



ExamNinja

REVISION GUIDES • WORKBOOKS • PRACTICE PAPERS

KEY STAGE 1 SATS

2017 KS1 English Reading

Answers Explained

Sourced from SATs-Papers.co.uk • <https://www.SATs-Papers.co.uk>

Answers Explained © ExamNinja.co.uk.

Questions and mark schemes © Crown copyright, reproduced under the Open Government Licence v3.0; some source texts may be third-party copyright - see the original resource.

How to beat each question type

Tick the right answer (1b)

1. Read the question together and make sure the child understands what is being asked.
 2. Encourage the child to look back at the text to find the part that gives the answer, rather than guessing.
 3. Ask the child to point to the correct box and make a clear tick – remind them only one box should be ticked.
-

Find and copy (1a)

1. Read the question aloud and help the child understand exactly which word or words are needed.
 2. Guide the child to look back at the relevant part of the text and run their finger along the lines to find the word.
 3. Once the child finds it, they copy it carefully – spelling does not need to be perfect, but it should be a genuine attempt at the word from the text.
-

Inference: how can you tell? (1d)

1. Read the question together and talk about what it is really asking – often it is about a character's feelings or reasons for doing something.
 2. Ask the child what clues the text gives, using prompts such as 'What does it say that makes you think that?'
 3. Help the child write a short answer in their own words – it does not need to be a full sentence, just a clear idea that links back to the text.
-

Word meaning in context (1a)

1. Read the sentence containing the word aloud together so the child hears it in context.
 2. Talk through each option, trying it in place of the original word to see which one makes the best sense.
 3. Encourage the child to choose the option that fits the meaning of the whole sentence, not just one that sounds similar.
-

Sequencing and matching (draw lines) (1c)

1. Read through all the items on both sides of the matching task before drawing any lines.
2. Help the child go back through the text in order to check when each event happened or which description fits which word.

3. Draw the lines clearly one at a time – remind the child that every item on the left must connect to exactly one item on the right.
-

True or false table (1b)

1. Read each sentence in the table aloud with the child and make sure they understand what it is claiming.
 2. Look back at the relevant part of the text together to check whether the claim matches what the text actually says.
 3. Place a clear tick in either the True or False column for each row – remind the child every row needs an answer.
-

Prediction: what might happen next? (1e)

1. Re-read the ending of the relevant section together so the child has the story fresh in their mind.
 2. Talk about how the characters are feeling and what has just happened, then ask what seems most likely to follow.
 3. Help the child choose or write an answer that fits the mood and events of the story – they should be able to point to something in the text that supports their choice.
-

Question P1-a (0 marks)

Answer: The story started on Monday. Children should tick the box next to 'Monday'.

Ask your child to find the very first sentence of the Octopus story and read it aloud. Ask: "What day does the story say it is right at the start?"

The very first line of the story beneath the title states '**On Monday, Molly was playing in her room**' - the day is given explicitly. Children simply need to find that opening sentence and match it to the correct tick-box option. The other days (Tuesday, Wednesday, Thursday) all appear later in the story, so children who read on too far might be distracted by them.

Watch out: A child might tick 'Tuesday' because that day also appears early in the story, but Tuesday is when the second part of the story takes place, not the beginning.

Question P1-b (0 marks)

Answer: Molly was playing in her room (her bedroom).

Ask your child to look at the very first part of the story and find the sentence that tells us where Molly was. Ask: "Where was Molly when her mother asked her to tidy up?"

The opening paragraph of the story states directly that '**Molly was playing in her room**'. Children simply need to retrieve this detail from the first page of the text. The question is straightforward retrieval - there is no inference required. A short answer such as 'her room' or 'her bedroom' is all that is needed.

Watch out: A child might write 'the garden' as Molly later plays there on Tuesday, but the question asks about the start of the story, which is Monday - she is in her room.

Question P2-c (0 marks)

Answer: The child should tick 'a giant'.

Ask your child to find the very first line of the poem and read it aloud. Ask: "What does the child in the poem say they are riding on?"

The very first line of the poem on Paper 1 booklet, page 13 states '**I'm riding on a giant**' - the answer is stated directly and explicitly. Children simply need to locate that opening line and match it to the correct tick-box option. The other options (a cloud, a horse, a train) are not mentioned in this stanza.

Watch out: A child might tick 'a cloud' because the illustration shows clouds in the background, but the poem's words themselves give the answer clearly.

Question P2-d (0 marks)

Answer: The child is looking down on everyone.

Ask your child to read the first verse of the poem aloud, then ask: "Who is the child looking down on?"

