



# ExamNinja

REVISION GUIDES • WORKBOOKS • PRACTICE PAPERS

KEY STAGE 1 SATS

# 2016 KS1 English Reading

## Answers Explained

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# How to beat each question type

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## Tick one (multiple choice) (1b)

1. Read the question aloud together, then read each option aloud slowly so the child can hear all the choices before deciding.
  2. Encourage the child to go back to the text and find the part that matches the correct answer, pointing to it with a finger.
  3. Once the child is sure, help them place a clear tick in one box only, reminding them that only one answer is right.
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## Find and copy (1a)

1. Read the question together and ask the child what kind of word or phrase they are looking for (e.g. a word meaning 'well known').
  2. Help the child scan the correct page, running a finger under each line until they spot a word that fits the meaning or description given.
  3. Ask the child to copy that word carefully into the answer space, checking each letter matches the text exactly.
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## Inference: how can you tell / why? (1d)

1. Read the question aloud and explain that the answer will not be stated directly in the text, so the child needs to think about what the clues suggest.
  2. Together, look back at the relevant part of the text and ask 'What do we know from these words?' to help the child build their reasoning.
  3. Support the child to write a short answer in their own words that explains the reason, using evidence from the text to back it up.
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## Word meaning in context (1a)

1. Read the word or phrase in the question aloud, then read the full sentence from the text so the child hears it in context.
  2. Talk through what the sentence is describing and ask the child which of the given options (or what word) fits that meaning best.
  3. Encourage the child to check their choice makes sense by reading the sentence again with their chosen answer in place of the original word.
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### Sequencing (numbering events in order) (1c)

1. Read through all the sentences in the list together so the child is clear on what each one describes before trying to order them.
  2. Help the child flick back through the text, finding where each event happens and using the page order as a guide to which came first, second, and so on.
  3. Ask the child to write the numbers in the boxes, then read the completed sequence aloud together to check it tells the story in the right order.
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### True or False table (1b)

1. Read each statement in the table aloud one at a time, then find the matching information in the text together before deciding.
  2. Ask the child 'Does the text say this is true, or does it say something different?' to help them decide which column to tick.
  3. Work through every row before ticking, so the child does not rush, and check that exactly one tick appears in each row.
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### Complete the table / matching (1b)

1. Look at the table together and make sure the child understands what each column or row is asking for before searching the text.
  2. Help the child locate the relevant section of the text (using headings or page references given in the question) and find the matching information for each empty cell.
  3. Ask the child to fill in each cell neatly and then read the completed table back to check every answer makes sense in its row.
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### Question P1-practice-a (0 marks)

**Answer:** The child should tick 'fisherman'.

Ask your child to read the very first few sentences of the story carefully and find the sentence that tells them what William does for a living. Ask: "What job does the story say William has?"

The very first sentence of the Bella Goes To Sea text on Paper 1 booklet, page 3, states '**William was a fisherman**' directly. Children simply need to locate this opening information and match it to the correct tick-box option. This is a straightforward retrieval question requiring children to find a stated fact.

**Watch out:** A child might tick 'guard' because William tells Bella to guard the house, but that is Bella's task, not William's job.

### Question P1-practice-b (0 marks)

**Answer:** William told Bella to guard the house.

Ask your child to find the part of the story where William leaves to go to sea and read it aloud. Ask: "What did William tell Bella she should do while he was away?"

The opening paragraph of the **Paper 1 booklet, page 3** contains the answer directly. The text says 'You can guard the house', which is exactly what William tells Bella when he goes to sea. Children simply need to locate and copy or paraphrase that instruction.

### Question P1-practice-c (0 marks)

**Answer:** The child should tick 'living in a castle'.

Ask your child to read the title and the first sentence of the text, then think about what the whole passage is going to be about. Ask: "What is the main thing this text is telling us about?"

The opening line of the Living in a Castle text on Paper 1 booklet, page 9 asks 'what were castles really like and who lived and worked in them?' - signalling the whole text is about life inside a castle. Children should scan the four tick-box options and match that central question to '**living in a castle**'. The other options - building, repairing, looking for - are not mentioned as topics anywhere in the passage.

**Watch out:** A child might tick 'building a castle' because the text describes towers and walls, but the passage focuses on the people who lived there, not on how castles were constructed.

### Question P1-practice-d (0 marks)

**Answer:** The name children need to copy is 'King Arthur'.

Point your child to the first paragraph of the 'Living in a Castle' text on page 9. Ask: "Can you find the name of a story that the text says people might think of when they think about castles?"

