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REVISION GUIDES • WORKBOOKS • PRACTICE PAPERS

KEY STAGE 1 SATS

2023 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 make sure the child understands what it is asking.
 2. Ask the child to look back at the text and find the part that helps answer the question, then read it aloud.
 3. Talk through each option and ask the child to tick the one that matches what the text says.
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Find and copy (1a)

1. Read the question together and agree on what kind of word or phrase is needed.
 2. Ask the child to scan back through the text with their finger to find the exact word or words.
 3. Once found, encourage the child to copy it carefully, checking each letter matches the text.
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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 might mean, using clues from the rest of the sentence.
 3. Look at the choices given and try swapping each one into the sentence to see which one makes the best sense.
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Inference: how can you tell? (1d)

1. Read the question together and talk about what feeling or idea the question is asking about.
 2. Ask the child to find the part of the text that gives a clue, even if the answer is not written out plainly.
 3. Help the child put their answer into words, explaining what the text says and what that tells us.
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True or false table (1b)

1. Read each statement in the table with the child, one at a time.
 2. Ask the child to look back at the text to check whether the statement matches what is written.
 3. Help the child decide whether to tick True or False for each row, going through them in order.
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Draw lines to match (1b)

1. Read each item on the left-hand side with the child and talk about what it means.
2. Ask the child to look back at the text to find out what happens at that stage or what goes with that idea.

3. Help the child draw a clear line from each item on the left to the correct box on the right.

Sequencing: put in order (1c)

1. Read each event listed with the child and talk about what happens in each one.
 2. Ask the child to flick back through the text to find where each event appears in the story.
 3. Help the child write the numbers 1 to 4 in the boxes to show the order the events happened.
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Question P1-1 (1 mark)

Answer: Children should tick 'a type of hair'.

Ask your child to find the section called 'What is wool?' and read the first few sentences carefully. Ask: "What does the text say wool actually is?"

Right at the start of the 'What is wool?' section on page 6 of the Paper 1 booklet, the text states directly: '**Wool is a type of animal hair.**' Children simply need to find that sentence and match it to the correct tick-box option. The other three options - feather, shell, and scale - are mentioned in the same paragraph as things other animals have, which makes them tempting distractors.

Watch out: A child might tick 'a type of scale' or 'a type of feather' because those words appear in the same paragraph, but the text lists them as coverings other animals have - not what wool is.

Question P1-2 (1 mark)

Answer: The answer is sheep - most of our wool comes from sheep.

Ask your child to look at the 'What is wool?' section and find the sentence that tells us which animal gives us the most wool. Ask: "Which animal does the text say most of our wool comes from?"

Under the subheading '**What is wool?**' on Paper 1 booklet, page 6, children need to find the sentence 'Most of the wool we use comes from sheep.' This is a straightforward retrieval question. The answer must name sheep specifically; the official answer does not accept responses that list more than one animal, such as 'sheep and llamas', so children should write only 'sheep'.

Watch out: A child might write 'sheep, goats, camels and llamas' because the passage mentions all of them, but the question asks which animal provides most of our wool - only sheep scores here.

Question P1-3 (1 mark)

Answer: A shearer cuts the sheep's wool.

Ask the child to look at the section called 'How do you get wool from sheep?' and find the special word for the person whose job it is to cut wool. Ask: "What is the name for the person who comes to the farm to cut the sheep's wool?"

The second paragraph of the 'How do you get wool from sheep?' section on Paper 1 booklet, page 7, introduces the person who cuts the wool. Children need to find the word **shearer** specifically, as the

text says 'A shearer, who is like a hairdresser for sheep, comes to the farm to give the sheep a haircut.' Writing 'hairdresser' alone is not enough - the official answer requires the word 'shearer', though children may add the hairdresser comparison as extra detail.

Watch out: A child might write 'hairdresser' or 'a hairdresser for sheep' because the text uses that comparison, but 'hairdresser' alone does not score - the answer needed is 'shearer'.