The opening verse of the poem in the Paper 1 booklet, page 13, contains the answer directly. The third line reads '**Looking down on everyone**' - children simply need to locate and retrieve this phrase. The question is a straightforward retrieval task testing whether children can identify key information stated plainly in the text.

Watch out: A child might write 'people in the street' inspired by the second verse, but the question refers to the first verse only, where the answer is clearly stated as 'everyone'.

Question 1 (1 mark)

Answer: Children should tick 'confused.'

Cover the page and ask your child to think about how they feel when something happens and they have no idea why. Ask: "If something strange happened and you had no idea how or why, what feeling word would you pick?"

On Paper 1 booklet, page 6, the question asks children to infer what Molly didn't understand means as a feeling. The key reasoning step is that 'not understanding' something is the same as being puzzled or confused - not angry, sad, or happy. Children need to connect the phrase to an emotion word: because Molly couldn't work out why the room was tidy, she was **confused**. The other three options describe different emotional states that the text simply does not support at this moment.

Watch out: A child might tick 'angry' because Molly generally dislikes tidying, but the text says she didn't understand what had happened - that is puzzlement, not anger.

Question 2 (1 mark)

Answer: Molly thought it was magic that her bedroom had been tidied up while she was at tea.

Cover the page and ask your child to think back to what Molly found when she came back from tea. Ask: "What did Molly find had happened, and what did she think had caused it?"

On Paper 1 booklet, page 6, the key inference is that Molly returned to find her room tidy after leaving a mess. The text says 'Her bedroom was tidy. Molly didn't understand. "It's magic," thought Molly.' Children need to connect what changed while she was away - the palace (her pretend game) had gone and the room was tidy - with what she called magic. Answers about the room being tidy, the mess disappearing, or the palace having gone all count.

Watch out: Writing 'she didn't understand' or 'her room' alone without any sense of it being tidy or the mess having gone is not enough - children need to explain what it was that seemed magical.

Question 3 (1 mark)

Answer: Molly was racing in the garden, or hopping around her race track. Any answer that mentions racing, running, hopping, or playing counts.

Point the child to the Tuesday part of the story on page 7 of the Paper 1 booklet. Ask: "What was Molly doing when her mum told her to tidy up on Tuesday?"

The answer sits in the opening line of the Tuesday section on **Paper 1 booklet, page 7**: 'On Tuesday, Molly was racing in the garden' and the follow-up detail 'she was too busy hopping around her race track.' Children should refer to what Molly was actually doing - racing or hopping - not simply where she was. Saying only 'she was in the garden' does not score, because the question asks what she was doing, not where she was.

Watch out: Answering 'she was in the garden' does not score - the question asks what Molly was doing, not where she was.

Question 4 (1 mark)

Answer: The correct tick is 'picked up.' Molly thought something with many arms had been tidying, which means the race track had been picked up.

Before your child looks back at the story, ask them to think about what Molly noticed when she came back. Ask: "What do you think happened to Molly's race track while she was having tea?"

On Paper 1 booklet, page 7, the text says the race track had disappeared, and Molly's reasoning is that '**something with a lot of arms is tidying up**'. Children need to connect that tidying up means picking things up and putting them away. The inference is that Molly believes the race track was

collected and removed, not eaten, dropped, or broken. 'Picked up' is the only option consistent with tidying behaviour.

Watch out: A child might tick 'eaten up' because an octopus feels like a creature that might eat things, but the text says the something was tidying up, not eating.

Question 5 (1 mark)

Answer: Molly was always too busy playing and having fun. Any activity counts: being a princess, racing, building a monster.

Point your child to the pages about Monday, Tuesday and Wednesday. Ask: "Each time Molly's mum tells her to tidy up, what is Molly doing instead?"

The question is on Paper 1 booklet, page 9, and asks children to retrieve why Molly never tidied. The text repeatedly shows she was occupied with imaginative play - 'too busy being a princess', 'too busy hopping around her race track', and 'too busy having fun'. Children need to give a reason linked to playing or a specific activity. Simply writing '**she was busy**' or '**she didn't like tidying**' is not enough - the answer must show what she was busy doing.

Watch out: A child might write 'she was busy' or 'she didn't like tidying' - but the official answer requires them to say what kept her busy, not just that she was busy or disliked tidying.

Question 6 (1 mark)

Answer: Any one of these three places: under her bed, inside the top drawer, or down the toilet.

Point the child to the page where Molly goes searching. Ask: "Can you find the sentence that tells us all the places Molly looked?"

