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KEY STAGE 1 SATS

2022 KS1 English Reading

Answers Explained

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How to beat each question type

Tick one answer (1b)

1. Read the question together, then read all four options aloud to the child.
 2. Ask the child to point to the part of the text that helps them choose. Read that part together.
 3. The child ticks the one box that matches what the text says. Remind them to tick only one.
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Find and write (retrieval) (1b)

1. Read the question together and agree what information children need to find (for example, a place, a person, or a thing).
 2. Help the child scan the text to find the right sentence. Running a finger along the lines can help.
 3. The child writes the answer in their own words or copies key words from the text. Spelling does not need to be perfect.
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True or false table (1b)

1. Read each statement in the table aloud to the child, one at a time.
 2. Together, look back at the text to check whether each statement matches what is written.
 3. The child puts a tick in the correct column (True or False) for each row. All rows must be completed for the full mark.
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Inference: how can you tell? (1d)

1. Read the question aloud and explain that the answer is not said directly in the text but children need to use clues to work it out.
 2. Ask the child what clues the text gives, for example words that describe feelings, actions, or appearance.
 3. The child writes what the clues tell them, using phrases from the text as evidence if they can.
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Word meaning in context (1a)

1. Read the sentence containing the word aloud together so the child hears it in context.
 2. Ask the child what they think the word means, using the rest of the sentence as a clue. If they are stuck, try replacing the word with each answer option and see which sounds right.
 3. The child ticks or circles the option that best matches the meaning of the word as it is used in that sentence.
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Sequencing and matching (1c)

1. Read all the statements or boxes aloud to the child before attempting the task.
 2. Together, look back at the text to find the order in which events happen, or to check which item belongs with which description.
 3. The child numbers the boxes or draws lines to match them. Remind them to use each number or connection only once.
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Write two things (list retrieval) (1b)

1. Read the question together and make sure the child understands they need two separate, different pieces of information.
 2. Help the child scan the relevant part of the text, looking for a list, or sentences that mention more than one thing.
 3. The child writes one idea on each numbered line. If both ideas are on the same line that is still fine, as long as two distinct points are clear.
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Question P1-a (0 marks)

Answer: The child should tick 'his dad'.

Ask the child to find the very first paragraph of the story and read it carefully. Ask: "Who gave Lenny his toy duck?"

The opening paragraph of the Lucky Duck story, on page 5 of the Paper 1 booklet, contains the answer directly: **'his dad bought him a really special toy duck'**. Children simply need to locate this sentence and match it to the correct tick-box option.

Watch out: A child might tick 'his gran' because Gran appears later in the story and is associated with the seaside trip, but the text clearly states it was his dad who bought the duck.

Question P1-b (0 marks)

Answer: Lenny got a toy duck.

Ask the child to read the very first sentence of the Lucky Duck story aloud. Ask: "What toy does it say Lenny got?"

The opening sentence of the Lucky Duck story on page 5 of the Paper 1 booklet states **'his dad bought him a really special toy duck'**. Children simply need to identify what the toy was. The word 'duck' or 'a toy duck' is all that is needed.

Question P1-c (0 marks)

Answer: The band makes music with vegetables.

Point the child at the short paragraph at the top of the page and ask: "What does the text say the band does with vegetables?"

Practice question c sits on Paper 1 booklet, page 15, in the opening paragraph of 'The Vegetable Band'. Children simply need to find the sentence that states what the band does. The text says **'there is even a band that makes music with them'**, so the answer children need to give is that the band makes music with vegetables. The wording does not need to be identical to the text as long as the idea of making music is clearly present.

Watch out: A child might write 'they eat them' because eating is mentioned in the same sentence, but eating is what most people do - the question asks specifically about the band.

Question P1-d (0 marks)

Answer: Duck was the only toy Lenny had - this is FALSE. They found Duck at the beach - this is FALSE. Lenny missed Duck - this is TRUE. All three boxes must be correct to score the mark.

Ask your child to look back at the story pages about searching for Duck. Ask: "Which of these things do you know for certain happened - and which ones didn't?"

