

Cambridge Primary Checkpoint

CANDIDATE
NAME

--

CENTRE
NUMBER

--	--	--	--	--

CANDIDATE
NUMBER

--	--	--	--

ENGLISH

0058/01

Paper 1 Non-fiction

May 2026

1 hour

You must answer on the question paper.

You will need: Insert (enclosed)

INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen. Do **not** use correction fluid or tape.
- Do **not** write on any bar codes.

INFORMATION

- The total mark for this paper is 50.
- The number of marks for each question or part question is shown in brackets [].
- The insert contains the reading text.

This document has **12** pages. Any blank pages are indicated.



Section A: Reading

Spend 30 minutes on this section.

Read the **text** in the insert, and answer Questions 1–10.

1 Look at lines 3–6.

The writer makes the owl seem almost like a person.

How does she do this?

Tick (✓) **two** boxes.

by saying she is going to 'meet' the owl

☐

by explaining where the owl is

☐

by introducing herself to the owl

☐

by telling us the owl has a boy's name

☐

by describing how she waits for the owl to appear

☐

[2]

2 Look at lines 7–14.

(a) Give **two** two-word phrases that tell us the owl flies and comes to a stop almost silently.

flies

comes to a stop

[2]

(b) A relative pronoun is used to introduce the clause that tells us how the owl ate the mouse.

Give the relative pronoun.

..... [1]

3 Look at lines 15–17.

The information about owls in the third paragraph is different from the information in the first two paragraphs.

Explain how.

In the first two paragraphs

.....

In the third paragraph

.....

[2]

4 Look at lines 18–20.

The paragraph describes what happened when some owls were observed in the wild.

In what order is the information given?

Draw a line to match the information to the numbers.

One example has been done for you.

what time of day the owls were observed	1
what the owls were observed doing	2
how recently the owls were observed	3
who observed the owls	4
where the owls were observed	5

[3]

5 Look at lines 21–25.

Why has the writer used inverted commas (' ')?

..... [1]

6 Look at line 26.

(a) The writer describes the owls' prey as 'invisible'.

Give a **four**-word phrase used by the naturalists in the previous paragraph (lines 21–25) that gives a similar idea.

..... [1]

(b) Look at line 26 again.

Why does the writer ask these questions?

Tick (✓) **one** box.

to show that she disagrees

☐

to express her amazement

☐

to introduce a new topic

☐

to check our understanding

☐

[1]

7 Look at lines 27–29.

(a) How is the second sentence connected to the first sentence in this paragraph?

..... [1]

(b) What does the writer use two similes to describe?

..... [1]

8 Look at lines 30–32.

(a) The writer uses the word ‘outlined’.

What is the meaning of the word here?

Tick (✓) **one** box.

drawn around

☐

informed

☐

summed up

☐

surrounded

☐

[1]

(b) Give **one** word from the text that means the same as ‘guides one way’.

..... [1]

9 (a) Look at lines 33–38.

The size of an owl's ears depends on two things.

What are they?

Tick (✓) **two** boxes.

how clearly the owl can see its prey

☐

how many feathers the owl has

☐

what time the owl hunts

☐

where the owl's ears are located

☐

whether the owl is male or female

☐

[2]

(b) From the information given, we understand that Great Grey Owls must have quite large ears.

How do we know this?

..... [1]

10 Look at lines 39–44.

- (a)** The writer says that a Great Grey Owl's ears are 'sensitive', which means they have excellent hearing.

Give **two** adjectives that tell us the sort of quiet sounds that owls can hear.

-
 -
- [2]

- (b)** Why does the writer use 'will' in the last two sentences?
Tick (✓) **one** box.

to talk about the owl's future

☐

to describe repeated actions

☐

to give instructions to the reader

☐

to show the owl's determination

☐

[1]

- (c)** Give **two** words that show the force the owl uses when hunting.

-
 -
- [2]

Section B: Writing

Spend 30 minutes on this section.

11 Write an information text describing an animal that you know about.

You could include information on:

- what it looks like
- where it lives
- how it gets its food
- how it uses its senses.

Use the space in the box below to plan your answer.

Do **not** use the space for your answer.

You **must** write your answer on the answer lines on the next pages.

Space for your plan:

BLANK PAGE

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (Cambridge University Press & Assessment) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in our Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge International Education is the name of our awarding body and a part of Cambridge University Press & Assessment, which is a department of the University of Cambridge.