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REVISION GUIDES • WORKBOOKS • PRACTICE PAPERS

KEY STAGE 1 SATS

2019 KS1 English Reading

Answers Explained

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How to beat each question type

Tick the right answer (1b)

1. Read the question aloud together and talk about what it is asking. Then read the text that goes with it.
 2. Read each option aloud. Help the child think about which one matches what the text actually says, not just what sounds possible.
 3. Ask the child to point to or tick the best answer, then read the matching sentence in the text to check it feels right.
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Find and copy (1a)

1. Read the question together so the child understands exactly what they are looking for, for example a word that shows something is difficult.
 2. Go back into the text and scan it together, using a finger to track along the lines. When a promising word appears, read it aloud and talk about whether it matches what the question asks.
 3. Once the right word is spotted, help the child copy it carefully into the answer space, checking the spelling letter by letter against the text.
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Draw lines to match (1c)

1. Read all the items on both sides of the matching activity aloud together before drawing any lines, so the child gets a sense of the whole picture.
 2. Go back to the text and find each item on the left side, for example Monday, then look for what the text says happened on that day.
 3. Help the child draw a clear line from the day or event to the correct description, checking all three lines before moving on.
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Inference: why / how did they feel? (1d)

1. Read the question together and point out that the answer will not be stated outright in the text; the child needs to use clues from the story or information text.
 2. Read the relevant part of the text aloud and pause to talk about what the character is doing or saying, asking 'What does that tell us about how they feel or why they did it?'
 3. Help the child put their idea into a simple sentence before writing it down, making sure it is based on something in the text rather than a general guess.
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True or false table (1b)

1. Read each sentence in the table aloud with the child and talk about what it is claiming.

2. Go back into the text together and find the part that relates to each sentence, checking whether the text supports or contradicts the claim.
 3. Help the child place a clear tick in either the True or False column for each row, working through them one at a time.
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Word meaning in context (1a)

1. Read the word or phrase given in the question aloud and ask the child what they think it might mean, encouraging any first ideas.
 2. Read the sentence it comes from in the text, thinking aloud about how the surrounding words give clues to the meaning.
 3. Read the answer options together if it is a tick-box question, and choose the one that fits best with those clues from the text.
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Circle or underline words in a passage (1a)

1. Read the instruction carefully together so the child knows exactly how many words to find and what those words should show, for example that someone was in a rush.
 2. Read the given passage aloud slowly, encouraging the child to think about whether each word gives the right impression, such as speed or urgency.
 3. Once the child has identified the correct words, help them draw a clear circle around each one, then read the sentence back to check both words still make sense as answers.
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Question 1 (1 mark)

Answer: Children should draw lines to match: Monday to 'went to the fair', Wednesday to 'went to the circus', and Friday to 'did something for Mum'.

Point the child to the part of the story that talks about each day of the week. Ask: "Can you find what Jasmine and JJ did on Monday, Wednesday and Friday?"

The opening pages of the story in the **Paper 1 booklet, page 6** give each day in order. The text says 'On Monday, we went to the fair in the park', then 'On Wednesday, we went to the circus', then 'On Friday, JJ said, "Let's do something for Mum"'. Children simply need to match each day-box to the correct activity-box. All three lines must be correct to score the mark.

Watch out: A child might match Monday to the circus or Wednesday to the fair by confusing the order of events - remind them to check the story day by day rather than guessing.

Question 2 (1 mark)

Answer: They saw acrobats swinging high above their heads. A big tent is also acceptable.

Ask your child to find the part of the story about Wednesday, then read it carefully. Ask: "What did Jasmine and JJ actually see when they were at the circus?"

On Paper 1 booklet, page 6, the text describes Wednesday's visit to the circus: 'We saw acrobats swinging high above our heads.' Children should write that they saw acrobats, or reference the acrobats swinging. Mentioning a big tent is also credited. Simply writing 'circus' or 'the circus' does not score, as the question asks what they **saw** there.

Watch out: A child might write 'a circus' or 'the circus' as their answer, but the question asks what they saw at the circus, so the answer needs to name something specific they witnessed there.