The relevant detail appears on Paper 1 booklet, page 8, in the sentence '**Molly looked everywhere: under her bed, inside the top drawer and even down the toilet!**' Children simply need to retrieve and copy one of those three locations. Any single correct place scores the mark; children may also write more than one and still score, as long as both are correct.

Watch out: Writing 'her bedroom' on its own is listed as acceptable, but a vague answer like 'everywhere' does not score because it does not name a specific place.

Question 7 (1 mark)

Answer: The child should tick 'a thought'.

Before looking at the options, ask your child to think about what Molly has just done - she has come up with a plan. Ask: "What is another word for when you think of a plan or something in your mind?"

The question is testing vocabulary in context. The word idea appears in the phrase 'Then she had an idea...' on Paper 1 booklet, page 9. Children need to select the closest synonym from four options. An idea is something formed in the mind - a thought - not a dream, a feeling, or an adventure. The correct tick is **a thought**.

Watch out: A child might tick 'a dream' because ideas can feel imaginative, but a dream happens when you are asleep - the text shows Molly is awake and thinking.

Question 8 (1 mark)

Answer: She wanted to see the octopus. Children should tick that option.

Ask your child to think back to what Molly was hoping to find in her bedroom that Thursday evening, before looking at the options. Ask: "Why do you think Molly rushed through her tea?"

On Thursday, Molly deliberately made a huge mess and then ate her tea as quickly as possible: 'she ate it super fast and raced back to her bedroom'. The reason given in the text is that **'Molly imagined Octopus would be very busy today because she'd left a huge mess'** - she wanted to catch whoever was tidying up. Children need to infer that rushing back was about seeing the mysterious octopus, not about dancing or tidying.

Watch out: A child might tick 'She wanted to carry on dancing' because dancing is mentioned on Thursday, but the text makes clear the dancing was before tea - rushing back was about something else entirely.

Question 9 (1 mark)

Answer: Monday goes with bedroom, Tuesday goes with garden, Wednesday goes with living room.

Cover the question and ask your child to think back through the story day by day. Ask: "Without looking, can you remember where Molly was playing on Monday, Tuesday and Wednesday?"

Paper 1 booklet, page 11 contains this matching question, but children must pull together details spread across pages 5, 7 and 8. On Monday, Molly was playing in her room (bedroom); on Tuesday,

she was racing in the garden; on Wednesday, she built a monster and when Molly came back, the living room was tidy, confirming that is where Wednesday's mess was. All three lines must be correctly drawn to earn the single mark.

Watch out: A child might link Wednesday with bedroom because Molly's bedroom is mentioned most often in the story, but the text specifically places Wednesday's untidiness in the living room.

Question 10 (1 mark)

Answer: The child is holding on to the giant's ears (or just 'ears' or 'giant' on their own also counts).

Ask your child to find the verse on the page that mentions the giant and the street. Ask: "What does the child in the poem say they are holding on to?"

The second verse of the poem, on Paper 1 booklet, page 14, contains the answer directly: '**I'm holding on to giant's ears**'. Children simply need to retrieve this detail from the text. The question is a straightforward retrieval task - the line names exactly what the child is gripping. Answers of 'the giant's ears', 'his ears', or even just 'ears' or 'giant' all count, as the official answer confirms any reference to the ears or the giant is sufficient.

Watch out: A child might say 'the giant's shoulders' or 'the giant's head' from looking at the illustration, but the text itself clearly states it is the ears.

Question 11 (1 mark)

Answer: The correct tick is 'march' - it means to walk with long, purposeful strides.

Point the child to the line from the poem on page 14 of the Paper 1 booklet. Ask: "Which of those four words means walking in a big, strong, confident way?"

The poem line **As we stride along the street** appears on Paper 1 booklet, page 14. Children need to match the meaning of stride - to walk with long, confident steps - to the closest option. 'March' best captures that sense of deliberate, strong movement. 'Crawl' means the opposite; 'dance' and 'climb' suggest entirely different actions.

Watch out: A child might tick 'climb' because the giant is very tall and height is mentioned, but 'climb' means going upwards, not walking along a street.

Question 12 (1 mark)

Answer: Fox bit a hole in the side of the bag. Heron Feather did not notice because he was singing too loudly.

Ask your child to find the paragraph where Fox is inside the bag, then read it carefully all the way to the end. Ask: "How did Fox get out of the bag, and why didn't Heron Feather notice?"

