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REVISION GUIDES • WORKBOOKS • PRACTICE PAPERS

KEY STAGE 1 SATS

2018 KS1 English Reading

Answers Explained

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How to beat each question type

Tick the right answer (1b)

1. Read the question together and ask the child to put a finger on the part of the text it is asking about.
 2. Read each option aloud and ask the child to say whether it matches what the text says, crossing out any that are clearly wrong.
 3. Ask the child to tick the one remaining answer that fits best, then check it together by re-reading the relevant sentence.
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Find and copy (1a)

1. Read the question together and agree which part of the text to search in, then run a finger slowly along each line.
 2. When the child spots a likely word or phrase, ask them to check it answers the question exactly before writing it down.
 3. Remind the child that the word or phrase must be copied exactly as it appears in the text, including spelling.
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Inference: how can you tell? (1d)

1. Read the question together and ask the child what clues the text gives, rather than just what happens on the surface.
 2. Encourage the child to point to the words or sentences in the text that give them their idea, saying 'I think this because...'
 3. Help the child write a short answer in their own words that explains the reason, not just states the fact.
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Word meaning (1a)

1. Read the sentence containing the word aloud together and ask the child what they think it might mean from the way it is used.
 2. Look at the options given (or the surrounding words) and discuss which meaning fits best in that sentence.
 3. Ask the child to swap the word for their chosen meaning and check the sentence still makes sense.
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True or false table (1b)

1. Read each statement in the table aloud and ask the child to find the matching part of the text to check it against.
 2. Ask the child whether the text agrees or disagrees with the statement, and to point to the evidence before deciding.
 3. The child then places a tick in the correct column; remind them that every row needs a tick, one way or the other.
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Sequencing / ordering (1c)

1. Read all the events listed together, then read through the relevant part of the text to find the order they happen.
 2. Ask the child to number the events one at a time, starting with whichever is already given as an anchor.
 3. Once all numbers are filled in, read them back in order together to check the sequence makes sense with the story.
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Matching / drawing lines (1b)

1. Read the items on both sides of the matching activity aloud and ask the child to look up each one in the text.
 2. Help the child find the sentence or phrase that connects each pair before drawing a line, to avoid guessing.
 3. Once all lines are drawn, count them to make sure every item on the left has exactly one line, as the question asks.
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Question P1a (0 marks)

Answer: The answer children need to write is 'Bryn' - he is the boy who lived on the farm.

Ask your child to read the very first sentence of the story carefully. Ask: "What is the name of the boy in the story?"

The very first sentence of the story in the Paper 1 booklet, page 5, names the character: **'When Bryn heard that his little cousin, Clare, was coming to visit, he was very excited. He lived on a farm.'** Children simply need to retrieve the name from that opening sentence.

Question P1b (0 marks)

Answer: Tick 'happy' - Bryn was very excited about his cousin coming to visit.

Before your child looks back at the story, ask them to think about how Bryn was feeling at the very start. Ask: "How do you think Bryn felt when he heard his cousin was coming to visit?"

The opening sentence of the story contains the proof: 'he was very excited'. Children need to match that feeling word to the closest option in the tick-box. **Excited** and **happy** are the same kind of positive feeling, so 'happy' is the correct choice. The other options - worried, surprised, angry - all suggest negative or uncertain emotions, which directly contradict the text.

Watch out: A child might tick 'surprised' because surprises can feel exciting, but the text does not say Bryn was surprised - it clearly says he was excited, which matches 'happy'.

Question P1c (0 marks)

Answer: The answer children need to write is 'sandwiches', 'juice', or 'fruit' - any two of these three items.

Ask your child to find the sentence in the opening paragraph that gives examples of things you could have in a lunchbox, then read it aloud. Ask: "Can you find two things from the text that you could have in a lunchbox?"

The opening paragraph of the Lunchbox section, on Paper 1 booklet, page 13, lists the items directly: **'such as sandwiches, juice and fruit'**. Children simply need to copy any two of those three words. The question is a straightforward find-and-copy task - no inference is needed, just careful reading of the example items given in that sentence.

Watch out: A child might write 'food' or 'drink' as these are mentioned nearby, but those are general words not copied from the list of examples - the question asks for items specifically named in the text.