The opening paragraph of the Living in a Castle text, on Paper 1 booklet page 9, contains the answer directly: '**stories like King Arthur**' is the example given of what people might think of when they imagine castles. Children must find and copy just the name King Arthur - not the whole phrase around it. The copying must be accurate.

**Watch out:** A child might copy 'princesses and dragons' as those are also mentioned as things people imagine, but the question specifically asks for the name of a story, which is King Arthur.

### Question 1 (1 mark)

**Answer:** Children should tick 'did not give up.'

Ask your child to think back to what Bella did when she wanted to fly. Ask: "What does it tell us about Bella that she had to try lots of times before she could fly?"

The text says Bella '**tried and tried... and at last she was flying perfectly**' - the repeated trying shows persistence, not laziness or ease. Children need to infer that because she kept attempting despite difficulty, the only option that matches is 'did not give up.' The phrase 'at last' also signals that success came only after sustained effort, ruling out 'found it easy.'

**Watch out:** A child might tick 'found it easy' because Bella does eventually fly perfectly, but 'tried and tried' shows it was far from easy.

### Question 2 (1 mark)

**Answer:** William told Bella to guard the house.

Ask your child to look back at the very first paragraph of the story and find the part where William speaks to Bella. Ask: "What did William tell Bella to do when he went away?"

The opening paragraph of the Paper 1 booklet, page 3, contains the answer directly. Children need to read to the end of the first passage, where it says '**You can guard the house**' - those are William's exact words to Bella before he goes to sea. This is a straightforward retrieval question; children simply need to locate and report what William said.

**Watch out:** A child might write that Bella had to stay behind, which is true but does not answer what William told her to do - the specific instruction was to guard the house.

### Question 3 (1 mark)

**Answer:** The boat hit the rocks because of the wild wind / the storm / the rough sea, or because the engine broke down.

Before looking at the answer, ask the child to find the paragraph that describes what went wrong at sea. Ask: "What two things happened to the boat that afternoon?"

The relevant text is in the paragraph beginning 'In the afternoon the sky grew dark' on Paper 1 booklet, page 5. Children need to identify one cause from the chain of events: '**a wild wind began to blow**', making the sea too rough, and then '**the engine broke down**', leaving the boat powerless. Either the bad weather/wind or the engine failure counts as an acceptable answer. The answer children need to give is a reference to one of these causes, written in their own words.

**Watch out:** A child might say 'it broke' without specifying the engine - this is too vague and does not score. The answer needs to mention the engine breaking down, the wind, or the rough sea.

### Question 4 (1 mark)

**Answer:** The answer children need to write is 'a loud crash'.

Before looking at the options, ask your child to think about what a crunch sounds like in real life. Ask: "If something crunched really loudly, what kind of sound would it make?"

In the Paper 1 booklet, page 5, the question asks what a great crunch means. This is a vocabulary question: children must use what they know about the word 'crunch' to choose the closest meaning. A crunch is a loud, hard, crushing sound, so '**a loud crash**' is the correct option. 'A huge squeak' and 'a long creak' are both quiet or drawn-out sounds; 'a big splash' is water-related, not impact-related.

**Watch out:** A child might tick 'a big splash' because the boat is at sea, but the question is about the type of sound 'crunch' describes, not where the boat was.

### Question 5 (1 mark)

**Answer:** Bella took William's message to the Harbour Cafe (or to the fishermen).

Ask your child to find the part of the story where Bella flies away with the message and read it aloud. Ask: "Where did Bella go when she flew off with the message?"

The answer is in the final section of the story in the Paper 1 booklet, page 6. The text states '**She flew straight to the Harbour Cafe. The other fishermen set out to rescue William.**' Children should name either the Harbour Cafe or the fishermen. The official answer does not accept 'home' or 'his friends' as these are too vague.

**Watch out:** A child might write 'home' because William said 'Fly away home', but the text makes clear she flew to the Harbour Cafe, not the cottage.

### Question 6 (1 mark)

**Answer:** Bella was happy because William said she could come with him on the boat whenever he went to sea. Any of these also count: she had saved William; William called her brave; she had helped.

Ask the child to find the very last paragraph of the Bella story and read it carefully. Then ask: "Why do you think Bella feels happy at the end?"

The final paragraph of the story on Paper 1 booklet, page 6, contains the key information. Children need to read William's direct speech: '**When I get a new boat you can come with me whenever I go to sea.**' This is the clearest reason for Bella's happiness. The answer children need to give is any reference to being allowed to go to sea with William, having saved him, or being praised as brave. All three are acceptable.