Question 3 (1 mark)

Answer: JJ agreed because the shed wall was a really boring colour and he wanted to make it look better.

Ask your child to find the part of the story where Jasmine asks JJ about the shed wall and to read what JJ says next. Ask: "Why does JJ say yes to painting the shed wall?"

On Paper 1 booklet, page 7, children need to find JJ's own words after Jasmine asks to paint the shed wall. The text says '**It is a really boring colour!**', which is JJ's direct reason for agreeing. Children

should refer to the wall being boring or dull, or to JJ wanting it to look better. Simply saying JJ did not like the wall, without mentioning the colour, does not score.

Watch out: A child might write that JJ did not like the wall without mentioning the colour - the official answer requires reference to the boring colour or wanting it to look better.

Question 4 (1 mark)

Answer: The answer to tick is 'The steps were dangerous.'

Before your child looks at the options, ask them to think back to what JJ said when he fetched the steps. Ask: "Why did JJ decide he should be the one to paint the top part of the wall?"

JJ's reasoning is stated directly in the text on Paper 1 booklet, page 7: 'These steps are a bit wobbly. I will paint the top bit.' Children need to infer the causal link – JJ takes charge of the top because the wobbly steps make climbing them risky. The other options are distractors: nothing in the text says Jasmine dislikes painting, and JJ's choice is driven by safety, not by knowing what to paint or by what Mum might prefer.

Watch out: A child might tick 'He knew what to paint' because JJ does paint a basketball net, but his reason for going up the steps was the wobbliness, not knowing what design to use.

Question 5 (1 mark)

Answer: Jasmine climbed the steps because she wanted to see the top of the picture (the shed painting).

Ask your child to look at page 8 in the Paper 1 booklet and find the sentence that explains what Jasmine was thinking just before she climbed. Ask: "Why did Jasmine decide to climb the steps?"

Paper 1 booklet, page 8 contains the direct answer. Children should read the sentence immediately before the steps wobble: 'I wanted to see the top of our picture so I climbed the steps.' The reason is stated plainly – Jasmine was curious about the top part of the painting. A child only needs to capture that idea to earn the mark; copying the relevant part of that sentence is also acceptable.

Watch out: A child might write that Jasmine climbed because she wanted to paint the top, but the text says JJ had already finished painting – she climbed only to look, not to paint.

Question 6 (1 mark)

Answer: The steps were dangerous (wobbly). The child should tick 'The steps were dangerous.'

Ask the child to find the part where JJ fetches the steps and read what he says about them. Then ask: "Why do you think JJ decided to paint the top part himself?"

Paper 1 booklet, page 7 contains the key evidence. JJ says '**These steps are a bit wobbly. I will paint the top bit.**' Children need to connect his reason for taking over the high section with the wobbliness of the steps - he painted the top because climbing them was risky, not because of any other reason. The other options are not supported by the text at this point in the story.

Watch out: A child might tick 'He knew what to paint' because JJ does paint a basketball net, but the text makes clear his reason for taking the top section was the wobbly steps, not knowing what to paint.

Question 7 (1 mark)

Answer: Colourful paint droplets splashed everywhere - all over the top of the painting and all over Jasmine's clothes.

Ask your child to find the sentence that comes right after Jasmine drops the brushes and read it aloud. Ask: "What happened to all the paint when the brushes were dropped?"

Paper 1 booklet, page 9 contains the answer. Children need to read the sentence immediately after Jasmine drops the brushes: 'Red, white, green and yellow droplets flicked all over the sky at the top of our lovely painting! Great splashes of paint landed on my clothes.' Any reference to paint splashing - onto the picture, onto Jasmine's clothes, or simply everywhere - is sufficient. Children do not need to list every detail; one clear consequence earns the mark.

Watch out: A child might only write 'she got paint on her clothes' without mentioning the painting - this still counts. However, a very vague answer such as 'it made a mess' is also acceptable, so do not worry if the wording differs from the text.

Question 8 (1 mark)

Answer: The two words to copy are 'rubbed' and 'scrubbed'.

Ask your child to find the sentence on page 9 that describes what JJ and Jasmine did to try to get the paint off, then read it aloud. Ask: "What two words in that sentence tell you how they tried to clean the paint?"