Both parts of question 12 are found on page 7 of the Paper 1 booklet. For part (a), the text states '**he bit a big hole in the side of the bag**' - children need to say Fox used his teeth or bit through the bag. For part (b), the final sentence of that paragraph gives the reason directly: '**Heron Feather was singing too loudly to notice**'. Each part earns 1 mark independently.

Watch out: For part (a), a child might say Fox used his claws to scratch a hole, but the text specifically says he bit the bag - claws are not mentioned and do not score.

Model answer: (a) He bit a big hole in the side of the bag. (b) Heron Feather was singing too loudly to notice.

Question 13 (1 mark)

Answer: The child's father seemed like a giant because he is tall/big, or because the child was so high up they could look down on everyone.

Before your child looks back at the poem, ask them to think about what they now know about who the 'giant' really is. Ask: "Why do you think the child called their dad a giant?"

The final verse of the poem, on Paper 1 booklet, page 16, reveals the twist: the 'giant' is actually the child's dad carrying them on his shoulders. Children need to make an inference - they must explain why the father is described as a giant. The proof is spread across the poem: '**I'm way up in the sky**' and '**Looking down on everyone**' show the child is very high up, making the father seem enormous. Answers about the father being tall or big, or about the child being high enough to look down on everyone, both score. Simply saying 'he is like a giant' without any reference to size or height does not score.

Watch out: Simply writing 'he is like a giant' without adding any reference to size, height, or the child being high up does not score - the answer must explain the reason.

Question 14 (1 mark)

Answer: The child should tick: 'That was great, Dad. Let's do it again!'

Ask your child to think about how the child in the poem feels during the whole adventure. Ask: "Based on how the child feels throughout the poem, what do you think they would say to their dad at the very end?"

The final verse of the poem, on Paper 1 booklet, page 16, reveals that the 'giant' is actually the child's dad, and throughout the poem the child describes the experience with excitement and wonder - being high up, looking down on everyone, feeling safe. The phrase 'I'm safe as houses way up here' and the joyful, boastful tone throughout show the child is thoroughly enjoying themselves. Children need to use these clues to predict a reaction that matches that positive, enthusiastic mood - only the final option fits, because it addresses Dad and wants to repeat the fun.

Watch out: A child might tick 'That was so scary. I never want to do it again!' because some parts sound dramatic, but the poem's tone is excited and happy throughout, not frightened.

Question 15 (1 mark)

Answer: Water is important because plants and animals need it to grow, and people use it to drink, cook and clean.

Ask your child to find the very first paragraph of 'World of Water' and read it aloud, then ask: "What does the text say water is used for?"

The opening paragraph of the 'World of Water' text in the Paper 1 booklet, page 19, contains the answer directly: 'Plants and animals need it to grow. We use water to drink, cook and clean.' Children should draw from those two sentences. Any one of these reasons scores the mark - for plants and animals to grow; to drink, cook or clean; or that it is important to life generally.

Watch out: A child might write 'because it is healthy' or 'it is the best drink' - these come from general knowledge, not the text, and do not score.

Question 16 (1 mark)

Answer: Children need to write any two places where water can be found in nature. Good answers include: the sea, lakes, rivers, rain, ice, snow, the sky, or named examples such as the Thames or the Pacific Ocean.

Point your child to the section headed 'Where can you find water?' on the page with the three photographs. Ask: "Can you find two different places the text mentions where water exists in nature?"

The Where can you find water? section on Paper 1 booklet, page 19 lists the key options: '**We can see water fall from the sky as rain, or frozen into ice and snow. You can find water in the sea, in lakes and in rivers.**' Children must give two different examples from those mentioned in the text. Named

bodies of water from page 20–21 (Atlantic, Pacific, Indian Ocean, Lake Victoria, Avon, Mersey, Thames, Tyne) also count. Both answers must come from the text, not general knowledge.

Watch out: A child might write 'England' or 'Africa' as these are mentioned on the same page, but these are countries, not places where water is found, so they do not count.

Question 17 (1 mark)

Answer: The child should tick 'salt'. Seawater contains salt and fresh water does not.

Cover the passage and ask your child to think about what they remember about seawater from the text. Ask: "What do you think makes seawater different from the water in rivers and lakes?"

The 'Water in nature' section on Paper 1 booklet, page 20 states: 'Water from oceans and seas is called salt water' and that drinking lots of it 'can make you very ill', while lake and river water is called 'fresh water'. Children need to infer that the key difference between the two types is the presence of salt in seawater. The other options - dirt, fish, air - are not mentioned as distinguishing features anywhere in the text.

