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REVISION GUIDES • WORKBOOKS • PRACTICE PAPERS

KEY STAGE 1 SATS

2025 KS1 English Reading

Answers Explained

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How to beat each question type

Tick one answer (1a)

1. Read the question together, then read all four choices aloud slowly.
 2. Ask the child to point to the answer they think is right and find the matching words in the text to check.
 3. The child puts one clear tick in the box next to their chosen answer.
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Find and copy (1a)

1. Read the question together and decide what kind of word or phrase is needed (e.g. a word meaning 'small').
 2. Help the child skim the correct section of text to hunt for a word that fits, reading nearby sentences for clues.
 3. The child copies the exact word from the text, checking the spelling letter by letter.
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Retrieve information (1b)

1. Read the question and decide together which part of the text holds the answer.
 2. Help the child find the relevant sentence by skimming for key words from the question.
 3. The child writes the answer in their own words or copies a short phrase from the text.
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Inference: how can you tell? (1d)

1. Read the question and the relevant part of the text aloud together, then ask 'What makes you think that?'
 2. Help the child look for clues in the words or pictures rather than just saying what happens.
 3. The child writes a short explanation using evidence from the text, even if it is just one sentence.
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True or false table (1b)

1. Read each statement in the table aloud and find the matching part of the text together.
 2. Compare the statement with what the text actually says and decide together whether it matches.
 3. The child puts one tick in either the True or False column for every row.
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Draw lines to match (1b)

1. Read each item on the left-hand side and look back in the text for the fact that goes with it.
2. Help the child find the correct answer on the right-hand side by checking the text.

3. The child draws a clear straight line from each left-hand box to the correct right-hand box.

Write two things / two reasons (1d)

1. Read the question and remind the child that two separate points are needed.
 2. Help the child find one idea in the text, write it on line 1, then search for a different idea for line 2.
 3. Check that the two answers are not just the same idea said twice before moving on.
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Question 1 (1 mark)

Answer: Mr Goff was Sami's teacher (or any other plausible adult in a school role, such as teaching assistant or head teacher).

Before your child looks back at the text, ask them to think about what Mr Goff was doing and where the scene took place. Ask: "Who do you think Mr Goff was, and what makes you think that?"

The text never uses the word 'teacher' directly, so children must infer Mr Goff's role from the clues: Sami 'flew into the classroom', Mr Goff addresses 'everyone' and asks for homework, and he comments on Sami's repeated lateness with homework. These details together confirm he is a teacher or similar school adult. Children should write something like 'a teacher' or 'the class teacher' - a role word is needed, not just a name.

Watch out: A child might simply write 'Mr Goff' as the answer, but this does not identify his role - the question asks who he was, not what his name was.

Question 2 (1 mark)

Answer: The child should tick 'give me your homework' or write that Mr Goff asked the class to hand in their homework.

Point your child to the page where Sami arrives at school. Ask them to find what the teacher says to the whole class. Ask: "What did Mr Goff ask everyone to do?"

On Paper 1 booklet, page 6, Mr Goff speaks directly to the class: 'Everyone, please give me your homework.' Children need to include a relevant action alongside the word 'homework' - simply writing 'homework' alone does not score. The answer children need to give is that Mr Goff asked them to give in or hand over their homework.

Watch out: A child might write just 'homework' without any action word, but the official answer requires a relevant action - such as 'give in' or 'hand in' - alongside it.

Question 3 (1 mark)

Answer: Fara's cat was curled by the door and Sami did not see it, causing him to knock the flowerpot. Also acceptable: he was racing/rushing outside.

Cover the page and ask your child to picture that moment in the garden. Ask: "What do you think got in Sami's way and made him crash?"

The clue is in the sentence 'He did not see Fara's cat curled by the door' immediately before the CRASH. Children need to connect the cat being unseen with the collision - Sami was rushing so fast that he failed to notice the cat, and knocking into it caused the flowerpot to smash. A reference to the cat (or to Sami rushing) earns the mark. However, simply saying 'he didn't look where he was going' without mentioning the cat does **not** score, as the mark scheme requires the specific cause.

Watch out: If a child writes 'he didn't look where he was going' or 'he didn't see it', without any mention of the cat, this does not score - the answer needs to identify the cat (or rushing) as the specific cause.

Question 4 (1 mark)

Answer: The answer to tick is 'kind.' Fara spoke gently and offered to help Sami, so she was being kind.

Before your child looks back at the page, ask them to think about how Fara acted after Sami broke her flowerpot. Ask: "What kind of person do you think Fara was being – and why?"

