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REVISION GUIDES • WORKBOOKS • PRACTICE PAPERS

KEY STAGE 1 SATS

2024 KS1 English Reading

Answers Explained

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How to beat each question type

Find and copy (1b)

1. Ask the child to read the question carefully and notice the key word or idea being asked about.
 2. Encourage the child to run a finger along the text to hunt for that exact word or phrase, rather than guessing from memory.
 3. Remind the child to copy the word exactly as it appears in the text, checking the spelling letter by letter.
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Tick-box (choose one or two) (1b)

1. Read all the choices aloud together before the child decides, so no option is missed.
 2. Help the child go back to the text and check which option matches what is actually written there.
 3. Once the child has chosen, ask them to point to the sentence in the text that supports their answer before ticking.
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Word meaning in context (1a)

1. Read the sentence containing the word aloud and ask the child what they think the word might mean from the way it is used.
 2. Try swapping in each answer choice and read the sentence again to hear which one makes the best sense.
 3. Confirm the choice by asking whether the meaning still fits the rest of the paragraph.
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Inference: how can you tell? (1d)

1. Read the question together and ask the child what clue or feeling the question is pointing at (for example, being cold, being happy, or having an idea).
 2. Guide the child to look back at the relevant part of the text and find the sentence or phrase that gives that clue, even if the feeling is not named directly.
 3. Help the child write their answer in their own words, explaining what the character did or said that shows the feeling or reason.
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Write two things (1b)

1. Remind the child that two separate points are needed and that writing the same idea twice in different words will only count once.
2. Encourage the child to scan the relevant section of the text for a list, two different sentences, or two different details that each answer the question.

3. Check that both answers are written on the numbered lines provided, one idea per line where possible.
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Sequence or 'when did this happen?' (1c)

1. Ask the child to think about the order of events in the story or text and use time words (for example, 'at lunchtime', 'the next evening') as signposts.
 2. Encourage the child to skim the text from the beginning of the relevant section to find the time clue that answers the question.
 3. Help the child write the time word or phrase neatly, checking it matches the wording in the text.
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Explain why / give a reason (1d)

1. Read the question with the child and identify the 'why' or 'because' they need to explain, helping them understand that a reason is needed, not just a fact.
 2. Direct the child back to the relevant paragraph and look for the sentence that explains the cause or purpose.
 3. Support the child to write a short answer in their own words that clearly links the cause to the effect, using the word 'because' if that helps.
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Question 1 (1 mark)

Answer: Children should tick 'thought it was polite' - people wore hats as a sign of good manners.

Ask your child to find the opening paragraph of 'The History of Hats' in the Paper 2 reading booklet and read it carefully. Ask: "Why does the text say people in England used to wear hats every day?"

At the start of 'The History of Hats' in the Paper 2 reading booklet, page 5, the text states '**People used to wear hats as a sign of good manners.**' Children need to match this to the option 'thought it was polite'. The other three options - being indoors, being at a special event, and keeping hair tidy - are not mentioned as reasons for wearing hats in this opening section.

Watch out: A child might tick 'were at a special event' because hats can feel formal, but the text says hats were worn every day as a sign of good manners, not only on special occasions.

Question 2 (1 mark)

Answer: The correct box to tick is 'scattered'.

Before revealing the answer, ask your child to think about what it looks like when someone sprinkles something, such as sprinkling sugar on cereal. Ask: "Which word in the list means something similar to spreading small things lightly over a surface?"

In the Hat or hair? section of the Paper 2 reading booklet, page 5, women in Rome **sprinkled** gold dust and jewels over their hair. The word 'sprinkled' describes lightly distributing small particles over a surface, which is closest in meaning to 'scattered'. Children should recognise that 'moved', 'cleaned', and 'brushed' all describe different actions that do not capture the sense of small things being spread loosely across something.

Watch out: A child might tick 'brushed' because it involves hair, but brushing is a sweeping, tidying action - not the same as lightly scattering something over it.

Question 3 (1 mark)

Answer: The two things spider monkeys like to eat most of all are fruit and seeds.

Point your child to the 'What they eat' section and ask them to read just the first sentence. Then ask: "Which two foods are described as the spider monkeys' favourites?"

Under the subheading '**What they eat**' on page 7 of the Paper 1 booklet, the opening sentence states 'Fruit and seeds are a spider monkey's favourite foods' - this directly answers the question. Children

need to give both fruit and seeds to earn the mark. The other foods mentioned (flowers, bark, insects, eggs) are eaten less often and do not count as favourites.