Watch out: A child might tick 'fish' because fish live in the sea, but the text never says fish are the difference between the two types of water - it only contrasts salt and fresh.

Question 18 (1 mark)

Answer: The biggest ocean is the Pacific Ocean.

Ask your child to find the section about seas and oceans on page 20 of the Paper 1 booklet and read it carefully. Ask: "Which ocean does the text say is the biggest of them all?"

In the 'Seas' section on Paper 1 booklet, page 20, the final sentence states directly: '**The Pacific Ocean is the biggest of them all.**' Children simply need to locate and copy this name. The answer children need to give is 'Pacific' or 'Pacific Ocean'. Plausible misspellings are fine, and a capital letter is not required.

Watch out: A child might write 'Atlantic' or 'Indian' as these are also named in the text, but the passage clearly states the Pacific is the biggest, not simply one of the three largest.

Question 19 (1 mark)

Answer: Any two of these rivers from the text: the Avon, the Mersey, the Thames, the Tyne.

Point the child to the Rivers section on page 21 of the Paper 1 booklet and ask them to read that paragraph carefully. Ask: "Can you find the names of any rivers that are mentioned in that paragraph?"

On Paper 1 booklet, page 21, under the subheading **Rivers**, the text names four English rivers: 'Some of England's rivers are the Avon, the Mersey, the Thames and the Tyne.' Children simply need to copy any two of those four names correctly. Plausible misspellings are fine, and capital letters are not required. Children should not name rivers they know from elsewhere - only these four are accepted.

Watch out: A child might write 'England' or 'Africa' as a place where water is found, but the question asks specifically for named rivers - country or continent names do not count here.

Question 20 (1 mark)

Answer: Children need to draw three lines: oceans to 'large areas of salt water', lakes to 'bodies of fresh water', and rivers to 'moving fresh water'.

Ask your child to find the sections about oceans, lakes and rivers in the booklet and read what each one is made of. Ask: "Can you find the words that describe what kind of water is in each one?"

The **Lakes** and **Rivers** sections on Paper 1 booklet, page 21, and the **Water in nature** section on page 20, contain the key details. The text says lakes are 'large bodies of water with land all around them' and 'most lakes are full of fresh water'; rivers are 'full of fresh, moving water'; and oceans/seas are 'large areas of salt water'. Children must match all three correctly to gain the mark.

Watch out: A child might link 'bodies of fresh water' to rivers instead of lakes, confusing the two fresh-water types, but the text specifically describes rivers as 'moving' fresh water, making that the correct match for rivers.

Question P2-1 (1 mark)

Answer: Children aged between 5 and 10, or children who want to learn to swim or improve their swimming skills.

Point your child to the very first sentences of the Sea Spray Swimming Pool poster in the Paper 2 reading booklet. Ask: "Who do you think this poster is written for?"

The opening lines of the Sea Spray Swimming Pool poster on page 4 of the Paper 2 reading booklet address the reader directly: 'Are you aged between 5 and 10? Would you like to learn to swim or to improve your swimming skills?' Children need to identify who the poster is aimed at by reading these opening questions. Answers referring to that age range, or to children wanting to swim, are correct. References to teachers or schools alone do not score.

Watch out: A child might write just '5 and 10' as numbers alone, but the answer needs to describe the type of person, not just give bare numbers.

Question P2-2 (1 mark)

Answer: The swimming lessons run from 1st to 14th August (during the school summer holidays). Any of these count: in the summer holidays, 1-14th August, Monday 1st August at 10am, in August.

Ask your child to look at the Sea Spray Swimming Pool poster in the Paper 2 reading booklet and find where it tells them the dates. Ask: "When do the swimming lessons start and finish?"

On page 4 of the Paper 2 reading booklet, the dates are given in bold at the bottom of the first section: '**The lessons will run from 1st - 14th August.**' Children should give any specific reference to the dates or the summer holiday period. Saying simply 'holidays' or 'summer' on its own is not enough - a child needs to link it to summer or give the August dates.

Watch out: A child might write just 'the holidays' or 'summer' - but this is not specific enough. The answer needs to mention summer holidays, August, or the actual dates.

Question P2-3 (1 mark)

Answer: Any two of these: swimming, life-saving, water skills.

Ask your child to find the sentence on page 4 of the reading booklet that tells us what the instructors are trained to teach. Ask: "What two things does it say the instructors can teach?"

On page 4 of the Paper 2 reading booklet, the poster states 'The instructors are trained to teach swimming, life-saving and all water skills.' Children need to select any two of those three things. Both answers must come from that list to count. A child who writes the same point twice in different words does not score the second point.