Question P1d (0 marks)

Answer: The correct tick is 'thought about' - that is what 'wondered' means.

Before revealing anything, point the child to the sentence containing the word 'wondered' and ask them to re-read it carefully. Ask: "If you have 'wondered' about something, what have you been doing in your head?"

The word wondered appears in the opening paragraph of the Lunchbox section (Paper 1 booklet, page 13), in the sentence 'Have you ever wondered where your food and drink come from?' Children need to select the option that is closest in meaning. **'Thought about'** matches because wondering is a form of thinking curiously about something. The other options - 'stared at', 'picked up', 'eaten from' - are physical actions with no connection to thinking or curiosity.

Watch out: A child might tick 'stared at' because wondering can feel like gazing at something, but 'stared at' is a physical action, whereas 'wondered' is a mental one.

Question 1 (1 mark)

Answer: The child should tick 'He was getting them ready for Clare.'

Before your child looks back at the page, ask them to think about what Bryn was trying to do for his cousin's visit. Ask: "Why do you think Bryn got all his toys out and lined them up?"

Right at the start of this section (Paper 1 booklet, page 6), the text says Bryn **'decided Clare could choose first which to play with'** - he laid the toys out so his cousin could pick one. Children need to infer the reason behind the action: he wasn't tidying, hiding, or choosing for himself; he was preparing a choice for Clare. The trap option about tidying feels plausible because Dad mentions tidying, but that is Dad's mistaken reading of the situation, not Bryn's intention.

Watch out: A child might tick 'He wanted to tidy them away' because Dad says the room looks better, but Dad has simply misunderstood what Bryn is doing - Bryn's own reason is to prepare the toys for Clare.

Question 2 (1 mark)

Answer: The answer is Bryn's room (or 'his room' or 'bedroom'). Dad said the room looks much better now.

Point your child to the part of the page where Dad is speaking. Ask: "What does Dad say looks much better now?"

The first line of questions on Paper 1 booklet, page 6 is a retrieval task. Dad's exact words are '**Your room looks much better now**', so children need to identify what 'it' refers to in the question. The answer children need to give is simply his room or Bryn's room or bedroom. Writing only the full quotation from Dad's speech, including the first sentence about tidying, does not score - the key detail is the room itself.

Watch out: A child might copy out the whole of Dad's speech ('I'm glad to see you're tidying up, Bryn. Your room looks much better now.') - this does not score. The answer needed is just the room itself, not the full quotation.

Question 3 (1 mark)

Answer: Animals and trucks. Both topics must be named to get the point.

Point the child to the paragraph where Bryn sorts his books. Ask: "What two different groups did Bryn put his books into?"

The relevant section is on Paper 1 booklet, page 7, in the paragraph beginning 'But Bryn hadn't finished.' Children need to spot that '**all the ones about animals together and all the ones about trucks together**' tells them exactly what the two topics are. Both must be given for the mark; naming only one is not enough.

Watch out: A child might write titles from the illustration such as 'big trucks' or 'giraffes' - the official answer requires the topic categories 'animals' and 'trucks', not specific book titles.

Question 4 (1 mark)

Answer: Tick 'Bryn's mum'. The text says his mother was always driving big tractors on the farm.

Point the child to the paragraph about sorting books on page 7 of the Paper 1 booklet and ask them to read the very last sentence carefully. Ask: "Who does the story say drives the big tractors on the farm?"

Paper 1 booklet, page 7 contains the key detail. The final sentence of that passage states **'his mother was always driving big tractors on the farm'**, making Bryn's mum the clear answer. Children simply need to locate this sentence and match it to the correct tick-box option. A common slip is choosing Bryn himself, as he likes trucks, but the text is explicit that it is his mother who drives the tractors.

Watch out: A child might tick 'Bryn' because he loves trucks and has books about them, but the text specifically names his mother as the tractor driver, not Bryn.

Question 5 (1 mark)

Answer: The correct tick is 'He was nervous about meeting Clare.'

Ask your child to look at the picture on that page as well as the words. Ask: "What do you think Bryn is feeling when he hides behind his mum and only peeps around her legs?"