On Paper 1 booklet, page 9, the sentence 'We rubbed and scrubbed as much as we could' contains both target words. Children need to find and copy **rubbed** and **scrubbed** - these are the two action words showing how JJ and Jasmine tried to clean the paint away. Both words must be present to score the mark; either order is fine. Plausible misspellings are permitted.

Watch out: A child might write only one word such as 'rubbed' on its own - both words are needed for the mark.

Question 9 (1 mark)

Answer: Mum first saw the paint on Jasmine's hair (or on Jasmine / on her clothes).

Ask your child to find the part of the story where Mum gets home. Ask: "What is the very first thing Mum says when she sees Jasmine?"

The final section of the story, on Paper 1 booklet page 10, is where children need to look. Mum shouts "Jasmine! You have got paint all over your hair" the moment she arrives home, confirming that her hair is where she first notices the paint. Children should refer to Jasmine's hair, or more broadly to Jasmine herself or her clothes, all of which are accepted. The key is that Mum sees the paint **before** she notices the shed painting.

Watch out: A child might answer 'on the shed' or 'on the painting', because Mum later admires the mural, but the text shows she shouts about Jasmine's hair first, before she even looks at the wall.

Question 10 (1 mark)

Answer: Mum felt angry or cross, or shocked and surprised, when she first saw Jasmine.

Before your child looks back at the page, ask them to think about how Mum behaved when she arrived home. Ask: "How do you think Mum felt when she first saw Jasmine, and what makes you think that?"

On Paper 1 booklet, page 10, children need to infer Mum's feelings from her actions and words rather than a single label. The text says she shouted and had a **really cross face**, which tells us she was angry or furious. The official answer also accepts shocked or surprised, because seeing Jasmine covered in paint was unexpected. Children do not need to use exact words; any response conveying anger, upset, or shock is correct.

Watch out: A child might write that Mum felt happy or pleased, thinking ahead to when Mum loves the painting - but the question asks about her feelings when she first saw Jasmine, before she noticed the shed wall.

Question 11 (1 mark)

Answer: The answer children need to tick is 'the splashes of paint'.

Before your child looks back at the story, ask them to picture the painting in their mind – what did the top of the wall look like after the accident? Ask: "What do you think was at the very top of the painting that Mum might have called sparkling fireworks?"

The final page of the story in the Paper 1 booklet holds the key. Mum sees the painting and says 'I love the sparkling fireworks at the top!' Children need to infer what is actually at the top of the painting. JJ painted a basketball net in the top section, but the paint splashes – caused by Jasmine dropping the brushes – flew 'all over the sky at the top of our lovely painting'. Those colourful droplets are what Mum mistakes for sparkling fireworks, not anything deliberately painted.

Watch out: A child might tick 'the sky that JJ painted' because JJ painted the top section, but it is the accidental splashes landing there – not JJ's intentional sky – that Mum describes as fireworks.

Question 12 (1 mark)

Answer: The two pieces of clothing are the Stetson (hat) and the bandana (scarf). Both answers are needed.

Point the child to the labelled cowboy picture on page 14 of the Paper 1 booklet and ask them to read the labels carefully. Ask: "Which labels mention protecting the face from the weather?"

The labelled diagram on Paper 1 booklet, page 14 is the key source here. Children need to identify which two items are described as protecting the face from weather. The **Stetson** label reads 'wide brim to keep sun and rain off face', and the **bandana** label reads 'can be pulled over face in dust storms' - both explicitly mention face protection from weather conditions. Children must give both items to gain the mark.

Watch out: A child might write 'boots' or 'belt' as these are labelled items, but neither label mentions protecting the face from weather.

Question 13 (1 mark)

Answer: Two reasons from these: she had no space left at home; she wanted to be generous; the jumble sale was for a very good cause; her house was too messy/cluttered.

Ask your child to look at the beginning of the Dora story in the Paper 2 reading booklet, then look at the jumble sale notice. Ask: "Why did Dora decide to take her things to the jumble sale - can you find two different reasons?"