The word gently in Fara's response – '**Maybe I can help,** said Fara gently – is the clue children need to notice. After Sami breaks her flowerpot and apologises, Fara does not scold him or show upset; she calmly offers help. Children should connect 'gently' with the feeling word 'kind' in the tick-box options. This is an inference question: the text does not say 'Fara was kind', so children must read her words and tone to work it out.

Watch out: A child might be tempted to tick 'sad' because Sami broke her flowerpot, but the text shows Fara offers help calmly rather than expressing sadness.

Question 5 (1 mark)

Answer: Fara put a little seed inside the flowerpot.

Ask your child to look at the part of the story where Fara gives Sami a present and read what she says about what is inside it. Ask: "What did Fara say she had put inside the flowerpot?"

Paper 1 booklet, page 8 contains the answer directly. Fara says 'I've planted a little seed inside' - children simply need to retrieve this detail. The answer children need to give is a reference to a seed. Saying 'a plant' or 'something growing' is not enough; the word **seed** is what the text states and what the official answer requires.

Watch out: A child might write 'a plant' or 'a flower', but the text clearly says a seed was planted - the plant has not grown yet at this point in the story.

Question 6 (1 mark)

Answer: Sami needed to slow down so he would not miss seeing something special happen - the seed growing.

Ask your child to find where Fara explains what Sami must do with the flowerpot present. Ask: "Why does Fara say Sami needs to slow down when looking after the flowerpot?"

Paper 1 booklet, page 8 contains the key evidence. Fara tells Sami directly: 'you'll have to slow down and watch it closely or you might miss it.' Children need to understand that if Sami rushed, he would miss the moment the seed sprouted - the special thing Fara promises. The answer needs to link slowing down to being able to **see** something special happen, or to avoiding missing it. Simply writing 'so it doesn't break' does not count - that confuses this flowerpot with the broken one.

Watch out: A child might write 'so he does not break it' - this refers to the earlier broken flowerpot and does not score, as the question is about why patience is needed to see something special.

Question 7 (1 mark)

Answer: The correct tick is 'disappointed.'

Before revealing the answer, ask your child to think about how people sound when they sigh. Ask: "If someone sighs and says nothing special is happening, how do you think they are feeling?"

Paper 1 booklet, page 9 contains the quote and the tick-box question. The word **sighed** is the key clue - sighing signals that something has not gone the way a person hoped. Children need to match that feeling to the correct option: disappointed means let down when something expected does not happen, which fits exactly. The other options are not supported: Sami is not happy, not relaxed (he is jiggling and shaking), and not worried about danger.

Watch out: A child might tick 'worried' because Sami is restless, but worry means being anxious about something going wrong - the text shows he is simply let down that nothing has happened yet, which is disappointment.

Question 8 (1 mark)

Answer: Dad told Sami to try again the next day, or to keep watching and be patient.

Point your child to the part of the story where Sami sighs and Dad responds. Ask: "What does Dad say Sami should do next?"

The question is on Paper 1 booklet, page 9, and tests whether children can identify what Dad actually instructed Sami to do. The key sentence is '**Try again tomorrow**', which tells children Dad wanted Sami to keep trying rather than give up. Answers about waiting or being patient are also credited. Children should not write 'slow down' or 'it might take some time' - those do not capture the specific instruction Dad gave.

Watch out: A child might write 'slow down' or 'take your time' because that is the story's overall theme, but Dad's actual words are a specific instruction to try again tomorrow - general slowing-down answers do not score.

Question 9 (1 mark)

Answer: A tiny green shoot (or a stem, or a leaf). Children can also write that it was growing, or that slowing down is worth it.

Ask your child to find the part of the story where Sami finally stops sighing and gets excited. Then ask: "What exactly does Sami see in the flowerpot?"

Paper 1 booklet, page 10 contains the answer. The text says '**he saw a tiny green shoot peeping out of the pot**' - children need to identify what Sami saw in the flowerpot after all his waiting. A reference to a shoot, stem, leaf, or growth all count. Children who write about what Sami learnt - that slowing down is worth it - also score the mark. Answers such as 'something green' without mentioning a plant, or references to a flower, do not score.

Watch out: A child might write 'something green' - this does not score because the answer needs to show they understood it was a plant or shoot growing, not just a colour.

Question 10 (1 mark)

Answer: The correct option to tick is 'could not believe what he saw.'