The phrase **'tried to peep around her legs'** is the key. Children need to understand that peeping timidly from behind someone describes nervousness, not anger or dislike. Bryn is excited about the visit (established earlier), so hiding behind his mother and only daring to peep shows he feels shy and nervous about the first meeting. The other options contradict the story's opening, which tells us he was very excited.

Watch out: A child might tick 'He did not want to see his cousin' because hiding sounds like avoidance, but the story already told us Bryn was very excited about the visit - he was simply shy about the first moment.

Question 6 (1 mark)

Answer: Bryn was surprised because Clare turned out to be a tiny baby, not an older child he could play with.

Before your child looks back at the story, ask them to think about what Bryn had been doing to get ready for Clare's visit. Ask: "Why do you think Bryn might have been surprised when he finally met Clare?"

Straight after Bryn has spent time laying out all his toys and books for Clare to enjoy, the text reveals the surprise: **'Bryn looked right into the face of a tiny, sleeping baby.'** Children need to infer that Bryn had expected a child his own age - someone who could play trucks and look at books with him. The official answer accepts any response that captures Clare being a baby, Clare being too young to play, or Bryn expecting someone older or bigger.

Watch out: A child might write that Bryn was surprised because he had never seen Clare before - but the official answer does not accept this, as it does not relate to the key inference about Clare being a baby.

Question 7 (1 mark)

Answer: Because Clare was a tiny baby, not an older child he could play with. He had expected someone bigger who could join in with his toys and games.

Before your child looks back at the story, ask them to think about everything Bryn had been doing to get ready. Ask: "Knowing what Bryn had prepared, what do you think surprised him when he finally saw Clare?"

Paper 1 booklet, page 9 asks why Bryn was surprised when he met Clare. Children need to connect what Bryn had been doing beforehand - carefully laying out toys, sorting books - with what he actually found. The text says he '**looked right into the face of a tiny, sleeping baby**', which is the surprise: he had clearly expected an older child. The answer children need to give is any reference to Clare being a baby, or Bryn expecting her to be older, or realising she could not play with his toys.

Watch out: A child might say Bryn was surprised because he had never met Clare before, but the official answer does not accept this - it requires reference to Clare being a baby or Bryn expecting an older child.

Model answer: Bryn was surprised because Clare was a tiny baby. He had expected her to be older so they could play together.

Question 8 (1 mark)

Answer: Bryn decided to give Clare his big, blue bear to play with.

Ask your child to find the last paragraph of the story and read it carefully. Ask: "What did Bryn decide to lend to Clare?"

At the end of the story on Paper 1 booklet, page 10, the text states 'He would lend her his big, blue bear instead.' Children need to retrieve this detail. Any reference to a bear earns the mark - 'big blue bear', 'teddy bear', or simply 'a bear' are all fine. The key is identifying the bear, not the truck.

Watch out: A child might write 'the big blue truck' because Bryn is keen to keep it for himself - but the text makes clear he gives Clare the bear, not the truck.

Question 9 (1 mark)

Answer: All three rows must be ticked correctly: 'Bryn liked to play with trucks' is True; 'Bryn's mother worked on a farm' is True; 'Bryn lived in a village' is False.

Ask your child to look back at the beginning of the story and think about where Bryn lives and what his family does. Ask: "Can you find the part of the story that tells us where Bryn's home is and what his mum does?"

The table question tests whether children can check three statements against the whole story. The text says Bryn got out 'all his trucks and cars', confirming he liked trucks (**True**). It states his mother was 'always driving big tractors on the farm', confirming she worked on a farm (**True**). The opening paragraph tells us Bryn 'lived on a farm, a long way from the nearest village', so he did not live in a village (**False**). All three boxes must be correct to earn the mark.

Watch out: A child might tick 'True' for 'Bryn lived in a village' because the text mentions a village - but it actually says his farm was a long way from the nearest village, so the correct answer is False.

Question 10 (1 mark)

Answer: The seeds grow into wheat. Grains would also be accepted.

Ask your child to find the Bread section and read the very first sentence aloud. Ask: "What does the farmer's seed turn into by the time summer arrives?"

The opening of the Bread section in the Paper 1 booklet, page 14, gives the answer directly: 'they have grown into tall, waving wheat with fat, ripe grains at the tip of every stalk.' Children need to retrieve the word **wheat** as what the seeds become. The word grains is also accepted because the sentence closely links grains to the wheat plant.