On Paper 1 booklet, page 9, children need to sort three statements into true or false by checking the text on page 8. The text says Lenny **did** miss Duck ('he missed Duck very much'), making that row TRUE. Duck was not found at the beach ('they couldn't find Duck anywhere'), so that row is FALSE. The text also says 'he had other lovely toys', confirming Duck was not his only toy, making that row FALSE. All three boxes must be ticked correctly for the mark.

Watch out: A child might tick 'They found Duck at the beach' as true because the family did search the beach, but the text clearly states they could not find Duck there.

Question 1 (1 mark)

Answer: The child should tick 'Gran' - Gran lived at the seaside.

Point the child to the page where Lenny and his family go on their trip. Ask: "Who did Lenny go to the seaside to visit?"

On Paper 1 booklet, page 6, the opening sentence states '**When they went to the seaside to visit Gran**', making it clear Gran is the one who lives there. Children simply need to identify which of the four options - Dad, Duck, Lenny, or Gran - is described as resident at the seaside rather than visiting it.

Watch out: A child might tick 'Lenny' because he features heavily in the seaside scene, but the text makes clear Lenny travelled there to visit someone else - he was not the resident.

Question 2 (1 mark)

Answer: Any two of these count: a bucket (for himself), a spade (for himself), Duck, an extra bucket for Duck, or an extra spade for Duck.

Ask your child to find the part of the story where Lenny and Duck go to the seaside, then ask: "What did Lenny make sure to bring with him?"

The relevant detail sits in the first paragraph on Paper 1 booklet, page 6: 'Lenny made sure there was an extra bucket and spade for Duck.' This tells children that Lenny took a bucket and spade for

himself **and** an extra set for Duck. Any two distinct items from that list earn the mark. Children must not write 'a bucket' and 'a bucket' without making clear one was for Duck, as that would count as the same item twice.

Watch out: Writing 'a bucket' and 'a bucket' without clarifying that one was for Duck does not count - children need to name two clearly different items.

Question 3 (1 mark)

Answer: The two places the family looked for Duck were Gran's house and the beach.

Ask your child to find the page where the family starts searching for Duck and read that paragraph carefully. Ask: "Can you find two different places where the family looked for Duck?"

Paper 1 booklet, page 8 contains the key sentence: '**They searched Gran's house, upside down and inside out. They even looked all along the beach but they couldn't find Duck anywhere.**' Children need to pick out both locations named in that sentence. One mark is awarded only if both places are given - Gran's house (or 'the house') and the beach (or 'the seaside') must both appear in the answer.

Watch out: A child might write only one place, such as 'the beach', and miss Gran's house. Both locations are needed for the mark.

Question 4 (1 mark)

Answer: The answer children need to give is two of these three things that appear at both festivals: fireworks (or firecrackers), dancing, music (or singing). This question is worth 2 marks, so children should write two different ones.

Point your child to the Hogmanay paragraph and the Chinese New Year paragraph on page 5 of the reading booklet, and ask them to read both carefully. Ask: "Can you find something that happens at both of these festivals?"

Paper 2 answer booklet, page 4 asks children to compare the Hogmanay and Chinese New Year sections on page 5 of the Paper 2 reading booklet. Children must identify things mentioned in both sections. The Hogmanay section mentions **firework displays** and **singing and dancing**; the Chinese New Year section mentions **music and dancing, firecrackers** (described as noisy fireworks). So the overlapping features are: fireworks/firecrackers, dancing, and music/singing. Each correct overlap earns one mark, up to a maximum of two marks.

Watch out: A child might write 'parades', which appears in the Chinese New Year section but is not mentioned at Hogmanay, so it does not count for this question.

Model answer: 1. Fireworks (or firecrackers) 2. Dancing

Question 5 (1 mark)

Answer: It was raining (or rainy / wet).

Point your child to the part of the story where Jack and Lenny arrive at Gran's house. Ask: "What was the weather like when Jack and Lenny visited Gran?"

Paper 1 booklet, page 10 contains the answer. The second paragraph of the section about Jack visiting Gran states clearly: '**It was raining, and Jack was very bored.**' Children simply need to retrieve this detail. Any reference to rain, raining, or rainy conditions is correct. The word 'bad' is also accepted as a general description of the weather.

Watch out: A child might write 'bored' as that word appears in the same sentence, but that describes how Jack felt, not the weather.