Question P1-4 (1 mark)

Answer: It keeps the sheep cooler (removes their thick winter coat so they do not get too hot in the warmer weather).

Ask your child to find the part of the text that explains what shearing does to the sheep - not what it is, but what effect it has on them. Ask: "What does removing their woolly coat do for the sheep when the weather gets warmer?"

In the section headed '**How do you get wool from sheep?**' on Paper 1 booklet, page 7, the final sentence gives the answer directly: 'Shearing does not hurt the animals. In fact, it keeps them cooler.' Children need to link removing the coat to the effect of keeping the sheep cool, ready for warmer weather. A simple reference to the sheep being kept cooler is all that is needed.

Watch out: A child might write that shearing does not hurt the sheep, which is mentioned in the same sentence but does not answer the question about getting ready for warmer weather.

Question P1-5 (1 mark)

Answer: The wool is sorted by the part of the animal it comes from.

Point your child to the paragraph headed 'How is wool made into yarn?' on page 8. Ask: "What does the text say happens to the wool when it first arrives at the factory?"

The section headed '**How is wool made into yarn?**' on Paper 1 booklet, page 8 is where children need to look. The text states 'Wool from different parts of the animal is put into different piles', which directly matches the fourth tick-box option. Children should be careful to re-read the sorting paragraph rather than guessing from the other options, which all relate to things mentioned elsewhere in the text.

Watch out: A child might be tempted to tick 'by the age of the animal it comes from' as animals are mentioned, but the text says nothing about age - it refers only to different parts of the animal.

Question P1-6 (1 mark)

Answer: The three lines should be drawn so that: brushing links to 'gets rid of tangles'; spinning links to 'changes the wool into yarn'; dyeing links to 'turns the yarn a different colour'.

Point the child to the 'How is wool made into yarn?' section on page 8 and ask them to read it carefully. Ask: "Can you find what each of these three things - brushing, spinning, and dyeing - actually does to the wool?"

In the '**How is wool made into yarn?**' section of the Paper 1 booklet, page 8, the text lists the three stages in order. Brushing removes tangles ('all the twisted-up tangles are brushed out'); spinning turns wool into yarn ('a special spinning machine makes the wool into long, thin thread called yarn'); and dyeing changes the colour ('the yarn is dyed to give it a lovely colour'). All three lines must be correct to score the mark.

Watch out: A child might link spinning to 'turns the yarn a different colour' because spinning sounds like an active process, but the text is clear that it is the spinning machine that makes yarn, while dyeing changes the colour.

Question P1-7 (1 mark)

Answer: The child should tick 'thick.'

Before looking at the options, ask your child to think about what a chunky jumper would feel like if they picked it up. Ask: "What do you think 'chunky' tells us about what the jumper is like?"

The vocabulary question is on Paper 1 booklet, page 10, and tests whether children understand the word chunky as it appears in the phrase '**big, chunky jumpers**'. The context of heavy, warm woolly jumpers makes thick the closest match. Children should think about what a chunky jumper feels like – heavy and substantial – to rule out 'light' and 'long', and note no colour is mentioned, ruling out 'colourful'.

Watch out: A child might tick 'long' because big and long can feel similar, but 'chunky' describes how thick or heavy something is, not its length.

Question P1-8 (1 mark)

Answer: Children should copy either 'jumpers' or 'mittens' from the text. Both are correct.

Point your child to the paragraph about knitting on the page about how yarn is used and ask them to read it carefully. Ask: "Can you find and copy one item of clothing that the text says can be knitted using yarn?"

The 'How is yarn used?' section on Paper 1 booklet, page 10 is where children need to look. The text states 'we use the yarn to knit things such as soft and warm clothes, from big, chunky jumpers to cosy, little mittens'. Children need to copy one of those two items exactly. Hats, scarves and gloves are mentioned elsewhere in the booklet but are not listed as knitted items in this section, so only jumpers or mittens count here.