Watch out: A child might write 'grains' alone and wonder if that is enough - it is accepted, but 'wheat' is the clearest single answer the text offers.

Question 11 (1 mark)

Answer: The two other creatures that lived by the pond were frogs and insects.

Ask your child to look at the second paragraph on page 8 of the Paper 2 reading booklet, where the pond is described. Ask: "What other creatures does the text say lived near the pond?"

On page 8 of the Paper 2 reading booklet, the second paragraph describes what lived around the pond's edge: '**hiding croaking frogs and clouds of buzzing insects**'. Children need to give both answers to secure the mark. The question asks for two creatures, so both frogs and insects must be named.

Watch out: A child might write 'ducks' as one of their answers, but the question specifically asks for OTHER creatures, not the ducks who are the main characters of the story.

Question 12 (1 mark)

Answer: The correct box to tick is 'trucks'. Trucks take the flour to the bakery.

Ask your child to find the paragraph that talks about what happens after the flour is made. Ask: "What does the text say carries the flour to the bakery?"

In the Bread section of the Paper 1 booklet, page 14, the final sentence states '**trucks take the flour to a bakery**'. Children simply need to locate that sentence and match it to the correct tick-box option. A common error is choosing 'miller' because the miller appears in the same sentence, but the miller grinds the grain into flour – it is the trucks that do the transporting.

Watch out: A child might tick 'miller' because the miller is mentioned just before, but the miller's job is grinding the grain into flour, not transporting it.

Question 13 (1 mark)

Answer: The two words that tell you what the dough feels like are 'soft' and 'squashy'.

Ask your child to find the sentence on page 16 that describes what the baker makes. Ask: "What two words does the text use to describe what the dough feels like?"

On Paper 1 booklet, page 16, the baker turns the flour mixture '**into soft, squashy dough**'. Children need to copy both of these describing words exactly. Both must be given to earn the mark - just one word on its own is not enough.

Watch out: A child might write 'hot' because the dough is baked in a hot oven, but 'hot' describes the oven, not the dough itself.

Question 14 (1 mark)

Answer: The fresh loaves of bread are sent to the shops.

Ask your child to find the part of the text about bread where it talks about what happens after the loaves come out of the oven. Ask: "Where does the text say the fresh loaves of bread are sent?"

At the end of the bread section on page 16 of the Paper 1 booklet, the text states **'ready to send to the shops'**. Children simply need to retrieve this single detail. The answer children need to give is 'the shops' or 'shop' - a brief, direct response lifted from the final sentence of that paragraph.

Watch out: A child might write 'the bakery' because that is where the bread is made, but the bakery is where the bread starts - the text says it is then sent onwards to the shops.

Question 15 (1 mark)

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

Ask your child to find the Apple juice section and read it carefully. Ask: "Which season does the text say the apples are ready to be picked?"

In the Apple juice section of the Paper 1 booklet, page 17, the text states **'by autumn, the trees are full of ripe, sweet fruit ready to be picked'**. Children simply need to locate this sentence and match it to the correct tick-box option. The other seasons are mentioned earlier – spring brings flowers and summer brings growing buds – but picking only happens in autumn.

Watch out: A child might tick 'summer' because the text mentions apples growing in summer, but growing and being ready to pick are two different things – the text is clear that picking happens in autumn.

Question 16 (1 mark)

Answer: The word children need to copy is 'sweet'. The word 'ripe' is also acceptable.

Point your child to the sentence in the Apple juice section that describes what the fruit is like when it is ready to be picked, then ask: "Can you find one word in that sentence that makes the apples sound really nice to eat?"

In the Apple juice section of the Paper 1 booklet (page 17), the text describes the fruit as **'ripe, sweet fruit ready to be picked'**. Children need to identify one word from that phrase that makes the apples sound appealing to eat. The primary answer is sweet, as it most directly suggests a pleasant taste. The official answer also accepts ripe, as ripeness implies the fruit is at its tastiest.

Watch out: A child might write 'ripe' only - this is acceptable. However, writing a whole phrase rather than a single word as instructed may cause confusion; the question asks for one word.

Question 17 (1 mark)

Answer: The sorters work at the juice factory.