**Watch out:** Answers that say 'they called her brave' or 'they helped him' using 'they' rather than focusing on Bella or William do not score, as the response must refer to Bella's own experience or William's actions towards her.

### Question 7 (1 mark)

**Answer:** The correct order is: William went to sea (1), the boat hit some rocks (2), William sent Bella to get help (3), fishermen came to rescue William (4).

Cover the booklet and ask your child to think back through the story. Ask: "Can you tell me what happened first, second, third and last in Bella's story?"

The sequencing question asks children to track the story's events in order. The text establishes the starting point - **William went to sea** - then the storm causes the engine to fail and the boat to hit rocks, then William ties a message to Bella and says 'Fly away home!', and finally the fishermen set out to rescue him. All four numbers must be correct to receive the mark.

**Watch out:** A child might place 'fishermen came to rescue William' as number 3, confusing the rescue with Bella's flight, but Bella's departure comes before the fishermen act.

### Question 8 (1 mark)

**Answer:** The answer children need to tick is 'along a riverbank'.

Ask your child to look at the very first paragraph of *The Greedy Man* in their reading booklet and find where the two men were walking. Ask: "Where were the two neighbours when they spotted the bird?"

The opening paragraph of **The Greedy Man** (Paper 2 reading booklet, page 6) sets the scene: 'One evening, when they were walking along a riverbank, they saw a wounded bird.' Children simply need to locate this detail and match it to the correct tick-box option. The other options – in a town, on a bridge, through a field – do not appear in the text.

**Watch out:** A child might tick 'on a bridge' because bridges are associated with rivers, but the text says they were walking along a riverbank, not crossing a bridge.

### Question 9 (1 mark)

**Answer:** The word children need to find and copy is 'skilled'.

Point your child to the paragraph headed 'Knights' and ask them to find the sentence that describes what kind of fighters knights were. Ask: "Can you find the word that tells us knights were very good at fighting?"

In the Knights section of the Paper 1 booklet, page 10, the text describes knights as '**skilled fighters**'. The question tests whether children can identify a vocabulary word that shows high ability. The word skilled directly means very good at something, which is exactly what the question asks for. Children should copy just that one word. The word 'important' is in the same sentence but refers to status, not fighting ability, so it does not score.

**Watch out:** A child might copy 'important' instead, as it appears in the same sentence, but 'important' describes the knights' status, not their fighting skill.

### Question 10 (1 mark)

**Answer:** Knights protected the land from robbers and enemies. Either answer counts.

Ask the child to find the section called 'Knights' and read it carefully. Ask: "Who did the text say knights kept the land safe from?"

The Knights section on Paper 1 booklet, page 10 states that knights **'kept the land safe from robbers and enemies'**. Children simply need to retrieve one or both of these groups. The question asks who knights protected the land from, so the answer must name the threat, not describe what knights did.

**Watch out:** A child might write 'the lord' because knights worked for the lord, but the question asks who knights protected the land from, not who they served.

### Question 11 (1 mark)

**Answer:** The answer children need to write is 'early in the morning' (or simply 'early').

Ask your child to find the section about servants and read just the first sentence aloud. Then ask: "When does it say the servants started their working day?"

The relevant information is in the **Servants** section on Paper 1 booklet, page 11. The text states 'The servants in a castle often worked from early in the morning to late at night.' Children need to identify when servants started work, which is 'early in the morning'. The word 'early' is essential - writing just 'morning' without 'early' is not sufficient, and writing the full span ('early in the morning to late at night') also does not score.

**Watch out:** A child might write 'early in the morning to late at night', copying the whole phrase, but the question only asks when they started work, so that full phrase does not score.

### Question 12 (1 mark)

**Answer:** The greedy man searched for a wounded bird so that he could get rich, just like the farmer had done. Any of these count: he wanted gold or riches; he wanted a pumpkin seed so he could grow pumpkins filled with gold; he was jealous of the farmer and wanted the same reward.

Before your child answers, point them to page 7 of the Paper 2 reading booklet where the greedy man first hears about the farmer's good fortune. Ask: "Why do you think the greedy man went looking for a wounded bird?"

The question appears in the **Paper 2 answer booklet, page 7**, and the relevant story text is on **Paper 2 reading booklet, page 7**. Children need to make an inference: the greedy man saw the farmer become rich after caring for a bird, so he immediately set out to replicate that. The text says he was 'determined to get rich in the same way', which confirms his motive. A child does not need to quote this exactly - any answer showing he wanted gold, riches, or a rewarding pumpkin seed scores the mark.