Watch out: A child might write 'hats' or 'scarves' from the opening paragraph, but those are not mentioned in the knitting section - only jumpers and mittens appear there.

Question P1-9 (1 mark)

Answer: Tick 'a pattern in the material.' Weaving different coloured yarns together makes a pattern in the material.

Ask your child to find the part of the text that talks about weaving coloured yarns together, and read it aloud. Ask: "What does the text say happens when you use different coloured yarns for weaving?"

The 'How is yarn used?' section on Paper 1 booklet, page 10, states directly: '**You can weave patterns into the material using different coloured yarn.**' Children need to match this information to the correct option. The other three options (warmer, stronger, softer) are not mentioned anywhere in this paragraph, so children should be able to rule them out by returning to the text.

Watch out: A child might tick 'the material warmer' because the whole text is about wool keeping people warm, but that idea does not appear in this particular sentence about weaving coloured yarns.

Question P1-10 (1 mark)

Answer: Because wool could help protect firefighters from water and fire.

Ask your child to find the section about firefighters on the page about what makes wool useful, read it carefully, and think about what job wool was doing for the firefighters. Ask: "Why do you think firefighters wore wool in their uniforms a long time ago?"

The relevant section is 'What makes wool useful?' on Paper 1 booklet, page 12. The text states directly that '**wool can help protect us from water and fire**', which is the reason given for its historical use in firefighters' uniforms. Children need to include the idea of protection in their answer

- simply mentioning fire or water without linking it to protection will not score. A response such as 'it kept them safe from fire and water' is perfectly acceptable.

Watch out: A child might write 'because of fire' or 'because of water' without mentioning protection - the official answer requires the idea that wool protected firefighters, not just that fire or water were involved.

Question P1-11 (1 mark)

Answer: The two types of clothes made using merino wool are sports clothes and astronauts' clothes.

Ask your child to find the paragraph that talks about merino wool and read it carefully. Ask: "What two types of clothes does the text say merino wool is used to make?"

The final section of the 'Where Does Wool Come From?' text, under the subheading '**What makes wool useful?**', states that merino wool 'is used to make sports clothes and even clothes for astronauts'. Children need to give both types to receive the mark - either one alone is not enough. The answer needs to be copied or closely paraphrased from that single sentence.

Watch out: A child might write 'jumpers' or 'hats' as these appear earlier in the text, but the question specifically asks about merino wool, so only sports clothes and astronauts' clothes are correct.

Question P1-12 (1 mark)

Answer: Anna was sad because the family had moved house without waiting for Fluffy, and she did not know where her cat was.

Ask your child to find the part of the story where it explains how Anna is feeling at the new house. Ask: "Why do you think Anna was sad when the family arrived at the new house?"

On Paper 1 booklet, page 16, children are told directly that '**Anna was sad. She thought the family should have waited for Fluffy to come back before they moved house.**' The question tests both retrieval and inference: children need to connect Anna's sadness to the cat being left behind or missing. Any of these ideas score the mark: the family left Fluffy behind; Anna did not know where Fluffy was; she missed or was worried about Fluffy. The key trap is saying Fluffy ran away - the text does not say that.

Watch out: A child must not say that Fluffy ran away - the text never says this, and it does not score.

Question P1-13 (1 mark)

Answer: The boxes were picked up early in the day. Children should tick 'early in the day'.

Ask your child to find the part where Dad explains why they couldn't wait for Fluffy. Ask: "What does Dad say about when the van came?"

In the section of the Paper 1 booklet, page 16, that describes the move, Dad explains: 'We asked for the van to move our things here early in the morning.' Children need to match 'early in the morning' to the correct tick-box option, which is 'early in the day'. The other options (lunchtime, late in the afternoon, in the evening) all contradict the text directly.

Watch out: A child might tick 'in the evening' because moving house often feels like a long, tiring day - but the text clearly states the van came 'early in the morning', not in the evening.

Question P1-14 (1 mark)

Answer: Mum was putting books on the shelf.