Watch out: A child might write 'dealing with nervous beginners' - the text does mention this, but the official answer accepts it only as an additional option alongside the three main items. The safest answers are swimming, life-saving, or water skills.

Question P2-4 (1 mark)

Answer: Any two of these count: a swimming kit; a towel; a packed lunch.

Ask your child to turn to page 5 of the Paper 2 reading booklet and find the list of things children must bring to the first lesson. Ask: "Can you find and copy two things children need to bring with them?"

On page 5 of the Paper 2 reading booklet, the bullet-pointed list states children must bring **a swimming kit, a towel, and a packed lunch**. This is a straightforward retrieval question worth 1 mark for correctly copying any two of those three items. Children should copy the words directly from the text. The word 'find and copy' means the exact wording from the booklet is required.

Watch out: A child might write 'an adult' or 'a parent', as the text does mention bringing an adult - this is also accepted. However, simply writing 'equipment' is not specific enough.

Question P2-5 (1 mark)

Answer: The correct tick is 'very important'. The 'golden' rules are the most important rules to follow during the lessons.

Before looking at the options, point the child to the rules box on page 5 of the Paper 2 reading booklet. Ask: "What do you think the word 'golden' tells us about these rules?"

The phrase '**golden** rules' appears on page 5 of the Paper 2 reading booklet. This is a vocabulary question asking children to work out what 'golden' implies about the rules. The word 'golden' is used idiomatically to signal that something is especially valuable or important - just as 'golden opportunity' means a very special chance. Children need to select '**very important**' from the four options, recognising that 'golden' elevates the rules above ordinary ones.

Watch out: A child might tick 'only for good swimmers' because the rules appear in a swimming context, but the text clearly states the course is for all abilities, so that option is wrong.

Question P2-6 (2 marks)

Answer: The child should tick all four boxes correctly: 'The lessons are only for good swimmers' is FALSE; 'A six-year-old could take part in the lessons' is TRUE; 'Children can sign up on their own' is FALSE; 'There is a party at the end of the course' is TRUE.

Ask the child to find the Sea Spray Swimming Pool text in the Paper 2 reading booklet and read each statement in the table carefully before deciding. Ask: "Can you find the part of the poster that tells you who the lessons are for?"

The table on Paper 2 answer booklet, page 5 asks children to sort four statements as true or false using the Sea Spray Swimming Pool text on pages 4-5 of the Paper 2 reading booklet. The lessons are for all abilities, not only good swimmers - the text says '**suitable for complete beginners to advanced swimmers**', making that statement false. A six-year-old qualifies because the age range is 5-10. Children cannot sign up alone because '**you must bring an adult with you**'. A party is confirmed: '**there will be a gala with races and a party**'. One mark is awarded for three correct, two marks for all four correct.

Watch out: A child might tick TRUE for 'The lessons are only for good swimmers' because the word 'advanced' appears in the text, but the poster explicitly states the lessons are suitable for beginners too.

Question P2-7 (1 mark)

Answer: The word that shows Fox moved quickly is 'dashed'.

Point your child to the quoted sentence in the question and ask them to read it carefully. Ask: "Which word in that sentence tells you that Fox was moving really fast?"

The sentence quoted in the question reads 'Fox dashed off the path and hid behind a bush.' Children need to find and copy the single word that conveys speed. **Dashed** means to move very quickly, making it the correct answer. The question is a find-and-copy vocabulary task, so children should write just that one word. The word 'hid' describes hiding, not speed, so it would not score.

Watch out: A child might write 'hid' because it is also an action in the sentence, but 'hid' tells us what Fox did once he left the path, not how quickly he moved.

Question P2-8 (1 mark)

Answer: Fox thought a bird was coming over the hill.

Ask your child to find the part of the story where Fox first spots something coming over the hill, then ask: "What did Fox think he was about to pounce on?"

On page 6 of the Paper 2 reading booklet, the second paragraph describes Fox seeing **a tall feather** appear over the hill and crouching to pounce on what he assumed was a bird: 'Fox crouched down and prepared to pounce on the bird.' Children need to spot that Fox mistook the feather in Heron Feather's headdress for an actual bird. The tick-box answer is 'a bird'.

Watch out: A child might tick 'a horse' because a horse does appear in that scene, but Fox did not think a horse was coming - he thought he saw a bird because of the tall feather.

Question P2-9 (2 marks)

Answer: Fox became interested because Heron Feather said he was a fisherman, and Fox was hungry and knew that where there are fishermen, there are fish.