**Watch out:** A child might simply write 'to look after it' or 'to help it get better' - this does not score, as the answer must show the greedy man's selfish motive, not just the action itself.

### Question 13 (1 mark)

**Answer:** The moat was there to stop enemies getting in (or to keep people safe).

Ask your child to find the 'Did you know?' section and read the first sentence aloud. Then ask: "What does the text say the moat was for?"

The 'Did you know?' section on Paper 1 booklet, page 12 contains the direct answer. Children should look at the opening sentence: **'Some castles were surrounded by a moat filled with deep water to stop enemies getting in.'** The reason is stated plainly - the moat acted as a barrier against enemies. Any answer that conveys the idea of keeping enemies or attackers out scores the mark, as does a response about keeping people safe.

**Watch out:** A child might write 'because it was filled with water' - this describes the moat rather than explaining its purpose, so it does not score.

### Question 14 (1 mark)

**Answer:** Any two of these count: he planted the seed straight away; he paced up and down his garden looking for signs of growth; he was watching to see if his plant was growing; he dreamt of the riches awaiting him (gazing at the moon dreaming of gold).

Cover the page and ask your child to think back to that part of the story where the greedy man is waiting for his seed to grow. Ask: "What do you remember the greedy man doing while he was waiting - can you think of two different things?"

Page 9 of the Paper 2 reading booklet contains all four acceptable points. Each earns one mark, and children need two different ones. **The clearest pair to find** is: first, he planted the seed straight away (showing immediate impatience); second, he would pace up and down his garden, looking for signs of growth (showing he could not stop watching). A third valid point is that at night, he would gaze at the moon, dreaming of the riches awaiting him - but only if the answer mentions the dreaming of riches or gold, not just gazing at the moon. Answers that describe what the greedy man actively does

earn the marks; vague answers such as 'riches awaiting him' without linking them to his behaviour do not.

**Watch out:** A child might write 'he gazed at the moon' without mentioning dreaming of riches or gold - this on its own does not score, as the mark scheme specifically requires the reference to dreaming of wealth.

**Model answer:** 1. He planted the seed straight away. 2. He paced up and down his garden looking for signs of growth.

### Question 15 (1 mark)

**Answer:** Any two of these count: armour, weapons, dinner (or food/things made from metal).

Ask the child to find the 'Did you know?' section on page 12 of the Paper 1 booklet and look for sentences that mention people making things. Ask: "Can you find two things that people made inside the castle walls?"

The Did you know? section on Paper 1 booklet, page 12 contains the key sentence: '**People who made things from metal clanged out armour and weapons**' and '**The people who worked in the kitchens had to make dinner for all these people.**' Children should scan for things being made and pick any two from armour, weapons, and dinner. Both answers must be present for the point to be awarded.

**Watch out:** A child might write 'armour and weapons' as one answer and leave the second blank - both items must be listed separately across the two numbered lines.

### Question 16 (1 mark)

**Answer:** Any three of these count: wind (or icy winds), rain, snow (or snowy), sleet.

Ask your child to find the part of the poem that mentions the weather. Ask: "Can you spot three different types of weather the poem mentions?"

The poem's first verse lists the weather the child is protected from: 'the icy winds, the rain, the sleet and snow.' Children need to pick any three of those four weather types. 'Wind' is acceptable as well as 'icy winds'. The question asks for three, so only one answer needs to be correct for the mark to be awarded - all three must be from this list.

**Watch out:** A child might write 'icy' on its own, but 'icy' is a describing word, not a type of weather – the answer needed is 'wind' or 'icy winds'.

### Question 17 (1 mark)

**Answer:** The child should tick 'The child's neck is covered.'

Point the child to the second verse of the poem and ask them to read the line aloud, then ask: "What do you think it means when something 'hides' inside something else?"

Paper 1 booklet, page 14 contains the poem. The second verse reads '**my neck hides in a scarf**' - the word hides is playful, meaning the neck is tucked away and covered by the scarf. Children need to use their vocabulary knowledge to match 'hides in' with the idea of being covered, not literally playing hide-and-seek or being hurt.

**Watch out:** A child might tick 'The child is playing hide and seek' because 'hides' is in the line, but the scarf is doing the hiding - it is covering the neck, not playing a game.

### Question 18 (1 mark)

**Answer:** The child needs to number the sentences in this order: 'The farmer became rich' = 3, 'The two neighbours saw a wounded bird' = 1 (already given), 'The greedy man broke a bird's wing' = 4, 'The farmer picked up the wounded bird' = 2, 'The greedy man climbed up the vine' = 5.