Ask your child to look at the page in the story where Anna is at the new house with Mum and Dad. Ask: "What was Mum doing while Dad was opening boxes?"

On Paper 1 booklet, page 16, the text states directly: 'Mum put some books on the shelf.' Children simply need to locate that sentence and report what Mum was doing. The question is a straightforward retrieval task - children should identify the action, not just say she was 'unpacking' without mentioning books, which the official answer does not accept.

Watch out: A child might write 'unpacking' or 'unpacking boxes' - this is not accepted because the answer must include reference to books specifically.

Question P1-15 (1 mark)

Answer: Any two of these count: thick green grass; flowerbeds; a tree (or leafy branches).

Ask your child to look at the page in Paper 1 where Anna walks into her new garden. Ask: "What can you spot in the garden - can you find at least two things mentioned?"

The relevant passage is on Paper 1 booklet, page 18, under the garden description. The text lists several things Anna notices: '**thick, green grass**', '**empty flowerbeds**', and '**a tree**' in the middle of the garden (with its leafy branches). Children need to identify any two of these. Both answers may be written on the same line and still count.

Watch out: A child might mention the pond, but the text says Anna only 'wondered if there might be room for a pond' - it is not actually in the garden.

Question P1-16 (1 mark)

Answer: Because there is a tree in the garden that Fluffy could climb and sleep in. Also acceptable: because there is a flat stone on the path where Fluffy could sleep.

Ask your child to think about what kind of cat Fluffy is, and then look at page 18 to find what Anna notices in the garden. Ask: "Why do you think Fluffy would like something in this new garden?"

The final paragraph on Paper 1 booklet, page 18 asks children to infer why Fluffy might like the garden. The text says '**He'd clamber to the top and sleep in the leafy branches**', making it clear Anna imagines Fluffy loving the tree. Children need to link Fluffy's sleepy nature to either the tree or, as a secondary answer, the warm flat stone mentioned on page 20.

Watch out: A child might answer vaguely that the garden is pretty or has nice grass. This does not score - the answer must refer to the tree (or stone/path) as something that suits Fluffy's sleepy habits.

Question P1-17 (1 mark)

Answer: Anna wanted to go back to the old house, or to where Fluffy was.

Point the child to the part of the story where Anna says 'Can we go back now, Mum?' and ask them to think about what has been happening in the story. Ask: "Where do you think Anna wants to go back to, and why?"

On Paper 1 booklet, page 20, Anna asks "Can we go back now, Mum?" – this is an **inference** question because the text does not spell out the destination. Children need to use the context: the family has just moved and Fluffy is still missing at the old house. The answer children need to give is the old house (or a reference to finding/going back to Fluffy). Simply writing 'home' or 'the house' without specifying it is the old house does not score.

Watch out: Writing just 'home' or 'the house' does not score – the answer must make clear it is the old house or the place where Fluffy is.

Question P1-18 (1 mark)

Answer: Mum tried to make Anna feel better by giving her a hug, telling her not to worry, or promising they would go back soon to find Fluffy.

Ask your child to find the part of the story where Mum speaks to Anna after Anna asks to go back. Ask: "What does Mum do and say to try to make Anna feel better?"

On Paper 1 booklet, page 20, the key moment is: 'said Mum, giving Anna a hug' and 'Don't worry, Anna. We'll go back soon and find Fluffy.' Children need to draw an inference about Mum's **intentions** rather than just copy actions. Any one of the three gestures counts: the physical hug, the reassurance not to worry, or the promise to return for Fluffy. The question tests whether children can read beyond the surface and identify that Mum's words and actions are deliberately aimed at comforting Anna.

Watch out: A child might write that Mum told Anna to unpack the box, but that is a task Mum gives Anna, not a way of comforting her, and it does not count.

Question P1-19 (1 mark)

Answer: Anna could not go back straight away because she still had to unpack a box in her room at the new house.