Watch out: A child might write 'flowers' or 'bark' because these are mentioned in the same paragraph, but the text says they are eaten only 'sometimes' - not as favourites.

Question 4 (1 mark)

Answer: Bark is a useful snack because it is easy to find - spider monkeys live in a forest full of trees, so bark is all around them.

Before your child looks back at the text, ask them to think about where spider monkeys spend their time and what they are surrounded by. Ask: "Why do you think bark would be an easy snack to find if you lived in a forest?"

The 'What they eat' section on Paper 1 booklet, page 7 asks children to go beyond simply re-reading and instead think about why something is useful. The text says '**a useful snack when you live in a forest full of trees**', so children need to make the connection that bark comes from trees and spider monkeys are surrounded by trees in their habitat. The inference is about availability: there are masses of trees, so bark is always close to hand. Answers about preference ('they like it') do not score.

Watch out: A child might write 'because they like it' or 'it is their favourite', but the question asks why it is useful, not whether they enjoy it - the official answer is about how easy it is to find, not about preference.

Question 5 (1 mark)

Answer: The two correct decorations are ribbons and flowers. Children should tick both of those boxes.

Ask your child to find the Bonnets section in the reading booklet and read the part about decoration aloud. Ask: "Which decorations does the text say bonnets were covered with?"

In the **Bonnets** section of the Paper 2 reading booklet, page 6, the text states: Bonnets were decorated with ribbons, flowers or special pins. Children need to identify which two items from the list of five options appear in that sentence. Ribbons and flowers are both named there. Leaves, shells, and jewels do not appear in the bonnets section at all - those materials are mentioned earlier in the 'Hat or hair?' section as hair decorations in Ethiopia, so children may confuse them.

Watch out: A child might be tempted to tick 'leaves' or 'shells' because those are mentioned earlier in the text, but they are described as hair decorations in Ethiopia, not bonnets decorations.

Question 6 (1 mark)

Answer: Children should tick 'travel in the treetops.'

Before revealing the answer, point your child to the word 'scamper' in the text. Ask: "What kind of action do you think 'scamper' describes - is it about moving, eating, sleeping, or seeing?"

In the 'On the move' section of the Paper 1 booklet, page 8, the sentence reads 'Long arms and long legs also help spider monkeys to **scamper** quickly through treetops.' The word 'scamper' describes rapid, lively movement, so it tells children how the monkeys travel, not how they sleep, see, or eat. Children need to connect 'scamper quickly through treetops' to the option about travelling.

Watch out: A child might tick 'eat in the treetops' because the passage does mention eating in trees, but the word 'scamper' is specifically about movement, not eating.

Question 7 (1 mark)

Answer: Any two of these colours: black, brown, gold.

Point your child to the 'How they look' section and ask them to find the sentence that lists the colours spider monkeys can be. Ask: "Can you find two colour words in that sentence and copy them out?"

The 'How they look' section on Paper 1 booklet, page 10 lists the colours directly: 'Spider monkeys can be many different colours such as black, brown or gold.' Children need to find and copy any two of those three words. Both answers earn the mark together; one colour alone is not enough.

Watch out: A child might write 'bushy' because the next sentence mentions bushy fur, but that describes their fur texture, not a colour.

Question 8 (1 mark)

Answer: They stretch their long arms and legs, which makes them look like spiders.

Ask your child to find the 'How they look' section and re-read the last sentence carefully. Ask: "What else does the text say makes spider monkeys look like spiders?"

The question directs children to the 'How they look' section on Paper 1 booklet, page 10, and specifies the other thing beyond dangling. The final sentence provides the answer: **'The way the monkeys stretch their long arms and legs can also make them look like spiders.'** Children need to refer to the stretching of arms and legs. Answers about dangling or hanging do not count, as the question already states that as a given.

Watch out: A child might write about hanging or dangling from branches, but the question says that is already given - children must find the other reason from the text.

Question 9 (1 mark)

Answer: It is easy to find spider monkeys because they are very noisy - they shout and make loud noises to talk to each other.

Before your child looks back at the page, ask them to think about what they remember about how spider monkeys communicate. Ask: "Why do you think spider monkeys would be easy to find in a forest?"