Before checking the answers, encourage the child to flick back through the story and find each event in the reading booklet. Ask: "Can you point to where each of these things happens in the story, and tell me which one came first?"

This sequencing question is found in the Paper 2 answer booklet, page 10, and covers the whole of The Greedy Man (Paper 2 reading booklet, pages 6-11). Children need to track the story in order: first both men **saw the wounded bird** (1, given); then the farmer picked it up (2); the pumpkins made the farmer rich (3); then the greedy man deliberately broke a bird's wing with his slingshot (4); finally the greedy man climbed the vine to the moon (5). All five boxes must be correct to earn the mark.

**Watch out:** A child might place 'The greedy man broke a bird's wing' as number 3, mixing it up with the farmer becoming rich, but the farmer's reward from the bird comes well before the greedy man uses his slingshot.

### Question 19 (1 mark)

**Answer:** The two words children need to copy are 'thick' and 'furry'. Both come from the line about the coat in the third verse of the poem.

Before your child looks back at the poem, ask them to picture the coat described in it. Ask: "What two words do you remember that describe what the coat is like?"

In the third verse of the poem (Paper 1 booklet, page 14/16), the line reads 'My coat is thick and furry'. Children must find **both** words - **thick** and **furry** - and copy them accurately to score the mark. The question asks children to infer which words suggest warmth; both describe the coat's physical qualities that keep out the cold. Only one mark is available, but both words are needed to earn it.

**Watch out:** A child might write 'very high' (from 'does up very high'), which the official answer also accepts, but if they write only one word such as 'thick' alone, without the second word, that is not enough for the mark.

### Question 20 (1 mark)

**Answer:** The child is like a parcel because they are wrapped up in so many layers of clothing that you can hardly see them inside, just like a parcel is wrapped up so you cannot see what is inside.

Before your child looks at the poem, ask them to think about what a parcel looks like and what the child in the poem is wearing. Ask: "In what way do you think a child all bundled up in winter clothes is like a parcel?"

The poem's opening lines set up the comparison directly: wrapped up from top to toe establishes that the child is covered from head to foot. Children need to explain the likeness, not just list clothes. The official answer requires a reference to being wrapped up or wearing lots of layers, or to not being able to see what is inside, or to being protected. A simple list of clothing items does not score; children should say something like 'she is all wrapped up and you cannot see her inside' to show they understand the comparison.

**Watch out:** A child who simply lists hats, scarves, gloves and boots will not score, as the answer requires them to explain the comparison, not just name the items of clothing.

**Model answer:** The child is wrapped up in so many layers of clothing that you cannot see them inside, just like a parcel is all wrapped up and you cannot see what is inside it.

### Question P2-1 (1 mark)

**Answer:** The word children need to copy is 'famous'.

Point the child to the very first sentence at the top of page 4 in the Paper 2 reading booklet and ask them to read it carefully. Ask: "Can you find a word in that sentence that means well known?"

The opening sentence of the 'Meet Tony Ross' text on page 4 of the Paper 2 reading booklet reads '**Tony Ross is one of the most famous children's authors in the UK.**' Children need to identify that famous means 'well known' and copy it accurately. This is a vocabulary question: children scan the top of page 4 for a word that matches the meaning given, rather than working it out from context.

**Watch out:** A child might copy 'authors' or 'children's' as these are prominent nouns near the start, but neither means 'well known'.

### Question P2-2 (1 mark)

**Answer:** The Little Princess reminds Tony Ross of his daughter (when she was little).

Ask your child to look at the section about Tony the author on page 4 of the reading booklet and find the sentence that talks about who the Little Princess reminds Tony of. Ask: "Who does Tony say the Little Princess makes him think of?"

On page 4 of the Paper 2 reading booklet, under the subheading **Tony the author**, the text states directly: 'Tony says that she reminds him of his daughter when she was little.' Children need to lift this fact accurately. Answers referring to 'his little girl' or 'his daughter as a child' are equally acceptable, as the key detail is the relationship.

**Watch out:** A child might write 'a princess' or 'a real child', picking up the character description rather than the personal connection Tony describes. The answer must refer to his daughter.

### Question P2-3 (2 marks)

**Answer:** The child should tick True, False, False, True in that order: there are lots of books about her (True); she always does as she's told (False); she is 5 years old (False); she doesn't like going to bed (True).

Ask your child to find the section about the Little Princess on page 4 of the Paper 2 reading booklet and read it carefully before tackling the table. Ask: "Can you find a sentence that tells you how old the Little Princess is?"

