room. The dining room table formed the structure of the shelter and the sides and top were padded with mattresses. Joanne ensured that everything they needed to ride out the cyclone was in the shelter: emergency survival kit, radio, food and water. Once all the





jobs were complete, Keith turned off the electricity, gas and water supply and the three of them made themselves comfortable in the den.

Exhausted after all their frantic chores, the three of them huddled in the shelter listening to the cyclone broadcast on the radio. All they could do now was sit and wait for the cyclone to hit and stay put until it was safe to come out.

Sensing that Joel was frightened, his mum and dad tried to take his mind off it by making up silly stories and playing games. They were all laughing so much that they barely heard the wind starting to howl. But when the wind started ripping off their roof tiles they could block the sound out no more. They could hear the clang of metal dustbins flying down the street; the snarl of the wind as it whipped round the corners of the house; the frightened yelp of the neighbour's dogs and the torrential rain bouncing off the pavements like buckets of golf balls had been dropped from the sky.

After what felt like a lifetime, but was only about three hours, the relentless battering of the cyclone slowed as it passed over the area and moved inland. Slowly the wind died and the rain eased off. They all held their breath, hoping they were over the worst. An update came in over the radio: "The cyclone has passed over and has moved further inland. Whilst the immediate danger is over, please stay indoors until we mark the area as safe." They breathed a sigh of relief at the news. They had survived.





# Explore

## LEARNING

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This test has been designed by our staff to help Explore Learning members prepare for the KS2 SATs, using questions similar to examples provided by the Standards and Testing Agency.



National Curriculum Baseline Test

# Key Stage 2

## English reading Reading answer booklet

First name						
Middle name						
Last name						
Date of Birth	Day		Month		Year	
School name						



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Please do not write on this page.



# Instructions

## Questions and answers

You have one hour to complete this test, answering the questions in the answer booklet. Read one text and answer the questions about that text before moving on to read the next text. There are three texts and three sets of questions.

In this booklet, there are different types of question for you to answer in different ways. The space for your answer shows you what type of answer is needed. Write your answer in the space provided.

## Short answers

Some questions are followed by a short line or box. This shows that you need only write a word or a few words in your answer.

## Several line answers

Some questions are followed by a few lines. This gives you space to write more words or a sentence or two.

## Longer answers

Some questions are followed by more answer lines. This shows that a longer, more detailed answer is needed to explain your opinion. You can write in full sentences if you want to.

## Selected answers

For some questions you do not need to write anything at all and you should tick, draw lines to, or circle your answer. Read the instructions carefully so that you know how to answer the question.

## Marks

The number under each line at the side of the page tells you the maximum number of marks for each question.

As this is a reading test, you must use the information in the texts to answer the questions. When a question includes a page reference, you should refer to the text on that page to help you with your answer.

**You have one hour to read the texts in the reading booklet and answer the questions in this booklet.**



Questions 1–11 are about *The Discovery* (pages 4–6)

1

Circle the correct option to complete each sentence below.

(a) The text begins with the research boat setting out...

in the morning.

at midday.

in the afternoon.

at night.

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

(b) The research boat sailed out...

cautiously.

speedily.

slowly.

noisily.

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

2

Look at the paragraph beginning: *The research boat slowly...*

**Find** and **copy one** word meaning 'distressed'.

\_\_\_\_\_

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



**3**

She stumbled backwards briefly as she became **accustomed** to the weight.

Which word most closely matches the meaning of the word 'accustomed'?

Tick **one**.

tailored

agreed

adapted

toughened

1 mark

**4**

Look at page 4.

How can you tell that this was not the first day of the research mission?

---

---

1 mark

**5**

Look at the paragraph beginning: *Just as they were about to give up hope...*

**Find** and **copy one** word that suggests that Liana was disappointed that she thought she had missed her chance to see the fish.

---

1 mark



**6**

*...looked out once more into the crystal, blue water...*

Give **two** impressions this gives you of the water.

1. \_\_\_\_\_

2. \_\_\_\_\_

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

**7**

Write down **three** pieces of equipment that all research divers must have.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

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

**8**

Why did Liana barely dare to breathe when she spotted the fish?