The 'Troop' section on Paper 1 booklet, page 11 states that spider monkeys 'talk to each other by shouting and making other loud noises', and that 'spider monkeys are never hard to find'. Children need to connect these two ideas: the noise is the reason they are easy to find. The correct tick is **'They are very noisy.'** This is an inference question because the text never says outright 'they are easy to find because they are noisy' - children must link the two sentences themselves.

Watch out: A child might tick 'They are brightly coloured' because the passage does mention spider monkeys can be black, brown or gold, but the text never says this makes them easy to find.

Question 10 (1 mark)

Answer: The answer children need to write is 'troop'.

Ask your child to find the section called 'The troop' on page 11 of the Paper 1 booklet and read it carefully. Ask: "What special name does the text give to a large group of spider monkeys?"

Question 10 is on page 11 of the Paper 1 booklet, in the 'The troop' section. The text states directly that **'A large group of spider monkeys is often called a troop'**, so children simply need to locate and copy that word. It is a straightforward retrieval question testing whether children can find a specific piece of information in a non-fiction text.

Question 11 (1 mark)

Answer: Milo showed Izzy his dance at lunchtime.

Ask your child to look back at the page where Milo is dancing and find the very first sentence. Ask: "What time of day did Milo show Izzy his dance?"

On Paper 1 booklet, page 14, the opening sentence of that section states 'At lunchtime, Milo showed off his dance for the talent show.' Children simply need to retrieve this time detail directly from the text. The word 'lunchtime' is the required answer; 'lunch' or 'lunch break' also count.

Watch out: A child might write 'at school' or 'outside', which describes a location rather than the time of day - the question specifically asks when, so the time of day is needed.

Question 12 (1 mark)

Answer: The child should tick 'spun' - it means the same as whirled.

Before checking the answer, ask the child to act out what 'whirled round and round' might look like, then look at the four options. Ask: "Which of these words describes the same kind of movement as whirling?"

Paper 1 booklet, page 14 contains this vocabulary question. The phrase He whirled round and round describes Milo spinning in circles as he dances. Children need to match **whirled** to the closest synonym from the four options. Spun captures the same circular, rotating movement. Hopped suggests jumping; wobbled suggests unsteadiness; ran suggests forward movement - none of these match the idea of turning rapidly in a circle.

Watch out: A child might tick 'wobbled' because it sounds like unsteady movement, but whirling means spinning smoothly in circles, not wobbling from side to side.

Question 13 (1 mark)

Answer: Children need to write two things from this list: he climbed carefully; he climbed slowly; he didn't look down; he curled himself tightly around the branch; he inched his way along the branch.

Point your child to the paragraph starting 'Just then, he noticed a lizard' in the Paper 2 reading booklet, page 9, and ask them to read it carefully. Ask: "What two things does Tom do to make sure he doesn't fall off the tree?"

Paper 2 answer booklet, page 9 directs children to the paragraph beginning Just then, he noticed a lizard scuttling... in the Paper 2 reading booklet, page 9. The question tests whether children can identify two specific actions Tom takes to stay safe. The text offers five valid points: **carefully**, **slowly**, **didn't look down**, **curled himself tightly around a high branch**, and **inched his way out**. Each distinct action earns one mark, up to a maximum of two marks. Children do not need to use exact wording as long as the meaning is clear.

Watch out: A child might write that Tom climbed the tree because he saw a lizard - this explains why he climbed, not how he stayed safe, and does not score.

Model answer: 1. He climbed carefully and slowly. 2. He curled himself tightly around a high branch and inched his way along.

Question 14 (1 mark)

Answer: Carry on practising. Sita told Izzy to keep trying.

Ask your child to find the part of the story where Sita speaks to Izzy after the juggling goes wrong, and read her words aloud. Ask: "What does Sita say to Izzy to encourage her?"

Paper 1 booklet, page 15 covers this question. Sita's exact words are **"Keep trying... You just need more time."** Children need to match this to the printed option 'Carry on practising.' The other options - teaching Milo to juggle, buying new balls, throwing the balls higher - are not mentioned by Sita at all. This is a straightforward retrieval question asking children to find what Sita said and select the closest match.

Watch out: A child might tick 'Throw the balls higher' because they are thinking about juggling generally, but Sita says nothing about how high to throw - she simply encourages Izzy to keep trying.

Question 15 (1 mark)

Answer: The child should tick 'brother'.

Ask your child to look at the page where Izzy gets home and talks to Ben. Ask: "What does the story tell us about who Ben is to Izzy?"