Ask your child to find the part of the story where Mum responds to Anna's request to go back. Ask: "What does Mum tell Anna she has to do before they can go?"

The final section of the Sleepy Cat story (Paper 1 booklet, page 20) contains the key detail. Mum tells Anna '**please unpack that box in your room**' before they can leave, showing there are still tasks to complete at the new house. Children need to infer that this is why Anna cannot go back immediately - Mum has given her a job to do first. Answers that mention needing to pack, rather than unpack, should not score.

Watch out: Children who write 'she had to pack the boxes' or 'pack up her room' will not score, because the text says Anna needed to unpack, not pack.

Question P1-20 (1 mark)

Answer: The child should tick 'odd.'

Before revealing the answer, point the child to the end of the story and ask them to think about what Anna is feeling at that moment. Ask: "What word means something is unexpected or unusual - which of these four words means that?"

At the end of the Sleepy Cat story (Paper 1 booklet, page 22), Anna reaches into the box and feels something unexpected. The question tests vocabulary knowledge: children need to understand that **'strange'** in the phrase 'How strange... it was warm!' expresses surprise at something unexpected or unusual. The word 'odd' captures this meaning precisely. 'Silly', 'exciting', and 'annoying' do not match the sense of puzzled surprise the author creates.

Watch out: A child might be tempted to tick 'exciting' because finding Fluffy is exciting, but 'strange' describes Anna's puzzled surprise at feeling warmth, not excitement.

Question P2-1 (1 mark)

Answer: The correct answer to tick is 'there might not be enough electricity.'

Ask your child to find Sara's section in the reading booklet and read the part about the machine out loud. Ask: "Why does Sara have to be careful about how long she spends in the shower?"

In Sara's section on page 4 of the Paper 2 reading booklet, the text explains that the machine providing electricity **can sometimes run out**. Children need to connect this directly to the question: Sara must limit her shower time because both the shower and the television use electricity, and if that electricity runs out, neither will work. The answer is about electricity supply, not water.

Watch out: A child might tick 'all the water could run out' because showers obviously use water, but the text says nothing about running out of water - it is the electricity machine that can run out.

Question P2-2 (1 mark)

Answer: The fabric is most helpful on stormy days, because it helps keep out the wind and rain.

Point your child to the part of the text about gers. Ask: "What does the special fabric on a ger actually protect against?"

The Paper 2 reading booklet, page 4, says that gers are covered with special fabric **'to help keep out the wind and rain'**. Children need to make the inference that wind and rain are worst on stormy days,

making that the correct choice. Hot, cloudy, and sunny days do not involve wind and rain, so the fabric's protective purpose would matter least then. This is a 1d inference question - the text does not say 'stormy days' directly, so children must connect the fabric's function to the weather type that matches.

Watch out: A child might tick 'hot days' because the text mentions animals moving to eat in different places, but the fabric's stated purpose is protection from wind and rain, not heat.

Question P2-3 (1 mark)

Answer: Bora's family gets electricity from solar panels (or from the sun/sunlight).

Point the child to Bora's section in the Paper 2 reading booklet and ask them to find the part that talks about electricity. Ask: "Where does Bora's family get their electricity from?"

In the final paragraph of Bora's section on page 4 of the Paper 2 reading booklet, the text states '**Some gers, like mine, have solar panels, which turn sunlight into electricity.**' Children need to identify either the source (the sun/sunlight) or the method (solar panels) to receive the mark. Both are acceptable, and mentioning both together is also fine.

Watch out: A child might say 'a machine' because Sara uses a special machine for electricity on her houseboat, but that detail belongs to Sara's section, not Bora's.

Question P2-4 (2 marks)

Answer: The table should be ticked as follows: 'Tom thinks it's easy to climb to the top of his lighthouse' - False; 'Tom's lighthouse is in Australia' - False; 'Tom keeps lots of food in his lighthouse' - True; 'When it gets stormy, Tom leaves his lighthouse' - False. All four correct earns 2 marks; three correct earns 1 mark.