Paper 2 answer booklet, page 9. This 2-mark question draws on pages 9 and 10 of the Paper 2 reading booklet. Children need to supply two separate reasons. The opening of the story provides the first: "**Dora had no space to put things... no space to cook things... no space to sit or eat**", showing her home was full. The notice itself supplies another: it asks people to "Please be generous" and states it is "for a very good cause", and Dora repeats both phrases to herself. Each clearly identified reason earns one mark, up to a maximum of two.

Watch out: A child should not write that Dora wanted to sell her things to make money - the official answer does not accept this without further explanation rooted in the text.

Model answer: 1. She had no space left in her house. 2. The jumble sale was for a very good cause and she wanted to be generous.

Question 14 (1 mark)

Answer: Mum first saw the paint on Jasmine's hair (or on Jasmine's clothes, or on Jasmine herself).

Ask your child to find the part of the story where Mum comes home and look at what she says first. Ask: "What is the very first thing Mum notices when she sees Jasmine?"

Paper 1 booklet, page 10 holds the answer. The text says Mum shouted, 'Jasmine! You have got paint all over your hair' - this is the first thing she reacts to when she arrives home. Children need to identify where on Jasmine the paint was spotted first. Pointing to Jasmine's hair is the clearest route; the official answer also accepts reference to her clothes or simply to Jasmine herself.

Watch out: A child might write 'the shed wall' or 'the painting', but the text shows Mum sees Jasmine before she notices the shed - her first reaction is about paint on Jasmine's hair.

Question 15 (1 mark)

Answer: Cowboys moved the cattle from one place to another. Any of these count: they moved cows from place to place; they looked after the cows; they kept cows.

Point the child to the section called 'A cowboy's job' on the page with the picture of three cowboys standing together. Ask: "What does it say the cowboys were needed to do?"

The section headed '**A cowboy's job**' on Paper 1 booklet, page 16 contains the answer directly: 'Cowboys were needed to move the cattle from one place to another.' Children should recognise that the cowboys' role was to move or look after cows and cattle. Either idea scores the mark - moving cattle between locations, or keeping and looking after cows.

Watch out: A child might write 'ride horses' because horses are central to the text, but riding horses was a skill cowboys needed, not the job they did.

Question 16 (1 mark)

Answer: Children should circle both 'quickly' and 'raced' in the extract.

Before your child looks at the passage, ask them to think back to that part of the story where Dora rushes back the next morning. Ask: "Without looking, can you remember any words that showed Dora was in a big hurry?"

The sentence "Dora dressed quickly and raced up to the hall" contains both target words. Children need to recognise that **quickly** describes how she got dressed and **raced** describes how she moved - both show urgency and rushing. The question is in the Paper 2 answer booklet, page 10, and asks children to circle two words in a printed extract. Both words must be identified to earn the mark; circling only one is not enough.

Watch out: A child might circle 'dressed' or 'sun came up' as signs of early-morning urgency, but the official answer requires specifically the two words that show speed of movement and action.

Question 17 (1 mark)

Answer: The boy wanted to buy a bike (or bicycle). The old man wanted to buy a lampshade (or lamp). Both gaps must be filled correctly.

Ask your child to picture the scene at the window before looking back at the text. Ask: "What did the boy and the old man each get excited about when they looked through the window?"

On Paper 2 reading booklet, page 11, children need to find what each person spotted through the window. The boy shouts 'There's a bike in there', making his answer clear. The old man then cries 'Look at that lampshade!', confirming his choice. Both gaps must be correct to score the mark - getting only one right is not enough.

Watch out: A child might write 'bicycle' for the boy - that is equally correct. For the old man, writing 'lamp' alone is also accepted, but writing something vague like 'a light' would not be enough.

Question 18 (1 mark)

Answer: The answer children need to tick is 'She saw that other people wanted her things.'

Ask your child to look at the very end of the Dora story on page 11 of the reading booklet and think about what Dora does when the doors open. Ask: "Why do you think Dora smiles instead of buying her things back?"