Page 4 of the Paper 2 reading booklet contains all four facts needed. Children should check each statement against the text carefully. **True:** Tony has written many books about the Little Princess. **False:** the text says 'Often, the Little Princess doesn't do as she is told' - the opposite of always obeying. **False:** she is 4 years old, not 5. **True:** 'she always wants to stay up late when it's bedtime' confirms she dislikes going to bed. Two marks for all four correct; one mark for three correct.

**Watch out:** A child might tick True for 'She is 5 years old' because she sounds like a young child, but the text clearly states she is 4 years old.

### Question P2-4 (1 mark)

**Answer:** Tony Ross wanted to work with horses, or be an actor or a cowboy in a film.

Point the child to page 5 of the Paper 2 reading booklet, the interview section. Ask: "What job did Tony Ross dream about before he became a writer?"

On page 5 of the Paper 2 reading booklet, in the interview section under 'Why did you become an illustrator and writer?', Tony Ross says 'I always wanted to work with horses. I once wrote to an actor to ask if I could be a cowboy in one of his films!' Children need to pick out either wanting to work with horses or wanting to be a cowboy/actor in a film. Both are acceptable retrieval points from the same passage.

**Watch out:** A child might write 'author' or 'artist' as Tony Ross clearly became both, but the question asks what he wanted to do before that career, so neither of those counts.

### Question P2-5 (1 mark)

**Answer:** The table needs three characters filled in: the character for Francesca Simon is Horrid Henry (or Miss Battle-Axe); the writer for Dr Xargle is Jeanne Willis; the writer for Mr Toffy is Tony Ross.

Ask your child to look at the reading booklet pages about Tony Ross and find where it mentions which authors wrote which characters. Ask: "Can you point to where the booklet tells us who wrote stories about Dr Xargle?"

Pages 4 and 5 of the **Paper 2 reading booklet** contain all three answers. Under 'Tony the illustrator', the text states 'the famous Horrid Henry series by Francesca Simon', giving the first row. The next sentence names 'Dr Xargle, written by Jeanne Willis', giving the second row. The writer for Mr Toffy comes from page 5, where Tony Ross says his first book was 'Tales from Mr Toffy's Circus', confirming Tony Ross wrote it. All three cells must be correct for the single mark available.

**Watch out:** A child might write 'Horrid Henry series' for the Francesca Simon row, but the official answer requires a character name such as Horrid Henry or Miss Battle-Axe, not the series title.

**Model answer:** Francesca Simon row: Horrid Henry (or Miss Battle-Axe). Dr Xargle row: Jeanne Willis. Mr Toffy row: Tony Ross.

### Question P2-6 (1 mark)

**Answer:** Because when he illustrates his own books, he only draws things he is able to draw and likes to draw - he does not have to include things he finds difficult.

Ask your child to find the section on page 5 of the reading booklet where Tony Ross answers questions about illustrating. Ask: "Why does Tony Ross say it is easier to illustrate his own books than someone else's books?"

On page 5 of the Paper 2 reading booklet, Tony Ross explains directly: **'It's easier to illustrate your own because every illustrator has things they don't like to draw or can't draw. If you write the story yourself you don't include those things in the story!'** Children need to capture the idea that illustrating his own books is easier because he avoids drawing things he cannot or does not like to draw. A vague answer about simply preferring his own books, without mentioning drawing, does not score.

**Watch out:** An answer saying only 'he likes his own books best' or 'it is easier to write your own books' does not score, because the question is specifically about illustrating and the child must mention drawing.

### Question P2-7 (1 mark)

**Answer:** The kind man is the farmer. The greedy man is the merchant.

Ask the child to find the very first sentence of The Greedy Man story on page 6 of the reading booklet, then ask: "What two words does the writer use to describe the two neighbours?"

On page 6 of the Paper 2 reading booklet, the opening sentence introduces both characters directly: **'a kind farmer and a greedy merchant'**. Children simply need to match each label to the correct man. Both parts must be correct to receive the mark.

**Watch out:** A child might write 'the neighbour' for either answer, which is too vague. The official answer requires 'the farmer' and 'the merchant' specifically.

### Question P2-8 (1 mark)

**Answer:** The two neighbours were walking along a riverbank.

Ask your child to look at the very beginning of The Greedy Man story and find the sentence that tells us where the two neighbours were walking. Ask: "Where were the two men walking when they spotted the bird?"

The opening paragraph of The Greedy Man (Paper 2 reading booklet, page 6) states clearly that **'when they were walking along a riverbank, they saw a wounded bird'**. Children simply need to locate this detail at the start of the story. The tick-box format means only one option is correct; the answer is along a riverbank.