Ask your child to find the part of the text that mentions the sorters. Ask: "Where does the text say the sorters do their job?"

On Paper 1 booklet, page 18, the text opens the paragraph with '**At the juice factory, sorters throw out any bad or spoilt apples.**' Children simply need to lift the location named in that first clause. The answer children need to give is the juice factory, or just 'factory'. The key word is right at the start of the sentence, so children who scan for 'sorters' will land on it immediately.

Watch out: A child might write 'the orchard' because that is where apples are grown and picked, but the sorters' work happens later, at the factory.

Question 18 (1 mark)

Answer: The word the child needs to copy is 'spoilt'. The word 'bad' is also correct.

Ask your child to find the sentence about the sorters at the juice factory and read it carefully. Ask: "Can you find a word in that sentence that means the same as 'rotten'?"

In the first sentence of the juice factory paragraph on Paper 1 booklet, page 18, the text reads 'sorters throw out any bad or spoilt apples'. Children need to identify which of these two words means the same as 'rotten'. **Spoilt** is the primary answer, though **bad** is also acceptable. The question asks children to find and copy, so the word must come directly from the text.

Watch out: A child might write both 'bad' and 'spoilt' together rather than choosing one - both are individually correct, so either word on its own scores the mark.

Question 19 (1 mark)

Answer: The correct box to tick is 'squeezes out the juice'.

Ask your child to find the part of the text that mentions the press. Ask: "What does the press actually do to the apples?"

In the Lunchbox section on page 19 of the Paper 1 booklet, children need to find the sentence describing the press: '**A huge press squeezes the mash until all its juice runs out.**' The word 'squeezes' maps directly onto 'squeezes out the juice', making that the only correct option. The other choices describe what a machine, a heater, or the sorting process does - not the press itself.

Watch out: A child might tick 'gets rid of all the germs' because that sounds like an important step, but the text says it is the heater - not the press - that kills germs.

Question 20 (1 mark)

Answer: The correct order is: The fruit grows from apple buds (1), The machines cut down the apples (2), The apples are washed and cleaned (3), The juice is poured into cartons (4).

Cover the Apple juice section and ask your child to think through the whole process from start to finish before looking. Ask: "Can you remember in what order the apples go from the tree to a carton of juice?"

The Apple juice section on page 17 of the Paper 1 booklet sets out a clear process children need to reorder. First the fruit grows from buds, then '**machines cut down the apples**', then they are washed in the factory, and finally the juice is poured into cartons. The official answer requires all three remaining boxes numbered correctly (2, 3, 4) to award the mark - even one wrong number means no mark.

Watch out: A child might place 'The apples are washed and cleaned' at number 2, before the machines cut them down, but the text is clear that washing happens at the factory after picking.

Question P2-1 (1 mark)

Answer: Children should tick 'play many games.'

Ask your child to read the very first sentence of the 'Games From Around the World' text in the reading booklet. Ask: "What does that first sentence tell us about children and games around the world?"

The opening of the Games From Around the World text on page 4 of the Paper 2 reading booklet states '**children play all sorts of different games**', which directly matches the option 'play many games.' Children simply need to find that opening sentence and match its meaning to the correct tick-box.

Watch out: A child might tick 'must have very expensive games' because the word 'expensive' appears in the text, but the text actually says children do NOT need expensive games.

Question P2-2 (1 mark)

Answer: Any two of these count: sticks, stones, coins. The word 'items' or 'objects' also counts.

Point your child to the Pilolo section on page 4 of the reading booklet and ask them to find the sentence that lists what is hidden. Ask: "Can you find and copy two things that get hidden in the game?"

On page 4 of the Paper 2 reading booklet, the Pilolo section lists exactly what can be hidden in the game. Children need to copy any two items directly from the sentence **'Pilolo is a hiding game using sticks, stones, coins or other small items.'** Both answers must come from this list to earn the mark. The phrase 'other small items' or 'objects' is also acceptable, but children should copy words straight from the text rather than paraphrase.

Watch out: A child might write 'things' or 'stuff' as a vague answer, but the question says 'find and copy', so the words must come directly from the text.

Question P2-3 (1 mark)

Answer: Because the players have to freeze completely still, just like a statue, when the word 'statue' is called out.