In the Paper 1 booklet, page 16, the text states plainly: **'she told her brother, Ben, all about it'**. Children need to find that single sentence to confirm Ben's relationship to Izzy. This is a straightforward retrieval question - the word 'brother' appears directly in the text, so children simply need to locate it and match it to the correct tick-box option.

Watch out: A child might tick 'friend' because Ben is kind and helpful to Izzy, but the text gives his relationship explicitly as brother, not friend.

Question 16 (1 mark)

Answer: Ben smiled because he thought of an idea - he had worked out how to help Izzy.

Before your child looks back at the page, ask them to think about what Ben does just before he grins. Ask: "Why do you think Ben smiled - what had just happened in his head?"

The text says 'Ben thought for a moment. Then he grinned. "I have an idea."' Children need to infer why Ben grinned, not just what he said. The grin follows directly from him thinking of a plan to help Izzy, so the answer children need to give is that Ben had an idea or that he knew how to help his sister. Simply writing 'the fair' is not enough - children must connect the idea to Ben's reaction.

Watch out: Writing 'the fair' alone does not score, because the text has not yet mentioned the fair at the point Ben smiles - the answer must be about him having an idea or knowing how to help.

Question 17 (1 mark)

Answer: Izzy visited the fair the next evening (the evening after she spoke to Ben).

Ask your child to find the part of the story where Izzy goes to the fair, then look at the very first sentence of that section. Ask: "When does the story say Ben took Izzy to the fair?"

The opening of the page covering this event reads '**The next evening, Ben took Izzy to the fair**', which is the direct evidence children need. The question asks when Izzy visited, so children should identify either 'the next evening' or simply 'in the evening' or 'the next day' - all are acceptable according to the official answer. Children should look at the first sentence of that section of the story in the Paper 1 booklet, page 17.

Watch out: A child might write 'at the weekend' or 'after school' as these feel plausible, but the text gives a specific time of day - the answer must refer to the evening or to it being the next day.

Question 18 (1 mark)

Answer: Izzy saw dancers and jugglers at the fair. Both must be mentioned to score the point.

Ask your child to look at page 17 of the Paper 1 booklet, where it describes what Izzy saw at the fair.
Ask: "Can you find the two types of act that Izzy watched at the fair?"

Paper 1 booklet, page 17 contains the evidence. The text states 'Izzy watched dancers and jugglers' at the fair, and children need to give both acts to earn the mark. The official answer requires both dancers/dancing and jugglers/juggling together - naming only one is not enough. Children should not write vague answers such as 'lots of other acts', as the question asks specifically what Izzy saw.

Watch out: A child might write 'lots of other acts' because the text says Izzy saw lots of other acts too, but this is too vague and does not score. Both dancers and jugglers must be named.

Model answer: 1. Dancers 2. Jugglers

Question 19 (1 mark)

Answer: Ben waved at Izzy.

Ask your child to find the part of the story where Izzy is on the stage and looks out at the audience.
Ask: "What did Ben do the moment Izzy saw him?"

In the final section of the story, on Paper 1 booklet, page 18, the text states '**she spotted Ben, who waved**'. Children need to pick out this specific action - Ben waved. The official answer requires reference to waving. A child who writes 'he laughed' will not score, as the text is clear that waving is what Ben did when Izzy spotted him; the laughing came later.

Watch out: A child might write that Ben laughed, as he does laugh loudly in the same paragraph - but the official answer requires waving, which is what happened at the moment Izzy spotted him.

Question 20 (1 mark)

Answer: Izzy's talent was telling jokes - she was funny and made people laugh.

Before your child looks back at the story, ask them to think about what Izzy actually did on stage.
Ask: "What did Izzy do at the talent show that made everyone laugh?"

The final section of the story, on Paper 1 booklet, page 18, reveals Izzy's talent through her actions rather than stating it directly. Children need to infer from the evidence: Izzy told the audience her first joke, everyone laughed, and she kept telling more jokes with the audience laughing louder each time. The official answer accepts any reference to making people laugh, such as telling jokes, being funny, or being a comedian.

Watch out: A child might write 'dancing' or 'juggling' because those were the acts Izzy tried and failed at earlier - but the text shows she did neither of those on stage.

Question P2-1 (1 mark)

Answer: People used to wear hats because they thought it was polite.

Ask your child to look at the very beginning of the History of Hats text and find the sentence that explains why people wore hats. Ask: "What does the text say was the reason people wore hats every day?"