Ask the child to find the part of the story where Fox starts listening carefully to Heron Feather's song. Then ask: "Why did that one word in the song suddenly make Fox very interested?"

On page 7 of the Paper 2 reading booklet, Fox's reaction is explained directly: 'he pricked up his ears at the word fisherman, for where there are fishermen, there are fish. And a tasty fish would just suit Fox.' For **2 marks**, children need to make both points: that the song mentioned being a fisherman (so fish were likely nearby), and that Fox was hungry and wanted fish. Either point alone earns **1 mark**. Children who only say Fox smelled the bag do not score, as that detail is not part of the song.

Watch out: A child might mention the fishy smell coming from the leather bag, but the question asks specifically why Fox became interested when he heard the song - the smell is a separate detail and does not count.

Model answer: Heron Feather's song said he was a great fisherman, and Fox knew that fishermen have fish. Fox was very hungry, so he thought he might be able to get a fish from Heron Feather.

Question P2-10 (1 mark)

Answer: Heron Feather was on his way to ask a young woman called Swaying Reed to marry him.

Ask your child to find the part of the story that tells us where Heron Feather was going and why. Ask: "Where was Heron Feather travelling to, and what was he planning to do when he got there?"

On page 7 of the Paper 2 reading booklet, the second paragraph states clearly that **Heron Feather was on his way to ask Swaying Reed to marry him**, explaining he was 'making himself feel braver by

singing his own praises.' Children simply need to locate and report this stated purpose. Answers such as 'to visit Swaying Reed' or 'to marry a girl' are also credited, but the clearest route is to state he was going to propose marriage to her.

Watch out: A child might say he was going to show off his fish or sing his song, as those details are prominent, but the text is clear that his destination and purpose were to ask Swaying Reed to marry him.

Question P2-11 (1 mark)

Answer: He lay on the path. Fox tricked Heron Feather by lying down on the path so that Heron Feather would pick him up.

Ask your child to find the part of the story where Heron Feather spots Fox and picks him up, then think about what Fox had just done. Ask: "What did Fox do that made Heron Feather want to pick him up?"

Paper 2 answer booklet, page 8 asks children to tick how Fox tricked Heron Feather. The relevant moment is on Paper 2 reading booklet, page 7: 'Fox bounded ahead of the horse and lay down on the path.' Heron Feather then picked Fox up, believing him to be a prize catch. Children need to identify that it was lying still on the path that caused Heron Feather to stop - not the bounding or hiding, which happened at other points in the story.

Watch out: A child might tick 'He bounded ahead' because that action is mentioned just before, but it was lying on the path - not the bounding - that caused Heron Feather to stop and pick Fox up.

Question P2-12a (1 mark)

Answer: Fox bit a big hole in the side of the bag and escaped through it.

Ask your child to find the part of the story where Fox is inside the bag. Ask: "How did Fox get out of the bag?"

On page 7 of the Paper 2 reading booklet, the key sentence is '**then bit a big hole in the side of the bag**'. Children need to state that Fox used his teeth to make a hole - biting, chewing, or gnawing the bag open are all acceptable. The answer children need to give is rooted in that specific action. Answers suggesting Fox used his claws do not score, as the text is clear it was biting.

Watch out: A child might say Fox clawed a hole, which sounds plausible, but the text specifically says he 'bit' the bag - claw references do not score.

Question P2-12b (1 mark)

Answer: Heron Feather did not notice because he was singing too loudly.

Ask your child to look back at the part of the story where Fox escapes from the bag, and find the sentence that tells us what Heron Feather was doing at that moment. Ask: "What was Heron Feather doing that stopped him from noticing what Fox was up to?"

The clue is in the final sentence of page 7 of the Paper 2 reading booklet: '**Heron Feather was singing too loudly to notice.**' Children need to pull out the reason directly from that sentence. The singing was so loud it drowned out any sound of Fox's escape. A simple reference to him singing, or singing too loudly, is all that is needed to secure the mark.

Watch out: A child might write that Heron Feather was not looking, which is too vague. The text gives a specific reason - his singing - and the answer needs to reflect that.

Question P2-13a (1 mark)

Answer: The answer children need to tick is 'foolish'.

Before your child looks back at the story, ask them to think about how Heron Feather behaved throughout - what kind of person does he come across as? Ask: "Thinking about everything Heron Feather did in the story, what one word would you use to describe him?"