Before your child looks back at the text, ask them to think about the last time they gasped - what made them do it? Ask: "What do you think a gasp tells us about how Sami is feeling at that moment?"

He gasped is the clue here. Children need to think about what it feels like to gasp - it is an involuntary sharp intake of breath triggered by shock or surprise. The text tells us Sami had been waiting patiently for days without anything happening, so when the tiny green shoot finally appeared, his disbelief at what he was seeing caused the gasp. The phrase 'could not believe what he saw' captures that reaction precisely. The other options contradict the story: he had already decided to keep watching, and the ending shows he was happy, not scared.

Watch out: A child might tick 'was scared of what was in the pot' because gasping can sometimes signal fright, but the story makes clear Sami was excited and delighted, not frightened.

Question 11 (1 mark)

Answer: The next day.

Ask your child to find the sentence in the Paper 2 reading booklet, page 8, where Mum suggests going shopping, and to read what comes just before it. Ask: "When did Mum and William go to the shop?"

The answer is in the paragraph that begins 'The next day, Mum took William shopping.' Children simply need to locate when the shopping trip happened in the sequence of events. The text states clearly that it was **the next day** after William had lain in bed watching the moon make shadows. Any phrasing that captures 'the next day' is correct.

Watch out: A child might write 'Saturday' or 'in the morning', borrowing details from earlier in the story, but those details are not connected to the shopping trip.

Question 12 (1 mark)

Answer: Guide dogs help their owners to walk safely by making sure they do not bump into things or step into the road.

Ask your child to find the Guide dogs section and read the second paragraph carefully. Ask: "How do guide dogs make sure their owners stay safe when they are walking?"

Paper 1 booklet, page 14 contains the direct answer in the second paragraph of the Guide dogs section. The text states '**Guide dogs help their owners to walk safely by making sure they do not bump into things or step into the road**'. Children need to include a specific hazard - either bumping into things or stepping into the road. A vague answer such as 'they guide their owners' or 'they show them where to go' does not give enough detail about how the dogs keep people safe.

Watch out: A child might write 'they guide their owners' - but this is too vague and does not explain what specific dangers the dogs protect against.

Question 13 (1 mark)

Answer: Children should tick 'important sounds' - these are the sounds hearing dogs are trained to listen for, such as alarms, doorbells and phones ringing.

Before your child looks back at the text, ask them to think about what kinds of sounds a deaf person would most need to know about. Ask: "What sorts of sounds do you think a hearing dog would be trained to listen for?"

The **Hearing dogs** section on Paper 1 booklet, page 16 states that hearing dogs 'can let their owner know when they hear sounds like alarms, doorbells or phones ringing.' Children need to infer that alarms, doorbells and phones are all important sounds - ones an owner who cannot hear would need to know about. The other options ('quiet sounds', 'sounds that no one can hear', 'sounds that dogs make') are not supported anywhere in the text.

Watch out: A child might tick 'quiet sounds' because the passage mentions people who cannot hear well, but the text never says hearing dogs listen for quiet sounds - it specifically lists alarms, doorbells and phones.

Question 14 (1 mark)

Answer: They have to learn for a long time.

Cover the options and ask your child to think back to what the text said about training hearing dogs. Ask: "Why do you think it might be hard for a dog to become a hearing dog?"

The final sentence of the Hearing dogs section states '**Hearing dogs need to be trained for a long time before they can start their work**' - this directly answers why it is difficult. Children need to infer that lengthy training is what makes it hard for dogs to qualify. The other options are not supported by the text: dogs can hear very well (that is the whole point), there is no mention of guide dog training as a prerequisite, and the text clearly explains how they are trained.

Watch out: A child might tick 'They have to learn to be guide dogs first' because guide dogs appear in the previous section, but the text never says hearing dogs must qualify as guide dogs first.

Question 15 (1 mark)

Answer: Some people are allergic to dogs, or some people are frightened of them. Either reason counts.

Ask the child to find the Guide horses section and read it carefully. Ask: "Why might some blind people not be able to have a guide dog?"

In the **Guide horses** section on Paper 1 booklet, page 18, the text states 'Some people are allergic to dogs or frightened of them' - both are valid reasons why blind people cannot have guide dogs. Children should give one of these two reasons. A very brief answer such as 'allergic' or 'frightened/scared' is enough. Children must not simply say guide dogs are 'not suitable' without giving one of these specific reasons, as a vague answer does not demonstrate reading comprehension.

Watch out: A child might write 'they are not suitable' - this is too vague on its own and does not count unless one of the specific reasons (allergic or frightened) is given.