At the start of the text on page 5 of the Paper 2 reading booklet, the passage states 'People used to wear hats as a sign of good manners.' Children need to connect 'good manners' with the idea of politeness. The option 'thought it was polite' captures this directly. The other options - being indoors, being at a special event, or keeping hair tidy - are not mentioned as reasons for wearing hats.

Watch out: A child might tick 'were at a special event' because they associate hats with occasions, but the text says hats were worn every day as a sign of good manners, not just for special events.

Question P2-2 (1 mark)

Answer: The correct tick is 'scattered'.

Point your child to the 'Hat or hair?' section and ask them to read the sentence with 'sprinkled' in it. Then ask: "If you sprinkled something, what does that look like - how would you describe that action in another word?"

In the 'Hat or hair?' section of the Paper 2 reading booklet, page 5, women in Rome **sprinkled** gold dust and jewels over their hair. Children need to work out which word is closest in meaning to 'sprinkled'. 'Scattered' is the best match because both words describe spreading something loosely across a surface in small amounts. The other options - 'moved', 'cleaned', and 'brushed' - describe quite different actions that do not capture the idea of lightly distributing something.

Watch out: A child might tick 'brushed' as it is another action done to hair, but brushing means smoothing or stroking, not spreading something loosely over a surface.

Question P2-3 (1 mark)

Answer: Experts learned that the women in the old Greek statues were probably wearing hats, not hairstyles.

Before your child looks back at the text, ask them to think about what was surprising about what the old statues showed. Ask: "What do you think experts discovered when they looked carefully at the old statues from Greece?"

In the 'Hat or hair?' section on page 5 of the Paper 2 reading booklet, children need to infer what the statues revealed. The text says 'experts now think that the women were probably wearing hats, not hairstyles' - so the statues taught experts something about what people wore in the past. A child needs to go beyond simply copying about hairstyles; the key insight is that what looked like hair was actually a hat.

Watch out: A child might write about hair decorations changing over time, but the official answer does not accept this - it needs to be about the women wearing hats specifically, not general changes in appearance.

Question P2-4 (1 mark)

Answer: People have been wearing bonnets for over 400 years.

Ask your child to find the section called 'Bonnets' in the reading booklet and read the very first sentence. Ask: "How long does it say people have been wearing bonnets?"

The opening sentence of the **Bonnets** section on page 6 of the Paper 2 reading booklet states directly that 'Bonnets have been worn by men and women in England for over 400 years.' Children simply need to lift that figure from the text. The answer must include a reference to years, not just the number 400 alone.

Watch out: A child might write just '400' without the word 'years' - the answer needs to include years to be complete.

Question P2-5 (1 mark)

Answer: Ribbons and flowers. Both must be ticked to gain the mark.

Ask your child to find the Bonnets section in the Paper 2 reading booklet and read just the sentence about decoration. Then ask: "Which two decorations from the list are mentioned as being used on bonnets?"

The Bonnets section on page 6 of the Paper 2 reading booklet states that bonnets '**were decorated with ribbons, flowers or special pins**'. The question asks children to identify the two correct decorations from a list that also includes leaves, shells, and jewels. Leaves and shells appear earlier in the text as hair decorations used in Ethiopia, not as bonnet decorations, so children must read carefully to avoid lifting the wrong details. Both ribbons and flowers must be ticked to receive the mark.

Watch out: A child might tick 'leaves' or 'shells' because those appear earlier in the text, but those were hair decorations in Ethiopia, not bonnet decorations.

Question P2-6 (1 mark)

Answer: It has three corners (or it is a triangular shape).

Point your child to the 'Tricorne hats' section in the Paper 2 reading booklet and ask them to read it carefully. Ask: "What does the word 'tricorne' mean, and where does it tell you that in the text?"

The **Tricorne hats** section on page 6 of the Paper 2 reading booklet explains the name directly: 'It was named a tricorne hat because of its three corners.' Children need to pull out the reason given for the name, which is the three corners or triangular shape. Mentioning only 'corners' without 'three' is also accepted. However, simply saying the brim is folded, without referring to the shape or corners, does not score.

Watch out: A child might write 'because the brim is folded' - the text does say the brim is folded, but without also mentioning the triangular shape or corners, this answer does not score.

Question P2-7 (1 mark)

Answer: Another name for the bobbles on hats is pom-poms.

Point the child to the paragraph beginning 'Nowadays' in the Bobble hats section. Ask: "Can you find another word in that paragraph that means the same as bobbles?"