Cover the reading booklet and ask your child to think about what a statue actually is and what it looks like. Ask: "Why do you think this game is called Statues - what do players have to do that reminds you of a statue?"

The Statues section on page 5 of the Paper 2 reading booklet is where children need to look. The inference challenge is connecting the game's name to what players must do. The text says **'the players freeze like statues'** when the word is shouted, and anyone who moves is out. Children need to reason that statues are motionless objects, so the name fits perfectly because players must stay completely still. A reference to freezing, not moving, or pretending to be a statue all work.

Watch out: A child might mention practising balance, as the passage does say the game is good for balance - but this does not explain why the name 'Statues' fits, so this answer does not score.

Question P2-5a (1 mark)

Answer: In Pilolo, the one player who does something different is the one who hides the objects.

Point the child to the Pilolo section in the Paper 2 reading booklet. Ask: "What does the one special player do that is different from everyone else in Pilolo?"

The Pilolo section on page 4 of the Paper 2 reading booklet states '**One child hides the objects**' while all the other players race to find them. Children need to identify the action that sets one player apart from the rest. The answer must go beyond simply writing 'hiding' - children should indicate that one child hides the objects or sets the game up, because the official answer specifies this level of detail.

Watch out: Simply writing 'hiding' on its own is not enough - the answer needs to make clear that one child hides the objects or sets up the game for the others.

Question P2-5b (1 mark)

Answer: One player pretends to be a sleeping kangaroo with eyes shut and has to guess who touched their shoulder.

Ask your child to find the Kangaroo Skippyroo section in the Paper 2 reading booklet and read it carefully. Ask: "What is the one child in the middle doing that is different from all the other players?"

The Kangaroo Skippyroo section on page 5 of the Paper 2 reading booklet describes the special role: '**one child pretends to be a sleeping kangaroo with its eyes shut**' and then must guess who touched them. Children should explain what this one player is doing differently – either being the sleeping kangaroo who guesses, or being the player who touches the kangaroo's shoulder. A bare answer of 'guessing' alone is not enough; children need to give a little more detail about what that player is actually doing.

Watch out: A child who writes only 'guessing' without any further explanation does not score – they need to say what the player is guessing (who touched them) or describe the sleeping kangaroo role more fully.

Question P2-6 (1 mark)

Answer: Draw four lines: Oonch Neech matches energy; Pilolo matches speed; Statues matches balance; Pass the Parcel matches luck.

Ask your child to look at each game's description and find the word or phrase that tells them what a player needs to do well. Ask: "Can you find the word that describes what each game is mainly about?"

Pages 4 to 6 of the Paper 2 reading booklet give the clues. Children need to scan each game's description for what helps a player win. Pilolo requires '**quick eyes and quick feet**' - speed. Oonch Neech '**uses up lots of energy**'. Statues can '**practise your balance**'. Pass the Parcel is '**mainly about luck**'. All four lines must be correct to score the mark.

Watch out: A child might link Statues to luck because winning feels random, but the text specifically mentions balance, not luck, for Statues. Luck is clearly stated for Pass the Parcel.

Question P2-7 (2 marks)

Answer: Children need to fill in the true/false table correctly: In Pilolo, players try to find hidden items - TRUE. In Statues, one child shouts 'freeze' - FALSE. In Oonch Neech, players must stand very still - FALSE. Kangaroo Skippyroo is a game all about luck - FALSE.

Ask your child to read each sentence in the table one at a time, find that game in the booklet, and check whether the sentence matches what the text actually says. Ask: "Can you find each game in your reading booklet and check whether each sentence is true or false?"

Pages 4-5 of the Paper 2 reading booklet contain all the information needed. Children earn 1 mark for three correct entries and 2 marks for all four correct. The Pilolo entry is **true** because the text says players race to 'find one of the hidden items.' The Statues entry is **false** because the child shouts 'statue', not 'freeze.' The Oonch Neech entry is **false** because players run around; it is Statues where stillness matters. Kangaroo Skippyroo is **false** because the text says it 'is all about guessing', not luck.

Watch out: A child might mark Kangaroo Skippyroo as true for luck, confusing it with Pass the Parcel, which the text describes as 'mainly about luck'. Kangaroo Skippyroo is about guessing.