The final page of the Dora the Storer text in the Paper 2 reading booklet (page 11) contains the key evidence. Children need to infer why Dora changed her mind: she watches the boy exclaim about the bike, the old man delight in the lampshade, and more people call her things 'useful' and 'beautiful'. The text says she 'just watched and smiled as all her things were sold', showing she felt happy they were going to good homes rather than wanting them back. The correct tick is the option about other people wanting her things.

Watch out: A child might tick 'bring back everything she had taken to the jumble sale' because that was Dora's plan during the night, but the question asks about her final decision at the sale, not her earlier intention.

Question 19 (1 mark)

Answer: All cowboys needed to be able to ride horses. Knowing how to look after or catch cows also counts.

Point the child to the 'Cowboys in films' section and ask them to read it carefully before answering. Ask: "What does the text say every single cowboy had to be able to do?"

In the 'Cowboys in films' section on Paper 1 booklet, page 20, the text states '**all cowboys had to be able to ride horses**' - this is the clearest, most direct answer. Children should write something like 'riding horses' or 'horse riding.' The official answer also accepts being able to look after or catch cows, since that is the core purpose of the job, but riding is the most directly stated skill in the text.

Watch out: A child might write 'use a lasso' - this is actually one of the acceptable answers, but only because it relates to catching cows. 'Riding horses' is the clearest answer directly stated in the text.

Question 20 (1 mark)

Answer: The table needs three more ticks: 'are clean' goes under cowboys in films; 'are dirty' goes under real cowboys; 'are old' goes under real cowboys.

Point the child to the 'Cowboys in films' section and ask them to read what real cowboys were like compared to film cowboys. Ask: "Can you find one thing that describes real cowboys and one thing that describes cowboys in films?"

The 'Cowboys in films' section on Paper 1 booklet, page 20 states that film cowboys are **handsome, clean and young**, while real cowboys **were often quite old** and **covered in dust**. Children need to match each description to the correct column. 'Are clean' belongs under cowboys in films; 'are dirty' and 'are old' both belong under real cowboys. All three boxes must be correct to score the mark.

Watch out: A child might tick 'are old' under cowboys in films because films often star grown-up actors, but the text specifically says film cowboys are young, while real cowboys were often quite old.

Question P2-1 (1 mark)

Answer: Children should tick 'outside all of the time.'

Point the child to page 4 of the Paper 2 reading booklet and ask them to find the sentence that tells us where Liam spends his working day. Ask: "Where does Liam spend his time when he is at work?"

On page 4 of the Paper 2 reading booklet, the opening paragraph states that Liam **'is outside all day long'** - not just in good weather or when warm. Children need to select the option that matches this straightforwardly, recognising that his job as park keeper means he works outdoors regardless of conditions.

Watch out: A child might tick 'outside when it is sunny' because working outdoors feels linked to good weather, but the text clearly says he is outside all day long with no mention of weather affecting this.

Question P2-2 (1 mark)

Answer: The rose garden. Children should write 'the rose garden' or just 'roses / rose garden'.

Ask your child to look at page 4 of the Paper 2 reading booklet and find the sentence that mentions a special part of the park. Ask: "Which part of the park does Liam take extra care of for visitors?"

On page 4 of the Paper 2 reading booklet, the opening section about Liam states he **keeps his areas of the park looking their best for visitors, especially the rose garden**. The word 'especially' signals that the rose garden is singled out above all other areas. Children need to name the rose garden specifically; writing only 'the garden' without mentioning roses is not enough to score.

Watch out: A child might write just 'the garden', but the official answer requires mention of the roses - 'the garden' alone does not score.

Question P2-3 (1 mark)

Answer: The word children need to copy is 'demanding'.

Point your child to the sentence on page 4 of the Paper 2 reading booklet that talks about what kind of job Liam has, then ask: "Can you find the word in that sentence that means the job is very hard or difficult?"

On page 4 of the Paper 2 reading booklet, the sentence about Liam's role reads **'It's a very demanding job, but Liam enjoys it.'** Children need to identify that demanding is the word that signals the work is difficult or hard. This is a find-and-copy vocabulary question, so the child must write the word exactly as it appears in the text.

Watch out: A child might write 'enjoys' because it stands out in the same sentence, but that word describes how Liam feels about the job, not how difficult it is.