Question 6 (1 mark)

Answer: People in Italy cover the streets with flowers.

Before looking at the options, ask your child to find the part of the text that talks about Italy and read it aloud. Ask: "What does the text say people in Italy do with flowers?"

The question is found in the Flower festivals section on page 5 of the Paper 2 reading booklet. Children need to identify what Italy specifically does, not what other countries do. The text states '**people make huge carpets of flowers in the streets**', which matches the option 'cover the streets with flowers'. The other options describe what happens in Jersey (giant models) or the Netherlands (decorate boats with tulips), so children must read carefully to match the right country to the right activity.

Watch out: A child might tick 'make giant models of animals' because that is a vivid detail they remember, but the text says giant models are made in Jersey, not Italy.

Question 7 (1 mark)

Answer: The answer children need to draw is: crawled - inside wardrobes; climbed - up to the attic; looked - underneath beds.

Ask your child to find the part of the story that describes what Jack did inside Gran's house, and to point to each action word. Ask: "Can you find three things Jack did, and where he did each one?"

Paper 1 booklet, page 11 contains this matching question. The text on page 10 lists Jack's actions in order: he **crawled inside Gran's wardrobes**, **looked underneath all the beds**, then **climbed all the way up to the attic room**. Children need to match each verb on the left to the correct location on the right. The trickiest pairing is 'looked - underneath beds', because 'looked' feels like a general word, but the text is precise.

Watch out: A child might match 'climbed - inside wardrobes' because climbing into a wardrobe is familiar, but the text says Jack climbed the little stairs up to the attic, not into the wardrobes.

Question 8 (1 mark)

Answer: Jack found Duck. The child should write 'Jack' or 'Lenny's son' or similar.

Ask your child to find the part of the story where someone comes back downstairs holding something. Ask: "Who came back down the stairs and showed Lenny what they had found?"

On Paper 1 booklet, page 12, the text states 'He held it out to show Lenny. It was DUCK!' - the 'he' here refers to Jack, who has just come back down from the attic. Children need to connect this pronoun to Jack, named earlier on page 10 as Lenny's little boy. The answer children need to give is Jack; references such as 'the boy' or 'Lenny's son' are also fine.

Watch out: A child might write 'Lenny' because the story is mostly about him, but it is Jack who climbs to the attic and brings Duck back down.

Question 9 (1 mark)

Answer: Duck was dirty (his orange beak was dirty) and dusty (his white fur was very dusty). Children need to give both of these points.

Ask your child to look at page 12 of the Paper 1 booklet where Duck is found, and read that part carefully. Ask: "How can you tell that Duck had been up in the attic for a very long time?"

At the end of Paper 1 booklet, page 12, the text describes Duck when Jack brings him back: **'His orange beak was a little bit dirty and his white fur was very dusty.'** Children need to identify both clues - the dirty beak and the dusty fur - as evidence that Duck had been sitting undisturbed in the attic for many years. Both points must be given to earn the mark.

Watch out: A child might simply write 'he was old' - but the official answer requires specific physical details from the text (dirty and dusty), not a general comment about age.

Model answer: 1. His orange beak was dirty. 2. His white fur was very dusty.

Question 10 (1 mark)

Answer: The correct order is: 1 - Lenny got a new toy, 2 - Lenny took Duck to the seaside, 3 - Duck was lost, 4 - Duck was found in the attic.

Before your child looks back at the story, ask them to recall the main things that happened in order. Ask: "Can you tell me what happened in the Lucky Duck story, from the very beginning to the end?"

The whole story must be re-read as a sequence to answer this. **Number 1 is given**, so children need to place the remaining three events. The seaside trip happens next, then Duck is lost during packing, and finally - many years later - Jack finds Duck in the attic. Children should number the boxes: Duck was found in the attic = 4, Duck was lost = 3, Lenny took Duck to the seaside = 2. All three must be correct to score the mark.

Watch out: A child might place 'Duck was lost' as number 2 and 'Lenny took Duck to the seaside' as number 3, getting the middle two events the wrong way round - but Duck was lost during the seaside trip, so the seaside visit must come first.

Question 11 (1 mark)

Answer: The vegetable band is from Austria.