Model answer: In Pilolo, players try to find hidden items: TRUE. In Statues, one child shouts 'freeze': FALSE. In Oonch Neech, players must stand very still: FALSE. Kangaroo Skippyroo is a game all about luck: FALSE.

Question P2-8 (1 mark)

Answer: The children saw the cobwebs in a playground. That is the correct box to tick.

Ask your child to look at the poem on page 7 of the reading booklet and find the line that names a place where the cobwebs were seen. Ask: "Where exactly did the children see all the cobwebs?"

The poem in the **Paper 2 reading booklet, page 7** states 'All around the playground' when describing where the cobwebs hung. Children need to scan the poem for a named location. The four tick-box options are park, street, garden, and playground - only 'playground' matches the text directly.

Watch out: A child might tick 'a garden' because cobwebs often appear in gardens, but the poem specifically names the playground, not a garden.

Question P2-9a (1 mark)

Answer: Any one of these counts: spellings, maths, or silent reading.

Point your child to the poem and ask them to read just the very first verse aloud. Ask: "What does the poem say the children do on a normal Monday morning?"

The first stanza of the poem in the Paper 2 reading booklet, page 7, lists exactly what a normal Monday morning looks like: '**We do spellings and maths. And silent reading.**' Children simply need to retrieve any one of those three subjects. The question asks what they usually learn, so the answer must come from that opening stanza, not from the special cobweb Monday.

Watch out: A child might write about cobwebs, as that is the most memorable part of the poem, but cobwebs are what they discovered on the special Monday - not their usual Monday learning.

Question P2-9b (1 mark)

Answer: Children should write something about what they learned from seeing the cobwebs - for example, that cobwebs are everywhere but you can't always see them, or that on a frosty morning cobwebs become visible, or that they learned about cobwebs or spiders.

Cover the poem and ask your child to think back to what happened on that particular Monday morning. Ask: "What do you think the children discovered when they went outside?"

The poem itself is the evidence here. Children need to infer what the class discovered on that special Monday, rather than simply retrieve a stated fact. The introductory prose explains that frost or damp makes normally invisible webs suddenly visible, and the poem confirms this with '**cobwebs hung in the cold air, everywhere**'. A child should recognise that the lesson was about something usually hidden becoming visible - cobwebs are always there but ordinarily cannot be seen. Answers about learning to write patterns and poems are also acceptable, as the final stanza supports this.

Watch out: A child might write about spellings, maths or silent reading - but those are what the children usually do on a Monday, not what they learned this special Monday. That answer does not score.

Model answer: They learned that cobwebs are everywhere but you can usually not see them - on a frosty morning the ice makes them visible.

Question P2-10 (1 mark)

Answer: Tick 'changes how cobwebs look.' The cold weather (frost or damp) makes the invisible webs visible by sticking ice or water drops to the threads.

Before your child looks back at the poem, ask them to think about what they remember about the cobwebs on that special Monday morning. Ask: "What was different about the way the cobwebs looked that morning, and what do you think caused it?"

The introductory note at the top of the poem, before the verse begins, is the key evidence: 'if it is frosty or damp, you can see the webs almost everywhere you look... because ice or water drops have stuck to the fine threads.' Children need to recognise that the cold does not damage, strengthen, or create webs - it simply reveals them by coating the threads, which **changes how they look**. The poem itself reinforces this with 'veils of fine white lace', describing the visual transformation cold weather causes.

Watch out: A child might tick 'helps spiders to make webs' because the poem focuses on webs appearing, but the text clearly states the webs were already there - the cold simply made existing ones visible.

Question P2-11 (1 mark)

Answer: Both frogs and insects lived by the pond. Both answers are needed for the mark.

Ask your child to find the paragraph that describes what lived around the pond's edge, then read it carefully. Ask: "What other animals does the text say were living near the pond?"

The **Paper 2 answer booklet, page 8** asks what other creatures lived by the pond, requiring two answers. Children should look at the opening of the A New Home section in the **Paper 2 reading booklet, page 8**, where the text states '**hiding croaking frogs and clouds of buzzing insects**'. Both creatures must be given to earn the single mark.