**Watch out:** A child might tick 'on a bridge' because water and bridges are often associated, but the text specifically says they were walking along a riverbank, not crossing a bridge.

### Question P2-9 (1 mark)

**Answer:** The farmer let the bird go because he knew it needed to be free.

Cover the page and ask your child to think about what kind of person the farmer is. Ask: "Why do you think the farmer set the bird free once it was better?"

On page 6 of the Paper 2 reading booklet, the text says the farmer cared for the bird and talked to it each day, and **'when the bird's broken wing was better, he knew he must let it go'**. The word must shows the farmer felt it was simply right and necessary – not that he expected anything in return. Children need to infer that the farmer's motivation was kindness and the bird's need for freedom, not any desire for reward.

**Watch out:** A child might tick 'he wanted to get a seed' because the bird does later bring a seed, but the text makes clear the farmer freed the bird simply because its wing was healed, with no expectation of reward.

### Question P2-10 (1 mark)

**Answer:** The farmer was surprised because the pumpkin was filled with gold, not pumpkin flesh.

Ask your child to find the part of the story where the farmer cuts open his first pumpkin. Ask: "What did he find inside it that surprised him?"

On page 7 of the Paper 2 reading booklet, the relevant sentence reads: 'It burst, not with pumpkin flesh but with gold!' Children need to identify that the surprise came from finding gold inside instead of the expected pumpkin flesh. A straightforward retrieval of what was unexpected is all that is required for the mark.

**Watch out:** A child might simply write 'pumpkin' or 'it had gold' without making clear the contrast with what was expected. The answer needs to reference the gold being where pumpkin flesh should have been.

### Question P2-11 (1 mark)

**Answer:** The answer to tick is: 'The farmer was richer than he was.' The greedy man felt sick because the farmer had become wealthy.

Ask your child to find the part of the story where the farmer opens his pumpkins and then look at what happens next. Ask: "How do you think the greedy man felt when he found out what had happened to the farmer?"

On page 7 of the Paper 2 reading booklet, the sentence '**The greedy man was so jealous that he felt sick**' follows directly from the farmer rushing to tell everyone about his gold-filled pumpkins. Children need to identify that it was the farmer's new wealth – not his plant, his boasting, or his kindness – that caused the jealousy. The phrase 'determined to get rich in the same way' confirms that being outdone financially is the trigger.

**Watch out:** A child might tick 'The farmer was boasting about his plant' because the text says the farmer 'rushed to tell everyone', but the text makes clear it is the farmer's riches that cause jealousy, not the act of boasting itself.

### Question P2-12 (1 mark)

**Answer:** He searched for a wounded bird because he wanted to get rich, just like the farmer had done - he was hoping a bird would reward him with a pumpkin seed full of gold.

Before your child looks back at the story, ask them to think about what had just happened to the farmer and how the greedy man felt about it. Ask: "Why do you think the greedy man went looking for a wounded bird?"

On page 8 of the Paper 2 reading booklet, the greedy man's motive is rooted in jealousy established on page 7: 'he was determined to get rich in the same way.' Children need to infer the connection between the greedy man's actions and his desire for wealth. He had watched the farmer receive a seed from a bird, grow pumpkins full of gold, and become rich. A child must link that backstory to explain why he sought a wounded bird - not simply restate that he found one.

**Watch out:** A child might simply say 'because he wanted a bird' without connecting it to wanting gold or riches - that answer is too vague and does not show the inferential link the question requires.

### Question P2-13 (1 mark)

**Answer:** He couldn't wait any longer to catch a bird - he had run out of patience after two days of searching and wanted to force one to get injured.

Before your child looks back at the story, ask them to think about what the greedy man had already tried and how he was feeling by day three. Ask: "Why do you think he gave up waiting and brought a weapon with him on the third day?"

On page 8 of the Paper 2 reading booklet, the text explains that after two fruitless days the greedy man '**lost all patience**' and took a slingshot so he could wound a bird himself rather than wait to find one already injured. Children need to infer that impatience drove his decision - he was not trying to scare birds or carry one more easily, but to guarantee catching one quickly by deliberately breaking its wing.

**Watch out:** A child might be tempted to tick 'He wanted to scare the birds away' because a slingshot could make birds fly off, but the text makes clear he was trying to hit and injure a bird, not drive them away.

### Question P2-14 (2 marks)

**Answer:** Any two of these count: he planted the seed straight away; he paced up and down his garden looking for signs of growth; he was watching to see if the plant was growing; he dreamt of the riches awaiting him (while gazing at the moon).