\_\_\_\_\_

\_\_\_\_\_

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



9

On page 6 what comparison does Aaron make?

---

---

1 mark

10

What amazed Aaron and Liana whilst they were taking measurements and photographs of the fish?

---

---

1 mark

11

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

	True	False
The sea was hotter than Aaron and Liana expected.		
The research divers counted over fifty fish.		
Aaron and Liana were able to document the new fish.		
The fish had neon-yellow fins.		

2 marks

Questions 12–23 are about *The Great Barrier Reef* (pages 7–8)

12

In what month is the spawning season?

\_\_\_\_\_

1 mark

13

Look at the paragraph beginning: *Described as “one of the greatest, and most splendid natural treasures...”*

What is the size of the Great Barrier Reef compared to?

\_\_\_\_\_

1 mark

14

In what year was the Great Barrier Reef Marine Park created?

\_\_\_\_\_

1 mark

15

Identify the simile used in the second paragraph.

\_\_\_\_\_

1 mark



16

Write down **four** reasons why people visit the Great Barrier Reef.

---

---

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---

2 marks

17

Look at the paragraph beginning: *Don't let the beauty of the reef fool you...*

**Find** and **copy one** word from this paragraph that is closest in meaning to 'prowling'.

---

1 mark

18

What event caused stormy waters and crashing waves in March 2017?

---

---

1 mark

19

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

	True	False
When parts of the reef die they never grow back.		
The reef is so big that it is visible from space.		
20% of the world's fish species are found on the Great Barrier Reef.		
Illegal fishing threatens the future of the reef.		

2 marks

20

How does the growth and development of Queensland impact the Great Barrier Reef?

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2 marks

21

Explain the impact that human-induced climate change could have on the reef.

---

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---

2 marks



22

What advice does the article give for avoiding the hazards out on the reef?

---

---

1 mark

23

Look in the section 'Major threats to the reef'.

**Find** and **copy one** word that means 'biological communities of interacting organisms and their physical environment'.

---

1 mark

**Questions 24–35 are about *Run for Cover* (pages 9–10)**

**24**

How do we know that the siren on the television was loud?

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1 mark

**25**

How does Joel feel after hearing the cyclone warning announcement and why?

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2 marks

**26**

Imagine you are writing an information leaflet on preparing for cyclones.

(a) Name two things people will need with them during the cyclone.

---

---

1 mark

(b) Name three things people will need to do to prepare their house for the cyclone.

---

---

---

2 marks



27

How did Keith and Joanne try and distract Joel during the cyclone?

---

---

1 mark

28

Whilst Keith, Joanne and Joel were hiding in their shelter, what damage could they hear being done to their house?

---

---

1 mark

29

Look at the paragraph beginning: *Sensing that Joel was frightened...*

List the **four** onomatopoeic words used in the paragraph.

---

---

---

2 marks

30

*...the torrential rain bouncing off the pavements like buckets of golf balls had been dropped from the sky.*

Identify which literary technique is being used here.

\_\_\_\_\_

1 mark

31

How long did the cyclone last?

\_\_\_\_\_

\_\_\_\_\_

1 mark

32

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

	True	False
The cyclone travelled from inland to the ocean.	<input type="checkbox"/>	<input type="checkbox"/>
Once the cyclone had passed over, they were allowed to go outside.	<input type="checkbox"/>	<input type="checkbox"/>
During the cyclone the wind was fierce and the rain was heavy.	<input type="checkbox"/>	<input type="checkbox"/>
It was a Category 4 cyclone.	<input type="checkbox"/>	<input type="checkbox"/>

2 marks



**33**

...the frightened yelp of the neighbour's dogs

Why were the neighbour's dogs frightened?

---

---

---

1 mark

**34**

Look at the paragraph beginning: *After what felt like a lifetime...*

**Find** and **copy one** word that means 'harsh, unforgiving and persistent'.

---

1 mark

**35**

What does this story tell us about Keith's character?

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

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3 marks



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