Question P2-4 (1 mark)

Answer: The two things that can make Liam's daily tasks change are the weather and the season.

Ask the child to turn to page 5 of the Paper 2 reading booklet and find the very first sentence. Ask: "What two things does the first sentence say can change Liam's jobs?"

On page 5 of the Paper 2 reading booklet, the opening sentence states directly that **'Liam's daily tasks depend on the weather and the time of year.'** Children need to match this to the tick-box

options: 'the weather' and 'the season' are both correct. Both boxes must be ticked to score the mark; ticking only one is not enough.

Watch out: A child might tick 'the visitors' because visitors are mentioned on page 7, but that section is about what Liam enjoys, not what changes his daily tasks.

Question P2-5 (1 mark)

Answer: The answer children need to write is 'begin to die away.'

Before revealing the answer, point the child to the word 'fade' in the question. Ask: "What do you think happens to something when it fades?"

On Paper 2 answer booklet, page 5, the question quotes the phrase as the flowers fade from the Paper 2 reading booklet, page 6, and asks what it means. The word **fade** means to lose colour and life gradually, pointing towards the flowers dying away. Children need to connect 'fade' with gradual loss of life, making 'begin to die away' the correct choice. The other options describe growth or change that contradicts fading.

Watch out: A child might tick 'are ready for planting' because the passage discusses planting flowers in other seasons, but fading describes a flower dying, not being planted.

Question P2-6 (1 mark)

Answer: The winter frost helps to break up the soil.

Ask your child to find the paragraph about winter on page 6 of the reading booklet and read it aloud. Ask: "What does the text say the frost helps with?"

On page 6 of the Paper 2 reading booklet, in the final paragraph of the 'Through the seasons' section, children need to locate the sentence about winter. The text states '**The winter frost helps to break up the soil**' - this is a direct retrieval question, so children should copy or paraphrase that idea. Answers such as 'helps break up the soil' or 'to break the soil' are equally fine.

Watch out: A child might say frost makes the soil good or helps plants grow, but the official answer is specifically about breaking up the soil - that exact idea must be present.

Question P2-7 (1 mark)

Answer: Being a park keeper is good for Liam because he likes being outside and being active. Any of these count: he likes the open air; it keeps him fit; he enjoys watching visitors enjoy the

gardens; he likes the peace and quiet in his spare time; he enjoys working with the team; he loves watching plants grow; he can listen to the birds.

Before your child looks back at the text, ask them to think about what they remember Liam enjoying about his job. Ask: "Why do you think being a park keeper is such a good job for Liam?"

Page 7 of the Paper 2 reading booklet holds the answer. The question tests whether children can infer why the job suits Liam personally, going beyond just describing what he does. The key is linking Liam's personality to the job: the text says '**Liam likes being outside and being active**' and that '**He would feel very restless if he had to sit at a desk all day**'. Any one text-grounded reason scores the mark - children must not simply say 'he likes it' without a detail from the passage.

Watch out: A vague answer such as 'he likes it' or 'it is fun' does not score, as the official answer requires a reason grounded in something specific from the text.

Model answer: Being a park keeper is good for Liam because he loves being outside and staying active. He would feel restless sitting at a desk all day.

Question P2-8 (1 mark)

Answer: The child should tick 'watching visitors enjoy the gardens'.

Ask your child to find the sentence on page 7 of the reading booklet that contains the words 'real sense of achievement'. Ask: "What happens just before Liam gets that feeling of achievement?"

On page 7 of the Paper 2 reading booklet, the text states 'Every day, he sees how the park's visitors enjoy the gardens, and this gives him a real sense of achievement.' Children need to recognise that the phrase **a real sense of achievement** appears directly after watching the visitors, making that the correct option. The other options - keeping fit, watching plants grow, and working as a team - are mentioned as things Liam enjoys, but none of them are linked to the specific phrase 'real sense of achievement'.

Watch out: A child might tick 'watching the shrubs and plants grow' because Liam does enjoy gardening, but the text links the achievement feeling specifically to watching visitors enjoy the gardens, not to watching plants grow.