Ask your child to look at the first paragraph on page 17 of the Paper 1 booklet, where it talks about where the band started. Ask: "Which country does the text say the vegetable band comes from?"

On Paper 1 booklet, page 17, the opening sentence of the text states '**a group of people in a country called Austria**' formed the band. Children simply need to retrieve this country name. The only trap noted in the official answer is writing Australia instead of Austria, which does not score. Children should check their spelling carefully against the text.

Watch out: A child might write 'Australia' instead of 'Austria' - these are two different countries and only 'Austria' is accepted.

Question 12 (1 mark)

Answer: The correct tick is 'wanted to do something interesting with vegetables' (or 'wanted to do something different with vegetables').

Before your child looks back at the page, ask them to think about what they remember about why the band was formed. Ask: "Why do you think those people in Austria decided to use vegetables to make music?"

The relevant sentence is at the start of the section on Paper 1 booklet, page 17: 'a group of people in a country called Austria wanted to do something interesting with vegetables.' Children need to infer that the band's motivation was curiosity and a desire to be creative, not taste, leftovers, or surplus crops. The other three options introduce ideas the text never mentions.

Watch out: A child might tick 'wanted to use leftover vegetables' because soup is made from leftovers after concerts, but that happens as a result of performances, not as the band's original reason for forming.

Question 13 (1 mark)

Answer: A squirrel.

Ask your child to find the part on page 8 where William climbs onto the tree and starts pretending. Ask: "What does William say he is when he is sitting on the tree?"

Paper 2 answer booklet, page 9 contains this question, and children need to look at page 8 of the Paper 2 reading booklet. When William climbs onto the fallen tree, the text says '**I'm a squirrel**' - he is pretending to be a squirrel as he sits on the trunk and holds a branch.

Watch out: A child might write 'a bird' as William earlier planned to sit next to a bird's nest, but that was a wish before the storm - when he actually climbs the fallen tree, he pretends to be a squirrel.

Question 14 (1 mark)

Answer: The word 'amazed' tells you the people are surprised. Children should tick 'surprised.'

Ask the child to think about how they feel when they see something they never expected. Ask: "What feeling do you get when something totally surprises you - can you find a word in the list that matches that?"

On Paper 1 booklet, page 18, the quoted sentence reads 'People who come to watch are amazed by how interesting these unusual instruments look and how great they sound.' This is a vocabulary question: children need to select the word closest in meaning to **amazed**. Being amazed means being struck with wonder or astonishment, which maps directly onto **surprised**. The other options - confused, scared, and annoyed - all describe negative or unrelated feelings that the word 'amazed' does not carry.

Watch out: A child might tick 'confused' because seeing a strange instrument might seem puzzling, but the text describes the experience as impressive and great-sounding, not puzzling.

Question 15 (1 mark)

Answer: William's great-grandchildren could play under the tree with all their friends, or climb the tree.

Ask your child to think back to the story before looking. Ask: "What did Daddy say the children in the future would be able to do in the garden?"

On page 9 of the Paper 2 reading booklet, Daddy tells William: 'In a hundred years, your great-grandchildren can play under the tree with all their friends.' Children need to draw the inference that the newly planted tree will, in time, be large enough to play on or under - just like the old one. Any sensible reference to playing on, under, or climbing the new tree is accepted, as is noticing the tree will be big and strong.

Watch out: A child might write that they could 'look at the tree' or 'think about William', which are also accepted - but playing under or on the tree is the most direct answer from the text.

Model answer: They could play under the tree with all their friends.

Question 16 (1 mark)

Answer: Because every concert sounds different, the band makes new instruments before each concert, or they use different vegetables each time.

Ask your child to find the paragraph that explains why the band's concerts always sound different. Ask: "Why does every concert sound different?"

On Paper 1 booklet, page 20, the text states 'The people in the band make new instruments before each concert so every time they perform it sounds different.' Children need to retrieve this reason directly. A response referencing making or using new/different instruments earns the mark, as does mentioning different vegetables. The key is linking the new instruments to the different sound, not just stating the band is good.

Watch out: A child might say 'because they use vegetables' without explaining the key point - that new instruments are made each time. Simply mentioning vegetables without the idea of change does not score.

Question 17 (1 mark)

Answer: Draw lines connecting: pumpkin to drum, leek to violin, pepper to horn.