In the 'Bobble hats' section of the Paper 2 reading booklet, page 7, the paragraph beginning Nowadays states that 'Some hats have several bobbles (sometimes called pom-poms) on them.' Children simply need to lift the word **pom-poms** from that bracketed phrase.

Watch out: A child might write 'bobbles' again, but the question is specifically asking for the other name given in the text.

Question P2-8 (2 marks)

Answer: Children should write two reasons from these options: it is fashionable (or they want to look good); it is cold (or winter); to show support for a sports team.

Ask your child to find the paragraph on page 7 of the reading booklet that starts with 'Nowadays' and read it carefully. Ask: "Why might people wear bobble hats today - can you find two different reasons?"

The **Bobble hats** section on page 7 of the Paper 2 reading booklet contains all three acceptable reasons. Children need to look at the paragraph beginning Nowadays, which states 'it is fashionable to wear bobble hats when it is cold' and 'Many sports fans wear them in their team's colours as a way of showing support.' Each distinct reason earns one mark, up to a maximum of two marks. A child who gives both warmth and fashion in one sentence still earns both marks.

Watch out: A child might write 'to stop them banging their head' - this refers to the sailors' reason mentioned earlier in the section and is not accepted for this question, which specifically asks about why people wear bobble hats nowadays.

Model answer: 1. Because it is cold / they are fashionable when it is cold. 2. To show support for their sports team (by wearing team colours).

Question P2-9 (1 mark)

Answer: Knights took off their helmets indoors to show that they did not want to fight.

Ask your child to find the section called 'Hat rules in England' in the Paper 2 reading booklet and read the paragraph about knights carefully. Ask: "Why did knights take their helmets off when they went inside someone's house?"

The **Hat rules in England** section on page 7 of the Paper 2 reading booklet contains the answer directly. The text states that knights removed their helmets when going inside to show that they did not want to fight. Children need to capture this idea of signalling peaceful intent. Simply writing 'to be polite' is not enough - the official answer requires the specific reason about not wanting conflict.

Watch out: A child might write 'to be polite' or 'to show good manners', but the official answer specifically requires reference to showing they did not want to fight - politeness alone does not score.

Question P2-10 (1 mark)

Answer: Tom and his mum stopped at the old tree so Tom could climb it.

Before your child looks back at the story, ask them to think about what happened at the old tree. Ask: "Why do you think Tom and his mum stopped at the old tree?"

The text on Paper 2 reading booklet, page 8 says Tom's mum told him 'Up you come' when they came to the old tree, making clear she wanted him to practise climbing. Children need to infer from this that the purpose of stopping was so Tom could climb the tree - not to eat, not because they were lost, not to pounce. The question is an inference one because the text never states the reason directly; children must read Mum's instruction as the clue.

Watch out: A child might tick 'because Tom wanted to pounce' because pouncing is practised later in the story, but the pouncing practice happens at the forest's edge, not at the tree.

Question P2-11 (1 mark)

Answer: The word 'pounced' tells you that Tom jumped. Children should tick 'jumped'.

Before revealing the answer, ask your child to think about how a tiger or cat moves when it goes after something small and fast. Ask: "What kind of movement do you think 'pounced' is describing?"

In the Come on, Tiger Tom section of the Paper 2 reading booklet, page 8, the sentence reads '**He pounced at a red beetle.**' This is a vocabulary question asking children to find the closest synonym. 'Pounced' describes a sudden, leaping movement – the kind a tiger cub would make when attacking prey – so '**jumped**' is the best match. 'Roared' is about sound, 'stared' is about looking, and 'nodded' is a small head movement; none fit a pouncing action.

Watch out: A child might tick 'roared' because tigers are associated with roaring, but 'roared' is about making a noise, not about how Tom moved towards the beetle.

Question P2-12 (1 mark)

Answer: Tom shivered.

Before your child looks back at the story, ask them to picture Tom alone in the dark forest. Ask: "What does someone do with their body when they feel very cold?"

On Paper 2 reading booklet, page 8, the text states '**It was dark and chilly. He shivered.**' Children need to connect the action of shivering to the feeling of being cold - this is an inference step because

the word 'cold' does not appear; instead the text gives the physical response. The answer children need to give is that Tom shivered, which is the bodily clue that tells the reader he was cold.

Watch out: A child might write 'it was dark and chilly' - but the question asks what Tom did, not what the weather was like. Only the action of shivering scores here.