Before your child looks back at the story, ask them to think about how the greedy man behaved once he had the seed - what did he do that showed he really couldn't wait? Ask: "Can you remember two things the greedy man did that showed he was desperate for the seed to grow?"

Page 9 of the Paper 2 reading booklet describes the greedy man's behaviour after planting the seed. Children need to identify two actions that show impatience. Planting **straight away** earns one point ('The greedy man planted it straight away'). Pacing up and down, watching for growth, or dreaming of riches at night each earn the second point. The mark scheme cautions that simply writing 'he gazed at the moon' is not enough - children must link the gazing to dreaming of riches/gold to show they understand the implication.

**Watch out:** Writing 'he gazed at the moon' alone does not score because the inference required is that he was dreaming of riches - the gazing must be linked to his longing for gold.

**Model answer:** 1. He planted the seed straight away. 2. He paced up and down his garden, looking for signs of growth.

### Question P2-15 (1 mark)

**Answer:** He thought his reward was going to be greater than the farmer's - that he was meant to go up to the moon itself to collect his riches.

Before your child looks back at the page, ask them to think about what the greedy man was hoping for at that point in the story. Ask: "Why do you think the greedy man was so pleased and clapping his hands?"

On page 10 of the Paper 2 reading booklet, the greedy man notices the vine has no pumpkins and immediately leaps to a greedy conclusion. Children need to infer that his delight comes from believing he will receive something better than the farmer did - the text says he says to himself '**Maybe my reward is going to be greater than the farmer's**', which is the key reasoning. A general answer such as 'he was happy' or 'he was excited about the vine' does not score, because it does not link his delight to the specific idea of expecting greater riches.

**Watch out:** A child might answer that he was happy because the vine was growing tall, but the text makes clear it is specifically the thought of collecting greater riches than the farmer that causes his delight - a reference only to the vine does not score.

**Model answer:** He thought his reward was going to be greater than the farmer's and that he was meant to go up to the moon itself to collect his riches.

### Question P2-16 (1 mark)

**Answer:** The word children need to copy is 'glint'.

Point your child to the paragraph in the Paper 2 reading booklet that begins 'The greedy man began to climb the vine' and ask them to read it carefully. Ask: "Can you find one word in this paragraph that means the same as sparkle?"

In the paragraph beginning 'The greedy man began to climb the vine' on page 10 of the Paper 2 reading booklet, the text says he '**immediately began searching for the glint of gold or silver**'. The word glint means a small flash or sparkle of light, which makes it the correct synonym for sparkle.

Children must copy the word accurately; writing 'gold' or 'silver' does not score because those are the things sparkling, not the word meaning sparkle.

**Watch out:** A child might write 'gold' or 'silver' because those are the things the greedy man is searching for, but neither of those words means sparkle.

### Question P2-17 (1 mark)

**Answer:** The vine had vanished / the whole plant had disappeared. Any answer saying the vine was gone, or that he was stranded on the moon, counts.

Ask your child to find page 11 in the Paper 2 reading booklet and re-read the last section about the greedy man. Ask: "What happens when the greedy man looks around for the vine?"

On page 11 of the Paper 2 reading booklet, the key sentence is **'The whole plant had vanished.'** Children need to read carefully here: the question tells them the first surprise was finding no gold or silver, so they must identify what comes next. The text says he looked around for the vine and found it had completely disappeared, leaving him trapped. Children should refer to the vine or plant vanishing, or note that he was stranded on the moon as a result.

**Watch out:** A child might write that he found no gold or silver, but the question tells them that is already the first surprise - they must identify the second, separate event.

### Question P2-18 (1 mark)

**Answer:** The correct order is: The farmer became rich (3), The two neighbours saw a wounded bird (1), The greedy man broke a bird's wing (4), The farmer picked up the wounded bird (2), The greedy man climbed up the vine (5).

Cover the reading booklet and ask your child to recall the story events in the order they happened, starting with the one that is already numbered for them. Ask: "Can you tell me what happened next, and next, and next, all the way to the end of the story?"

Children need to track the story's events across pages 6 to 11 of the **Paper 2 reading booklet**. Number 1 is already given: both neighbours see the wounded bird. Next, the farmer picks it up and takes it home (2). The pumpkins grow and the farmer becomes rich (3). The greedy man then deliberately breaks a bird's wing with a slingshot (4). Finally, the vine grows to the moon and the greedy man climbs it (5). All five numbers must be correct to score the mark.

**Watch out:** A child might place 'The farmer became rich' at number 2, forgetting that the farmer picks up the bird before the reward happens. The kindness comes first, then the riches.

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