Ask your child to look at the picture and text on page 20 of the Paper 1 booklet, where different vegetable instruments are shown and described. Ask: "Can you find the name of the instrument made from each vegetable?"

On Paper 1 booklet, page 20, the text states 'they will create a pumpkin drum', 'a leek violin', and 'they have even made a horn from a pepper.' Children need to match all three correctly to receive the mark. The pumpkin pairs with **drum**, the leek pairs with **violin**, and the pepper pairs with **horn**. All three lines must be correct for the single mark to be awarded.

Watch out: A child might match pumpkin to violin because violins are well-known instruments, but the text clearly states it is a pumpkin drum and a leek violin.

Question 18 (1 mark)

Answer: Children should tick 'It does not take long to make.'

Before your child looks back at the page, ask them to think about what they remember reading about the leek violin. Ask: "What did the text tell us about how long the leek violin takes to make?"

In the first sentence of the final text section on Paper 1 booklet, page 21, the text states 'Some musical instruments can be made from vegetables very quickly, like the leek violin.' Children need to infer that 'very quickly' means it does not take long – it is easy because it is fast to make. The contrast with the carrot recorder, which 'can take up to 30 minutes', reinforces this. The correct answer is the speed of making it, not any other feature.

Watch out: A child might tick 'It can be made into different instruments' because the text mentions both a leek violin and other instruments, but the text never says a leek can be made into different instruments – that is not what is stated.

Question 19 (1 mark)

Answer: The correct order is: 1 - Ask an adult to cut off the top of the pepper; 2 - Take the seeds out; 3 - Put some rice inside; 4 - Put the top on.

Cover page 22 and ask your child to recall the steps for making a pepper shaker from memory, in order. Ask: "Can you remember what you do first, second, third and fourth to turn a pepper into a musical instrument?"

The instructions on Paper 1 booklet, page 22 give six numbered steps. Children need to match four of those steps to the correct position in sequence. **Step 2** in the original is cutting off the top, so that becomes number 1. **Step 3** (clearing seeds) becomes 2. **Step 4** (adding rice) becomes 3. **Step 5** (putting the top back) becomes 4. All four must be correct to earn the mark.

Watch out: A child might put 'Take the seeds out' as number 1, forgetting that an adult must cut the top off before seeds can be removed.

Question 20 (1 mark)

Answer: Children should tick: False for 'You should blow this instrument to make a sound'; True for 'You should put the top on the pepper before shaking it'; False for 'You must use a green pepper to make this instrument.' All three must be correct to score the mark.

Cover the instructions and ask your child to think about what they remember about making the pepper shaker. Ask: "Before you check, can you remember: do you shake it or blow it, and does the colour of the pepper matter?"

The instructions on Paper 1 booklet, page 22-23 spell out all three answers. Step 6 says '**Shake it to make a sound**' - not blow, so the first statement is false. Step 5 says '**Pop the top back on**' before shaking, so the second statement is true. Step 1 says '**it doesn't matter what colour you use**', so a green pepper is not required - that statement is false. Children need to cross-check each claim against the text rather than guess.

Watch out: A child might tick True for 'You should blow this instrument' because it looks like a wind instrument such as a pepper horn, but the instructions clearly say to shake it.

Question P2-1 (1 mark)

Answer: People sometimes wear beautiful costumes at festivals.

Ask your child to find the section called 'What are festivals?' on page 4 of the reading booklet and read it carefully. Ask: "What does it say people sometimes wear?"

The opening section 'What are festivals?' on page 4 of the Paper 2 reading booklet contains the answer directly. Children should scan the first paragraph for the relevant detail: the text states '**they wear beautiful costumes**', which is the key phrase to retrieve. Answers using words such as 'fancy clothes', 'fancy outfits', or 'colourful costumes' are equally fine, as long as the idea of costumes or special clothing is clear.

Watch out: A child might write 'fireworks' or 'dancing' as these are also mentioned in the same paragraph, but the question specifically asks what people wear, so only costumes or equivalent clothing words score here.

Question P2-2 (1 mark)

Answer: Children should write that schools make displays of food and flowers, or that they give food to charity.