Question 16 (1 mark)

Answer: The word that means the same as 'small' is 'miniature'.

Point your child to the paragraph about guide horses and ask them to find the word that describes how big a miniature horse is. Ask: "Can you find a word in this paragraph that means the same as 'small'?"

In the **Guide horses** section on Paper 1 booklet, page 18, the text describes a miniature horse as 'a type of horse that is quite small.' Children need to spot that miniature is the word used in that sentence to mean small. This is a find-and-copy question, so the child should copy the word exactly as it appears in the text.

Watch out: A child might write 'quite' because it appears next to 'small' in the sentence, but the question asks for a word meaning small, not a word modifying it.

Question 17 (1 mark)

Answer: The answer children need to tick is 'jobs'. The word 'tasks' means jobs.

Before looking at the options, ask your child to think about what guide horses and guide dogs actually do - they carry out important duties. Ask: "What do you think the word 'tasks' means in this sentence?"

Paper 1 booklet, page 19 contains the phrase many of the tasks that guide dogs do. Children need to understand that **tasks** means things that need to be done - in other words, jobs. The four options are games, visits, jobs, and tricks. Reasoning through the context - guide horses doing the same work as guide dogs - confirms that 'jobs' is the closest match.

Watch out: A child might tick 'tricks' because animals are often associated with performing tricks, but the text is describing useful duties that guide animals carry out for their owners, not performances.

Question 18 (1 mark)

Answer: Guide horses are strong so they can carry things for their owners in a special basket called a pannier.

Ask your child to find the sentence in the text that tells us what guide horses actually do because they are strong. Ask: "What does being strong allow a guide horse to do for its owner?"

On Paper 1 booklet, page 19, the sentence '**They are strong so they can carry things for their owners using a special basket called a pannier**' gives the direct answer. Children need to link the horse's strength to the practical benefit: carrying things. A vague answer such as 'to help their owners' is not enough; the response needs to refer to carrying things or carrying a basket/pannier.

Watch out: A child might simply write 'to help their owners' without mentioning carrying. That is too vague and does not score - the answer needs to refer specifically to carrying things or the pannier.

Question 19 (1 mark)

Answer: Children should tick 'They are relaxed.' This is the correct answer.

Point your child to the Ferrets section and ask them to find the sentence that explains why ferrets are easy to travel with. Ask: "What does the text say about ferrets that makes them good to take on a journey?"

In the **Ferrets** section of the Paper 1 booklet, page 20, the text states 'They can be calm animals so they are easy to travel with.' Children need to link 'calm' with the correct tick-box option 'They are relaxed.' - both words describe the same quality. The other options (moving quickly, hiding, being soft) are not mentioned in connection with travel at all.

Watch out: A child might tick 'They are soft' as it sounds appealing, but the text never links softness to travelling - it is calm behaviour that makes ferrets easy travel companions.

Question 20 (1 mark)

Answer: Ferrets are good at cheering people up because they are very friendly and like to give their owners lots of attention.

Before your child looks back at the text, ask them to think about what kind of animal behaviour might make a sad person feel better. Ask: "Why do you think having a ferret around might cheer someone up?"

The final paragraph of the Ferrets section contains the key evidence: "Ferrets are very friendly and like to give their owners lots of attention." Children need to connect these two traits directly to the question. The answer children need to give is that ferrets are friendly, or that they give their owners a lot of attention – either point is sufficient. A common slip is mentioning that ferrets are calm, but the official answer makes clear that calmness relates to travelling, not to cheering people up.

Watch out: A child might write that ferrets cheer people up because they are calm, but the text links calmness to travelling, not to lifting someone's mood – that answer does not score.

Question P2-1 (1 mark)

Answer: Children need to write two things: milk and rice (both are needed for the full mark, but either one alone is also accepted).

Point your child to the section headed 'How ice cream began' on page 5 of the reading booklet. Ask: "What two things did people in ancient China mix together to make ice cream?"

The opening section 'How ice cream began' on page 5 of the Paper 2 reading booklet contains the answer directly: 'people in ancient China made ice cream by freezing a mixture of milk and rice.' Children need to identify both ingredients from that sentence. The question asks for two things, and both milk and rice must be given to secure the mark - though the official answer notes that both on one line still counts as a single correct response worth 1 mark.

Watch out: A child might write only 'milk' or only 'rice' without the second ingredient - this still scores the mark, but encouraging both is good practice for the full detail.