Watch out: A child might write only one creature (frogs or insects alone), but both are needed together to earn the mark.

Question P2-12 (1 mark)

Answer: The correct tick is 'They were noisy.'

Point your child to the sentence about the machines in the Paper 2 reading booklet, page 8, and ask them to read it carefully. Ask: "What do the words 'rumbling' and 'grumbling' make you think the machines sounded like?"

The vocabulary question asks children to work out what rumbling, grumbling tells us about the machines. The sentence reads '**huge, rumbling, grumbling machines crawled towards the pond**' - both rumbling and grumbling are words that describe loud, low sounds, so the machines were noisy. Children need to use those sound words as clues rather than focusing on size or speed.

Watch out: A child might tick 'They were small' because 'crawled' suggests slow movement, but the question asks what the sentence tells us about the machines, and the sound words are the key clue.

Question P2-13 (1 mark)

Answer: The ducks had to leave because their home was destroyed. The machines drained the pond, so it was gone forever.

Before your child looks back at the booklet, ask them to think about what happened to the ducks' pond. Ask: "Why do you think the ducks had to leave their home?"

On page 8 of the Paper 2 reading booklet, the key sentence is '**Now the pond and island were gone forever.**' Children need to infer from this that the ducks did not choose to leave - the machines destroyed their habitat by pouring out the water. The word 'destroyed' in the tick-box option matches this meaning. The trap options suggest the ducks chose to leave, but the text makes clear they had no choice.

Watch out: A child might tick 'They wanted to explore' because the story does follow the ducks on a journey, but the text makes clear they had no choice - their pond was drained by machines.

Question P2-14 (2 marks)

Answer: Any two of these count: the waves were frightening; the water was salty; they could not find any food; the seagulls were grumpy and chased them away.

Point the child to the paragraph on page 9 of the reading booklet that begins 'All day the two ducks flew'. Ask: "What problems did the ducks have when they reached the sea?"

Page 9 of the Paper 2 reading booklet describes what happens when the ducks reach the sea. The text gives four distinct reasons: **'the waves were frightening'**, **'the water was salty'**, **'they couldn't find any food'**, and grumpy seagulls that **'squawked and chased them away'**. Children need to give any two of these to earn both marks, one mark for each valid reason. Answers do not need to be word-for-word copies, but must come from this section of the text.

Watch out: A child might write only one reason when two are asked for. Remind them to check the question, which clearly says 'write two reasons'.

Model answer: 1. The waves were frightening. 2. The water was salty.

Question P2-15 (1 mark)

Answer: The answer to tick is 'to take them to a new home'.

Point the child to the part of the story where the ducks hide in the reeds on page 9 of the reading booklet, then ask: "What happens to the ducks straight after they are found?"

On page 9 of the Paper 2 reading booklet, children need to track what happens after the ducks are found hiding in thick reeds. The text says they were **'pushed into a dark box, and jolted around for a long time'**, and the very next sentence reveals they **'were set free on a lake'** - a new home. Children should connect these two events to see that being put in the box was the means of transport to their new home.

Watch out: A child might tick 'to protect them from seagulls' because seagulls appeared earlier in the story, but the seagull encounter happened at the sea, not at this pond, so there is no connection.

Question P2-16 (1 mark)

Answer: The correct order is: 1 - The ducks lived happily in the pond; 2 - Machines destroyed the pond; 3 - The ducks hid in some thick reeds; 4 - The ducks were rescued by a helper; 5 - The ducks were set free on a lake.

Before your child looks back at the story, ask them to recall the order of events from memory. Ask: "Without looking at the book, can you tell me what happened to the ducks, from the very beginning to the very end?"

The sequencing question on Paper 2 answer booklet, page 10, asks children to number four remaining events from 2 to 5, with number 1 already given. Children need to track the story in the Paper 2 reading booklet, pages 8-9. The machines drain the pond first (2), then the ducks eventually

hide in reeds at a new pond (3), then someone rescues them and puts them in a box (4), and finally **they are set free on a lake** (5). All four boxes must be correct to earn the mark.

Watch out: A child might place 'The ducks were rescued by a helper' before 'The ducks hid in some thick reeds', but the text makes clear the ducks hid first, and were then found and put in a box - the rescue follows the hiding.

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