Point your child to the 'Harvest festivals' section of the reading booklet and ask them to read it carefully. Ask: "What does it say schools actually do to celebrate Harvest Festival?"

The **Harvest festivals** section on page 4 of the Paper 2 reading booklet contains the answer directly. Children need to look at the sentences beginning 'Many schools make displays of food and flowers' and 'They also give food to charity'. Either of these counts as a correct response. Simply writing 'food and flowers' alone is not enough; children must show what schools **do** with them, such as making displays or giving food away.

Watch out: A child who writes only 'food and flowers' without saying what the schools do with them (display them or give them to charity) will not score the point - the answer must name an action.

Question P2-3 (1 mark)

Answer: Bakers make bread in the shape of wheat to celebrate a harvest. The child should tick 'to celebrate a harvest'.

Ask your child to find the section called 'Harvest festivals' in the reading booklet and read the part about the bread. Ask: "Why does it say bakers make bread shaped like wheat?"

In the **Harvest festivals** section on page 4 of the Paper 2 reading booklet, the answer sits in the final sentence: 'These loaves are shaped like wheat to celebrate the harvest.' Children need to find and retrieve this reason directly from the text. The other options are not supported anywhere in the passage.

Watch out: A child might tick 'because children in schools enjoy eating it' because schools are mentioned nearby, but the text links schools to making displays, not to eating the bread.

Question P2-4 (2 marks)

Answer: Any two of these count: fireworks (or firecrackers), dancing, music (or singing).

Point the child to the Hogmanay and Chinese New Year sections on page 5 of the reading booklet. Ask: "Can you find something that happens at both the Hogmanay festival AND the Chinese New Year festival?"

Both the Hogmanay and Chinese New Year sections on page 5 of the Paper 2 reading booklet need to be read and compared. The Hogmanay section mentions **firework displays** and **singing and dancing**; the Chinese New Year section mentions **music and dancing** and **firecrackers (noisy fireworks)** after the parades. Children must identify two features that appear in both festivals. This question is worth 2 marks - one mark is awarded for each correct feature identified, from any of: fireworks/firecrackers, dancing, or music/singing.

Watch out: A child might write 'parades' as parades feature in the Chinese New Year section, but parades are not mentioned at Hogmanay, so this does not count as something seen at both festivals.

Model answer: 1. Fireworks (or firecrackers) 2. Dancing

Question P2-5 (1 mark)

Answer: Because dragons are friendly, or because they bring good luck.

Cover the page and ask your child to think about what they remember from the Chinese New Year section. Ask: "Why do you think people in China might want to see a dragon - what do they believe about dragons?"

On page 5 of the Paper 2 reading booklet, under **Chinese New Year**, children need to make an inference: the text states 'In Chinese legends, dragons are friendly and bring good luck'. The question asks why people might hope to see one, so children must connect that belief to a reason for wanting to see a dragon. Either reason counts independently for the mark.

Watch out: A child might simply write 'because it is impressive' or 'because it is the best puppet', but the text does not support those as reasons for hoping to see one - the answer must connect to belief or legend.

Question P2-6 (1 mark)

Answer: Children should tick 'cover the streets with flowers'.

Ask your child to find the paragraph about Italy in the Festivals text. Ask: "What does the text say the people in Italy do with flowers?"

The relevant section is the **Flower festivals** part of the Festivals text in the Paper 2 reading booklet, page 5. Children need to read carefully, because the three wrong options all describe things that happen at flower festivals - but in different countries. Making carpets of flowers in the streets is specifically what happens in Italy, as the text says '**people make huge carpets of flowers in the streets**'. The other options describe the Netherlands (tulips on boats) and Jersey (giant models), not Italy.

Watch out: A child might tick 'make giant models of animals' because that sounds impressive and festival-like, but the text says this happens in Jersey, not Italy.

Question P2-7 (1 mark)

Answer: At the end of the Italian flower festival, children are allowed to play in the flowers.

Ask your child to find the part about Italy in the reading booklet and read just the last sentence of that paragraph. Ask: "What does it say people do at the very end of the Italian festival?"

The last paragraph of the Festivals section on page 5 of the Paper 2 reading booklet describes Italy's flower festival. Children need to read to the end of that paragraph, where the text states '**children are allowed to play in the flowers**'. That is the specific end-of-festival activity the question asks about. Answers referring to playing in the street are also accepted, since the flowers are laid in the streets.