Ask your child to find Tom's section in the reading booklet and read it carefully before filling in the table. Ask: "Can you find the part of the text that tells us something about each of these statements?"

Children need to check each statement against Tom's section on page 5 of the Paper 2 reading booklet. The text says 'There are nearly 100 steps in total so it is harder than it sounds' - climbing is not easy, so that is false. Tom lives in **Scotland**, not Australia - false. 'I always have to have lots of food and water ready' confirms he stores food - true. During storms he 'can't get out and about', meaning he stays inside - false. Two marks for all four correct; one mark for three correct.

Watch out: A child might tick 'When it gets stormy, Tom leaves his lighthouse' as True, because storms are mentioned as a problem - but the text actually says he can't get out and stays inside, so this statement is False.

Question P2-5 (1 mark)

Answer: The shafts let in fresh air from outside and keep the underground rooms cool.

Ask your child to find the part of the text about Ella's underground house and read the sentences about the air tunnels. Ask: "Why does the text say the shafts are important for the people living there?"

In Ella's section on page 5 of the Paper 2 reading booklet, the text explains: 'Special air tunnels called shafts let in fresh air from outside. This keeps the underground rooms cool.' Children need to identify either that the shafts bring in fresh air, or that they keep the rooms cool - both points come directly from these two sentences. One clear reference to either function is enough for the mark.

Watch out: A child might say the shafts are important simply because the house is underground or because Australia is hot - but the answer needs to reference what the shafts actually do: let in fresh air or keep the rooms cool.

Question P2-6 (1 mark)

Answer: Because the houses are connected by tunnels, which means Ella can travel directly between them underground.

Ask your child to find the part of the text that talks about Ella visiting her neighbours. Ask: "What does the text say makes it easy for Ella to get to her neighbours' houses?"

The final paragraph of Ella's section in the Paper 2 reading booklet, page 5, contains the direct answer: '**Tunnels connect all the houses so you can easily visit your neighbours.**' Children should locate this sentence and use it to explain that the tunnel connections make visiting straightforward. A vague answer such as 'she lives underground' does not score, because it does not identify the tunnels as the specific reason.

Watch out: Answering simply that Ella lives underground does not score - the official answer requires reference to the tunnels linking the houses.

Question P2-7 (1 mark)

Answer: The word 'disturbed' means the same as 'woken up'.

Point your child to the sentence in the reading booklet about underground houses and noise. Ask: "If outside noise can disturb your sleep, what does that noise do to you?"

Paper 2 answer booklet, page 6, question 7 tests vocabulary in context. The quoted sentence is 'you are not disturbed by any outside noise, so you will definitely have a good night's sleep'. Children need to recognise that if noise could disturb sleep, it would interrupt or wake a person up. Of the four options, '**woken up**' fits this meaning precisely. 'Calmed down', 'refreshed', and 'confused' do not make sense in the context of noise affecting sleep.

Watch out: A child might be tempted to tick 'confused' as noise can sometimes be distracting, but the context is specifically about sleep being affected, making 'woken up' the correct choice.

Question P2-8 (2 marks)

Answer: Sara: True. Bora's house: True. Tom's house: True. Ella's internet: False.

Ask your child to find each person's section in the reading booklet and check one fact at a time before deciding. Ask: "Can you find the part in the reading booklet that tells you about each person's home?"

The **Paper 2 answer booklet, page 6** asks children to sort four statements about all four homes into true or false. Each answer is checkable in the **Paper 2 reading booklet, pages 4-5**. Sara says 'My boat has everything you need, just like a house on land' (True). Bora's ger has 'a hole in the middle of the roof' that lets in sunlight (True). Tom notes 'there is plenty of room in a lighthouse' (True). Ella says her house has 'electricity, water, a telephone and even the internet', so the statement that it has no internet is False. Two marks for all four correct; one mark for any three correct.

Watch out: A child might mark Ella's internet row as True, thinking underground houses cannot have the internet - but the text clearly states she does have it, making that statement false.