Across pages 6-8 of the Paper 2 reading booklet, Heron Feather boasts constantly about being the best fisherman and hunter, yet the text reveals he traded his mother's shoes for the fish rather than catching them himself. He was so distracted by his own singing that he never noticed the fox escaping. Children need to infer from these details that the story presents him as **foolish** - someone whose vanity and self-deception lead directly to his embarrassment.

Watch out: A child might tick 'very brave' because the word 'brave' appears in the title, but in the story Heron Feather's boasting is shown to be hollow and he rides away in silence at the end.

Question P2-13b (1 mark)

Answer: The story shows that Fox was clever.

Before your child looks back at the story, ask them to think about everything Fox did from start to finish. Ask: "What kind of animal do you think Fox was - and can you explain why?"

The final section of the Paper 2 reading booklet (pages 6-8) shows Fox outsmarting Heron Feather at every turn. Children need to recognise that Fox's behaviour throughout - waiting patiently in the bag, then biting a hole to escape with all the fish while Heron Feather sang too loudly to notice - demonstrates cunning rather than any other quality. The text confirms this with Fox's own satisfied thought: 'It is one thing to catch a fox, but quite another to keep it.' This is the mark of a character who has outwitted his captor entirely.

Watch out: A child might tick 'loud' because Heron Feather was the one singing loudly throughout, but the question asks about Fox, not Heron Feather.

Question P2-14a (1 mark)

Answer: Any feeling that fits the story works here: angry, embarrassed, sad, surprised, disappointed, or confused are all good options.

Before your child looks back at the story, ask them to think about what just happened to Heron Feather at the end. Ask: "How do you think Heron Feather felt when he saw the empty bag, and why?"

At the end of Paper 2 reading booklet, page 8, Heron Feather discovers his bag is empty with a large hole in it, in front of Swaying Reed and her mother - the very people he was trying to impress. Children need to infer how he would feel from this situation. The text says he '**stopped in mid-song**' and simply rode away, which signals a strong negative emotion. Any plausible feeling rooted in that moment scores the mark - embarrassment, anger, sadness, or shock are all well supported by events.

Watch out: A child might write 'happy' or 'proud', but the story clearly shows things went badly wrong for Heron Feather at that moment, so a positive emotion is not supported by the text.

Model answer: Heron Feather felt embarrassed and disappointed.

Question P2-14b (1 mark)

Answer: Heron Feather felt embarrassed, sad, angry, or disappointed because the fish had gone from his bag - he had nothing to show Swaying Reed and had been tricked by the fox.

Ask your child to think back to the end of the story, without looking, and recall what happened to Heron Feather. Ask: "How do you think Heron Feather felt when he reached Swaying Reed's house and why?"

The final paragraph of the story on Paper 2 reading booklet, page 8, shows Heron Feather arriving at Swaying Reed's house to impress her, only to find his bag empty with a large hole in it. Children need to reason backwards from his behaviour: **he stopped singing and rode away**, which signals shame or upset. The official answer accepts any plausible emotion - embarrassed, sad, angry, surprised, disappointed, or confused - as long as the reason given links to the text, such as the fish being gone, being tricked, or being unable to impress Swaying Reed.

Watch out: A child might write only that Heron Feather was embarrassed without giving any reason - this is the part (b) question asking WHY, so a reason is needed for the mark.

Model answer: Heron Feather felt embarrassed and disappointed because the fish had all gone from his bag and he had nothing to show Swaying Reed - the fox had tricked him.

Question P2-15 (1 mark)

Answer: The correct order is: Fox saw Heron Feather (1), Fox wanted Heron Feather's fish (2), Fox pretended to be dead (3), Heron Feather picked up Fox (4), Fox ate the fish (5).

Cover the story and ask your child to try to recall the order of events from memory before checking. Ask: "Can you tell me, in order, what Fox did from when he first saw Heron Feather to when he finally got his meal?"

Pages 6-8 of the Paper 2 reading booklet contain the full story, and children need to track the sequence of events carefully. First, Fox spots Heron Feather over the hill; then he smells the fish and wants them; next, Fox **lay down on the path** to trick Heron Feather into thinking he was dead; Heron Feather then picks Fox up and puts him in the bag; finally, Fox bites free and eats the fish along the path. All five numbers must be correct to earn the mark.

Watch out: A child might place 'Fox pretended to be dead' before 'Fox wanted Heron Feather's fish', but the text makes clear Fox only lay down on the path after he had already smelled the fish and decided he wanted it.

Answers Explained © ExamNinja.co.uk.

Questions and mark schemes © Crown copyright, reproduced under the Open Government Licence v3.0; some source texts may be third-party copyright - see the original resource.