Watch out: A child might answer 'have a firework display' because fireworks are mentioned at the end of the Jersey festival in the same paragraph, but the question asks specifically about Italy, not Jersey.

Question P2-8 (2 marks)

Answer: Three boxes should be ticked: Hogmanay is a Scottish festival - TRUE. In Jersey, people make carpets of flowers in the streets - FALSE. In England, Harvest Festival takes place in April - FALSE. Before the Chinese New Year parade, people celebrate with firecrackers - FALSE.

Before revealing any answers, ask your child to look through the Festivals pages in the Paper 2 reading booklet and find where each of the four festivals is mentioned. Ask: "Can you find where it talks about each of these four festivals and check whether the statement matches what the text says?"

Pages 4-5 of the Paper 2 reading booklet contain the evidence for all four statements. Children need to check each one carefully. Hogmanay is indeed Scottish - **TRUE**. Jersey uses flowers for models

and parades, not street carpets (that is Italy), so the Jersey statement is **FALSE**. Harvest Festival in England is end of September, not April - **FALSE**. Firecrackers come after the Chinese New Year parade, not before - **FALSE**. Full marks requires all four correct; three correct earns one mark.

Watch out: A child might tick TRUE for 'Before the Chinese New Year parade, people celebrate with firecrackers' because firecrackers are associated with Chinese New Year - but the text clearly states firecrackers happen after the parade, not before.

Question P2-9 (1 mark)

Answer: The house was underneath a tall tree (or next to a tree).

Ask your child to look at the very first sentence of the story on page 6 of the reading booklet. Ask: "Where does the story say the house was?"

The very opening sentence of The Hurricane Tree on page 6 of the Paper 2 reading booklet contains the answer: **'Once there was a boy called William, who lived in a house underneath a tall tree.'** Children simply need to lift the location detail from that first sentence. Either 'underneath a tall tree' or a phrase meaning 'next to the tree' is acceptable.

Watch out: A child might write 'at the seaside' because Gran's house near the sea features in Paper 1, but this is a different story entirely - William's house is described in the opening line as being underneath a tall tree.

Question P2-10 (1 mark)

Answer: William had not yet grown big enough to climb it. He was planning to do it when he was bigger/older.

Before your child looks back at the story, ask them to think about what William said he was going to do one day. Ask: "Why do you think William hasn't climbed the tree yet?"

On Paper 2 reading booklet, page 6, William says 'When I'm big, I'm going to climb right up that tree' - making clear that he has not climbed it yet **because he is still too small or too young**. Children need to infer from this ambition that the reason is his size or age, not fear or the tree's age. The official answer does not accept references to danger or to the tree being old.

Watch out: A child might write 'because it was too old' or 'because it was dangerous' - neither scores, as the text points only to William being too small or young.

Question P2-11 (1 mark)

Answer: The vegetable band is from Austria.

Ask your child to find the part of the text that tells us where the band comes from, then read that sentence aloud. Ask: "Which country does the text say the band is from?"

The opening paragraph of the Vegetable Band section on Paper 1 booklet, page 17, states directly: '**a group of people in a country called Austria wanted to do something interesting with vegetables.**' Children simply need to locate and retrieve the country name. The common error is confusing Austria with Australia, so it is worth encouraging the child to read carefully and point to the exact word in the text.

Watch out: A child might write 'Australia' instead of 'Austria' - these look similar but are different countries, and Australia is not mentioned in the text.

Question P2-12 (1 mark)

Answer: The word 'poor' shows William felt sorry for the tree. Children need to circle the word 'poor' in the sentence.

Ask your child to read the sentence carefully and think about which one word tells us how William feels about the tree. Ask: "Which word in that sentence shows William feels sad or sorry for the tree?"

The sentence printed in the Paper 2 answer booklet, page 8, reads William just stood and looked at the poor old tree. Children need to identify which single word conveys sympathy. **Poor** is the word that signals William feels sorry for the tree; 'old' describes age, and 'stood' and 'looked' describe actions. Circling **poor** is the only credited response.

Watch out: A child might circle 'old' because the tree's age is mentioned, but 'old' simply describes the tree's age - it does not show William's feelings of sympathy.