Question P2-9 (2 marks)

Answer: The table should be filled in like this: 'Liam does the same jobs every day' is False; 'Liam always works alone' is False; 'Liam sometimes cuts the grass and the bushes' is True; 'Liam's work is often dirty' is True.

Ask the child to look through the Liam pages in the reading booklet and think about whether each sentence in the table matches what the text actually says. Ask: "Can you find a part of the text that tells us whether each one is true or false?"

Pages 4 to 8 of the Paper 2 reading booklet contain all the evidence needed. Children should tick **False** for 'same jobs every day' because the text says his tasks 'depend on the weather and the time of year'. They should tick **False** for 'always works alone' because 'they do many jobs as a team'. They should tick **True** for 'sometimes cuts the grass and the bushes' as both appear in his task list. They should tick **True** for 'often dirty' because the text states 'it can be dirty work'. Three correct ticks earns 1 mark; all four correct earns 2 marks.

Watch out: A child might tick True for 'always works alone' because Liam is often pictured by himself, but the text clearly states he does many jobs as a team with the other park keepers.

Model answer: Liam does the same jobs every day – False Liam always works alone – False
Liam sometimes cuts the grass and the bushes – True Liam's work is often dirty – True

Question P2-10 (1 mark)

Answer: The correct tick is 'They had been thrown away.'

Before revealing anything, point your child to the very first paragraph of the Dora story in the reading booklet and ask: "How did Dora get hold of the things she collected?"

The opening of the Dora the Storer story in the Paper 2 reading booklet, page 9, states that Dora spotted her things 'lost or thrown away' - she did not buy them, make them, or receive them as gifts. Children need to link the phrase 'lost or thrown away' directly to the tick-box option 'They had been thrown away.' The other options contradict the text entirely.

Watch out: A child might tick 'Someone gave them to her' because Dora 'found' things, which could suggest they were handed over, but the text says she spotted them 'lost or thrown away' - nobody gave them to her deliberately.

Question P2-11 (1 mark)

Answer: Things that might be useful. Dora kept things she believed would 'come in useful one day'.

Ask your child to look at the very beginning of the Dora story and find out what kind of things Dora liked to keep. Ask: "What does the story say Dora thought her things would be good for one day?"

In the opening paragraph of the Dora the Storer section of the Paper 2 reading booklet, page 9, the text explains that Dora spotted things she knew would come in useful one day. Children need to

connect this idea to the correct tick-box option. The other options have no support in the text: nothing says the items were expensive or colourful, and Dora gives things away rather than selling them, so 'things that might be useful' is the only option the text supports.

Watch out: A child might tick 'things that she could sell' because Dora later takes things to a jumble sale, but at the point of collecting them she keeps them because she thinks they will be useful, not to sell.

Question P2-12 (1 mark)

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

Ask your child to find the sentence in the story that describes the piece of paper arriving through Dora's letter box and read it aloud. Ask: "Which word in that sentence tells you it was hard to get the paper through?"

On page 9 of the Paper 2 reading booklet, the sentence reads: 'a slip of paper squeezed in through the letter box.' The word **squeezed** tells us it was a tight, difficult fit - exactly what the question is asking children to identify. Children should copy this single word. The mark scheme specifies 'squeezed' as the only acceptable answer for this find-and-copy question.

Watch out: A child might write 'slip' because it describes the paper, but 'slip' refers to the type of paper, not the difficulty of getting it through the letter box.

Question P2-13 (2 marks)

Answer: Any two of these count: she had no space left at home; she wanted to be generous; the jumble sale was for a very good cause; she had too many things.

Before your child looks back at the story, ask them to think about what they remember about Dora's situation at home and what she said when she got the notice. Ask: "Why do you think Dora decided to take her things to the jumble sale?"

Pages 9 and 10 of the Paper 2 reading booklet together hold the two reasons children need to find. First, Dora's problem is stated clearly: 'Dora had no space to put things. Dora had no space to cook things. Dora had no space to sit or eat.' Second, when the notice arrives, Dora says 'I must be generous' and 'It is for a very good cause.' Each mark is awarded for a distinct, valid reason - children should aim to draw from two different ideas rather than repeating the same point in different words. Responses about wanting to sell things or make money do not score.