Model answer: Sara has everything she needs in her house - True. Bora's house has a hole in the roof to let sunlight in - True. There is lots of room in Tom's house - True. Ella's underground house does not have the internet - False.

Question P2-9 (1 mark)

Answer: Mum was baking.

Ask your child to look right at the start of the 'In a Minute' story. Ask: "What was Mum doing when she asked Rory to bring in the washing?"

The opening line of the 'In a Minute' story on page 6 of the Paper 2 reading booklet states '**Mum was busy baking**' - this is the direct reason she asked Rory for help with the washing. Children simply need to retrieve this stated detail. The three wrong options (fixing a bike, washing up, eating a snack) all appear elsewhere in the story, so children must look carefully at the very first scene.

Watch out: A child might tick 'She was eating a snack' because Rory himself was eating a snack, but the question asks what Mum was doing, not Rory.

Question P2-10 (1 mark)

Answer: The clothes were very wet - they had been soaked through by the rain.

Before looking at the answer, ask the child to think about what happens to clothes left outside in the rain. Ask: "What does the word 'soaked' make you think has happened to the clothes?"

On page 6 of the Paper 2 reading booklet, the sentence 'The clothes on the line were soaked' appears just after the rain starts. This question tests vocabulary knowledge: children should understand that **soaked** means thoroughly wet. The answer children need to give is that the clothes were very wet, or that the rain had made them wet. A response simply describing the rain without mentioning the clothes does not score.

Watch out: A child might write 'it started to rain' or 'it was raining' - but the question asks what soaked tells us about the clothes, not about the weather, so rain alone without reference to the clothes does not count.

Question P2-11 (1 mark)

Answer: Everyone was fed up with Rory. Any of these count: fed up, annoyed, frustrated.

Ask your child to find the part of page 6 in the reading booklet where Mum, Dad, and Terry all talk about Rory together. Ask: "How does the story describe the way everyone felt about Rory at that point?"

On page 6 of the Paper 2 reading booklet, the text states directly '**Everybody was fed up with Rory**'. Children need to retrieve this feeling word and express it clearly. The question asks how everyone was feeling, so the answer needs to convey fed-up, annoyed, or frustrated - not simply retell what Rory did wrong. The phrase is a direct statement and does not require inference, though the question is also credited as assessing 1d.

Watch out: A child might write that everyone was angry or cross - whilst understandable, the clearest answer is the word the text itself uses. Answers that only retell events (such as 'Rory was always late') without naming a feeling do not score.

Question P2-12 (2 marks)

Answer: Mum did not fix Rory's bike. Dad did not give Rory a sandwich. Dad watched TV. Mum read the newspaper.

Ask the child to look at page 7 of the reading booklet and find the part where Rory asks for help. Ask: "Who did Rory ask for each thing, and what were they doing instead of helping?"

Paper 2 answer booklet, page 8 presents a table asking children to match four actions to either Mum or Dad. On page 7 of the Paper 2 reading booklet, the text states 'Can you fix it, Mum?' - Mum did not fix the bike - and 'In a minute... Dad said. He carried on watching TV' when Rory asked for a sandwich. Mum read the newspaper while ignoring the bike request. Children need to tick: **Mum** for 'did not fix Rory's bike' and 'read the newspaper'; **Dad** for 'did not give Rory a sandwich' and 'watched TV'. All four correct earns 2 marks; three correct earns 1 mark.

Watch out: A child might tick Dad for 'did not fix Rory's bike' because Dad is also unhelpful in the story, but it was Mum who refused to fix the bike while reading the newspaper.

Model answer: Mum: did not fix Rory's bike; read the newspaper. Dad: did not give Rory a sandwich; watched TV.

Question P2-13 (1 mark)

Answer: The word children need to copy is 'sulked'. The word 'cried' is also acceptable.