Question P2-13 (1 mark)

Answer: A squirrel. William pretended to be a squirrel when he climbed on the fallen tree.

Before your child looks back at the story, ask them to think about what William did once he was allowed to climb on the fallen tree and what he said. Ask: "What do you think William pretended to be when he was up in the tree?"

On page 8 of the Paper 2 reading booklet, after William asks if he can climb on the fallen tree, the text says '**I'm a squirrel!**' - William's own words as he sat on the trunk and held a branch. Children need to

infer that saying 'I'm a squirrel' means he was pretending to be one. The answer must be 'a squirrel'; no other animal is mentioned.

Watch out: A child might say a bird, as the story earlier mentions a bird's nest - but that is William's earlier wish, not what he pretends to be on the fallen tree.

Question P2-14 (1 mark)

Answer: The word 'amazed' tells us the people are surprised.

Before your child ticks an answer, ask them to think about how a person might feel if they saw something they never expected. Ask: "Which of those four words do you think comes closest in meaning to 'amazed'?"

On Paper 1 booklet, page 18, the sentence reads 'People who come to watch are amazed by how interesting these unusual instruments look and how great they sound.' Children need to select the word that best matches **amazed** from the four printed options. 'Surprised' is the closest in meaning - being amazed is a strong form of surprise. The other options (confused, scared, annoyed) do not fit the context of an audience enjoying and marvelling at a performance.

Watch out: A child might tick 'confused' because unusual instruments could seem puzzling, but the text presents the audience's reaction as positive wonder, not puzzlement.

Question P2-15 (1 mark)

Answer: They are made into soup.

Ask your child to look at the paragraph on page 5 of the reading booklet that talks about what happens after a concert. Ask: "What does the text say happens to the vegetables after the concert is finished?"

On Paper 2 reading booklet, page 5, the final sentence of the 'Today, the 11 people' paragraph states '**After a concert, everyone can try soup made from the leftovers.**' Children simply need to retrieve this fact. The question is a tick-box asking what happens to the leftover vegetables after a performance, and only 'made into soup' matches what the text says.

Watch out: A child might be tempted to tick 'kept for another concert' because the band uses vegetables each time they perform, but the text says the leftovers are made into soup, not saved.

Question P2-16 (1 mark)

Answer: William (and/or Daddy) - the person who planted the new tree and clearly loved trees.

Before your child looks back at the story, ask them to think about what William has done throughout the whole day that shows how he feels about the tree. Ask: "Who do you think loved trees in this story, and why do you think that?"

At the very end of the Paper 2 reading booklet, page 9, Daddy says the future children 'might guess it was someone who loved trees.' Children need to infer who that someone is: William has spent the whole day upset about the fallen tree, climbed it, painted it, and asked to plant a new one, showing he loves trees deeply. Daddy is also planting it with him. The official answer accepts **William, Daddy**, or both.

Watch out: A child might write 'the great-grandchildren' because the sentence is about what they might guess - but the someone who loved trees refers to the person who planted the tree, not the future children.

Question P2-17 (2 marks)

Answer: William looked at the moon through the tree - this happened before the storm. William reached the higher branches, felt safe in the leaves, and painted a picture of the tree - these all happened after the storm.

Before checking, ask your child to find the part of the story where the storm happens, then work through each row asking whether that event came before or after it. Ask: "Can you point to where each of these things happens in the story - was it before or after the big storm?"

Pages 6 to 9 of the Paper 2 reading booklet provide the evidence for each row. Looking at the moon through the tree happened **before** the storm, as William's mummy took him to the window at bedtime early in the story. The other three events all happened **after** the tree fell: William climbed onto the fallen trunk and reached higher branches, felt safe among the leaves of the downed tree, and painted a picture of it that evening. This 2-mark question awards 2 marks for all four boxes correct and 1 mark for any three correct.

Watch out: A child might tick 'William reached the higher branches' as before the storm because he dreamed of climbing the tree - but he only actually climbed it after the tree had fallen down.

Model answer: Before the storm: William looked at the moon through the tree. After the storm: William reached the higher branches of the tree; William felt safe in the leaves of the tree; William painted a picture of the tree.

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