Watch out: A child might write that Dora wanted to sell her things to make money - this does not score, because the text shows she was motivated by generosity and a good cause, not by profit.

Model answer: 1. Dora had no space left at home - she could not cook, sit, or eat. 2. She wanted to be generous and help a very good cause.

Question P2-14 (1 mark)

Answer: She was sad because she loved her precious things and found it very hard to part with them.

Ask your child to think back to the story before looking at the page. Ask: "Why do you think Dora was crying as she pushed her things away?"

On page 10 of the Paper 2 reading booklet, the text shows Dora's distress as she takes her belongings to the jumble sale: 'it got harder and harder to part with her precious finds'. Children need to infer that her sadness comes from loving her things deeply. Any of these count: she loved her things / her things were precious to her / she found it hard to say goodbye to them / she was going to miss them.

Watch out: A child might say she was sad because she had no space left, but losing space is the reason she went to the jumble sale, not the reason she cried when leaving.

Question P2-15 (1 mark)

Answer: During the night, Dora decided to bring back everything she had taken to the jumble sale. Children should tick the first option.

Cover the page and ask your child to think back to what Dora does during the night and first thing the next morning. Ask: "What do you think Dora decided to do while she couldn't sleep?"

On Paper 2 reading booklet, page 10, the night-time scene is the key. Dora cannot sleep and imagines her things calling '**Come back and save us!**' – this makes clear she has changed her mind and wants everything returned. Children need to infer from her distress and the phrase 'I'll get them back... if I have to buy them all' that her plan is to retrieve everything, not simply attend or donate more.

Watch out: A child might tick 'make sure her things were sold at the jumble sale' because Dora does race back to the hall – but the text shows she wants her things back, not sold.

Question P2-16 (1 mark)

Answer: The two words to circle are 'quickly' and 'raced'.

Point your child to the printed passage in the question box on page 10 of the Paper 2 answer booklet and ask them to read it aloud. Ask: "Which two words tell you that Dora was moving in a hurry?"

In the Paper 2 answer booklet, page 10, children are asked to circle **two** words from a printed extract that show Dora was in a rush. The extract reads: 'Dora dressed quickly and raced up to the hall.' The word **quickly** describes the speed of dressing, and **raced** describes how she moved to the hall - both words signal urgency. Both words must be identified to gain the mark.

Watch out: A child might circle 'up' alongside 'raced up', treating it as part of the rush phrase, but only 'quickly' and 'raced' are the target words. Circling extra words is fine as long as both correct words are clearly indicated.

Question P2-17 (1 mark)

Answer: The boy wanted to buy a bike. The old man wanted to buy a lampshade. Both answers are needed to score the point.

Point your child to the part of the story where people start queuing outside the hall and peering through the window. Ask: "What did the boy and the old man each say they could see through the window?"

At the bottom of page 11 in the Paper 2 reading booklet, the text names exactly what each person spotted through the window. Children need to find each character's spoken words: the boy shouts "There's a bike in there", and the old man cries "Look at that lampshade!" Both gaps must be filled correctly to earn the single mark, so children should check they have answered both parts.

Watch out: A child might write 'bicycle' for the boy and 'lamp' for the old man - both shortened forms are fine. The trap is only completing one gap and leaving the other blank, which means no mark is awarded.

Question P2-18 (1 mark)

Answer: She saw that other people wanted her things.

Before your child looks back at the story, ask them to think about what Dora sees happening when she gets to the jumble sale. Ask: "Why do you think Dora decided not to buy her things back after all?"

The final page of the Paper 2 reading booklet shows Dora arriving at the hall intending to buy everything back, yet she watches the crowd and ends up buying nothing. The proving detail is "she just watched and smiled as all her things were sold" - children need to infer that seeing the boy exclaim over the bike and the old man delight in the lampshade showed Dora her things were wanted and valued, which changed her mind.

Watch out: A child might tick 'bring back everything she had taken to the jumble sale' because that was Dora's plan during the night - but the question asks why she decided not to buy them back once she was there.

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