Ask your child to find the part of page 7 where Rory's friends go on the bike ride without him and read that sentence carefully. Ask: "What one word in that sentence tells you how Rory was feeling?"

On page 7 of the Paper 2 reading booklet, the sentence 'Rory sulked when his friends left without him' contains the key word. Children need to find and copy one word from that sentence that shows Rory was upset. **Sulked** directly conveys unhappiness and resentment. The word **cried**, from the line 'Everyone keeps making me wait! Rory cried', is also accepted as it shows distress.

Watch out: A child might write 'hungry' or 'upset' as they seem fitting, but the question asks children to find and copy a word directly from the text, not choose their own.

Question P2-14 (1 mark)

Answer: Children should write that Rory said sorry and explained he did not realise he was taking so long, showing he had not meant to make people wait.

Ask your child to find the part of the story where Rory finally understands what a minute feels like.

Ask: "What does Rory say that shows he did not do it on purpose?"

On page 7 of the Paper 2 reading booklet, Rory's apology is the key evidence. The text says **'I'm sorry, I didn't realise I was taking so long'**, which shows he genuinely had no idea how much time had passed. Children need to connect this admission to the question: because Rory did not realise, it was not deliberate. The answer children need to give is that he did not realise how long he was taking, or that he said sorry.

Watch out: A child might say Rory grinned or was happy at the end, but that is not evidence he did not mean to make people wait - the apology and the word 'realise' are the proof the question is looking for.

Question P2-15 (1 mark)

Answer: The cat would like the garden because there is a tree it could climb to the top of and sleep in the branches.

Before checking the answer, ask your child to look at page 18 of the Paper 1 booklet and find the part where Anna thinks about Fluffy. Ask: "What does Anna think Fluffy would do in the garden?"

On Paper 1 booklet, page 18, the text describes Anna noticing a tree in the middle of the garden and thinking **'Fluffy would love it. He'd clamber to the top and sleep in the leafy branches.'** Children need to infer from this that the tree is the reason the cat would like the garden - it offers a place to climb and sleep. The official answer also accepts a reference to the flat stone or sunny path as a sleeping spot, but the tree is the strongest and clearest evidence.

Watch out: A child might simply write 'the garden is pretty' or describe the flowerbeds, but those details are about what Anna herself noticed - the official answer requires a specific reason linked to what the cat would enjoy.

Question P2-16 (1 mark)

Answer: Rory will help straight away, not make his dad wait, or not say 'in a minute'.

Ask your child to think about what Rory learned at the end of the story, and how that might change the way he behaves next time someone asks him for help. Ask: "Now that Rory understands how long a minute really is, what do you think he would do differently?"

Page 7 of the Paper 2 reading booklet holds the key evidence: Rory realises 'a minute's not long at all' and apologises, then catches himself before saying 'in a minute' to Terry. This is a **prediction question** - children should use what Rory has learnt to infer he would now help promptly. Any answer showing he would respond quickly, not delay, or avoid his old phrase is correct.

Watch out: A child might say Rory would 'say in a minute' again - this does not count because the whole point of the ending is that he has changed his behaviour.

Question P2-17 (1 mark)

Answer: The correct order is: 1 - Everyone noticed Rory never did anything on time; 2 - Mum and Dad made a plan; 3 - Mum gave Rory a watch; 4 - Rory learned how long a minute is.

Before checking, ask your child to read both pages of the story and find the moment when Mum and Dad decide to act. Ask: "Can you point to the four things that happen in the story and tell me which one comes first?"

Sequencing across both pages of the story, children need to track the four events in story order. First, Mum, Dad and Terry all complain that Rory never does things on time (number 1). Then **they decided something had to be done**, which is the plan (number 2). Next, Mum buys Rory a watch (number 3). Finally, Rory watches the second hand and says 'A minute's not long at all!', showing he has learned (number 4). All four must be correct for the mark.

Watch out: A child might put 'Mum gave Rory a watch' before 'Mum and Dad made a plan', but the plan comes first - the watch is how the plan is carried out.

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