Question P2-13 (2 marks)

Answer: Any two of these count: he climbed carefully; he climbed slowly; he did not look down; he curled himself tightly around the branch; he inched his way along the branch.

Before your child looks back at the story, ask them to think about what Tom did when he fell off the tree earlier - and how he might have changed his approach the second time. Ask: "What do you think Tom did differently to make sure he stayed on the tree this time?"

In the paragraph beginning Just then, he noticed a lizard scuttling... on page 9 of the Paper 2 reading booklet, children must gather two separate safety behaviours Tom uses. The text says '**carefully, he slowly climbed the tree**', offering two distinct points (carefully and slowly) in one phrase. A third point is '**And he didn't look down**', and a fourth is '**curled himself tightly around a high branch and inched his way out**' - curling tightly and inching are each accepted separately. Each correct point earns one mark, up to two marks total. Children should give two clearly different actions rather than rephrasing the same idea twice.

Watch out: A child might write that Tom climbed up the tree, but simply going up the tree does not answer what he did to avoid falling - the answer must name specific safety behaviours such as going slowly, carefully, not looking down, or holding on tightly.

Model answer: 1. He climbed slowly and carefully. 2. He did not look down.

Question P2-14 (2 marks)

Answer: Tom went to two places to try to find his mum: up the tree and to the river.

Ask the child to look back through the story and find each place Tom goes after he realises he is lost. Ask: "Can you find two different places Tom goes to try to find his mum?"

The **Paper 2 answer booklet, page 10** asks children to write two places Tom went to find his mum, drawing on **Paper 2 reading booklet, pages 8-9**. The two places are the **tree** and the **river**. In the paragraph beginning 'Just then, he noticed a lizard scuttling speedily up a tree', Tom climbs the tree hoping to spot his mum. When that fails, the text says 'If he could just get back to the river he'd find his mum for sure', so he heads there next. Each place earns one mark, up to a maximum of two marks.

Watch out: A child might write 'the forest' as one answer, but the text treats the forest as the setting where Tom is lost, not a specific place he goes to search - the two credited places are the tree and the river.

Model answer: 1. Up the tree 2. The river

Question P2-15 (1 mark)

Answer: When Tom arrived at the river, it was night-time.

Before your child looks back at the text, ask them to think about what they remember about the scene when Tom reached the river - what was the sky like, what could he see? Ask: "What time of day do you think it was when Tom got to the river, and what makes you think that?"

At the start of the final paragraph on Paper 2 reading booklet, page 9, the text says '**the sky had turned dark and the moon shone on the water**' - both details confirm it was night-time. Children need to infer from these environmental clues rather than finding a word that directly says 'night'. The moon shining and the dark sky together make night-time the only logical choice.

Watch out: A child might tick 'afternoon' as Tom set off during the day, but the text clearly states the sky had turned dark and the moon was shining by the time he reached the river.

Question P2-16 (1 mark)

Answer: Ben smiled because he had thought of an idea - he knew how to help Izzy.

Cover the page and ask your child to think back to what Ben does just before he smiles. Ask: "Why do you think Ben smiled at that moment - what had just happened in his head?"

The final sentence of the page reads 'Ben thought for a moment. Then he grinned. "I have an idea."' Children need to infer why he grinned, not simply state what he said. The grin (described in the text as a grin, which is the same as a smile) shows he has realised how to help Izzy with her problem. Any answer capturing that Ben had an idea or knew how to help Izzy scores the mark. Simply writing 'the fair' without saying why that made him smile does not score.

Watch out: Writing just 'the fair' is not enough - the answer must show why the idea made Ben smile, i.e. that he knew how to help Izzy.

Question P2-17 (1 mark)

Answer: Tom woke up early because he was excited to go fishing / wanted to practise fishing / wanted to go to the river.

Cover the last page of the story and ask your child to think back to how Tom felt at the end. Ask: "Why do you think Tom woke up so early the next morning?"

The final paragraph of the story, beginning 'The next morning', is where children need to look. The inference is that Tom woke early out of enthusiasm: '**Come on, Mum... Time for fishing practice!**' shows eagerness to get started. The text says he woke early and immediately urged his mum to set out, so children should connect his early waking to his keenness for fishing practice. Any answer capturing that excitement or eagerness to practise is correct.

Watch out: A child might say Tom woke early because he was worried about being lost again, but the text shows he is cheerful and eager, not worried.

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