Question P2-2 (1 mark)

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

Before looking at the options, ask your child to find the word 'precious' in the text and think about what it tells them about the recipe. Ask: "What does it mean when something is described as precious?"

In the 'How ice cream began' section on page 5 of the Paper 2 reading booklet, the text says the recipe was '**so precious that he paid his chef a lot of money each year to keep it secret**'. This vocabulary question asks children to recognise that precious means something highly valued or special – not sweet, cold, or horrible. The paying of large sums of money to guard the secret confirms the recipe was treasured.

Watch out: A child might tick 'cold' because the passage is about ice cream and keeping things frozen, but the word 'precious' has nothing to do with temperature – it refers to how valued the recipe was.

Question P2-3 (1 mark)

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

Ask your child to turn to the 'Keeping ice cream cold' section in the Paper 2 reading booklet and read it carefully. Ask: "Can you find a word in this section that means the same as 'difficult'?"

In the **Keeping ice cream cold** section of the Paper 2 reading booklet, page 5, the text states that 'storing ice cream in this country was a **tricky** task.' Children need to scan that section for a word meaning the same as 'difficult' and copy it exactly. The only word that fits is tricky; no other word in that section carries that meaning.

Watch out: A child might write 'task' instead, but 'task' means a job or activity, not 'difficult'.

Question P2-4 (1 mark)

Answer: He could keep selling his ice cream. The waffle seller rolled up his waffles into cones, which meant the ice cream seller had something to serve his ice cream in instead of the bowls he had run out of.

Before your child looks back at the booklet, ask them to think about what problem the ice cream seller had and how the waffle seller helped him. Ask: "Why do you think it was lucky that a waffle seller happened to be nearby?"

The Ice cream cones section on page 6 of the Paper 2 reading booklet explains that the ice cream seller had **run out of bowls** to serve his ice cream. Children need to infer that without a container, he could not continue selling. The nearby waffle seller solved this problem by rolling waffles into cones, so the ice cream seller **could carry on trading**. The word 'luckily' signals that something fortunate happened to rescue the situation, which is the inference children need to make.

Watch out: A child might tick 'He did not like his dishes' because the seller had run out of bowls, but the text does not say he disliked them - the point is simply that he had none left to use.

Question P2-5 (1 mark)

Answer: The special name for an ice cream cafe is a 'parlour' (or 'ice cream parlour').

Ask your child to find the section called 'Exciting flavours' in the Paper 2 reading booklet and read the first sentence carefully. Ask: "What special name does the text give to an ice cream cafe?"

In the **Exciting flavours** section on page 6 of the Paper 2 reading booklet, the text introduces the term directly: 'special cafes (known as ice cream parlours)'. Children need to spot the word in brackets, which tells them this is the official name being defined. The answer children need to give is **parlour**; writing ice cream parlour is also perfectly fine.

Watch out: A child might write 'cafe' because that word appears in the same sentence, but 'cafe' is the everyday word being explained - the text is specifically asking for the special name given in brackets.

Question P2-6 (1 mark)

Answer: The word that means the same as 'strange' is 'unusual'.

Point your child to the 'Exciting flavours' section on page 6 of the reading booklet and ask them to read the sentence about the kinds of ice creams the cafes sell. Ask: "Can you find a word in that sentence that means the same as 'strange'?"

In the Exciting flavours section on page 6 of the Paper 2 reading booklet, the text describes ice creams as 'new and unusual ice creams'. Children need to identify that **unusual** is the word that carries the meaning of 'strange' or 'not normal'. This is a find-and-copy question, so children must write the exact word from the text. Minor misspellings are acceptable as long as the word is clearly recognisable.

Watch out: A child might write 'sour' or 'spicy' as these describe unusual flavours mentioned in the same sentence, but neither word means 'strange' - the question asks for the word that describes the ice creams themselves as out of the ordinary.

Question P2-7 (1 mark)

Answer: A glass cup was used to hold a penny lick.

Ask your child to find the bullet point about penny licks in the facts section and read it carefully. Ask: "What did people use to hold the ice cream when they bought a penny lick?"

In the 'Interesting ice cream facts' section on page 7 of the Paper 2 reading booklet, the text explains that a penny lick was 'a penny's worth of ice cream which they would lick out of a glass cup'. Children need to identify the container mentioned – a glass cup. Either **glass** or **cup** is sufficient. The official answer does not accept 'cart', as carts were how ice cream was sold in the street, not what held the ice cream itself.

Watch out: A child might write 'a cart' because the text mentions ice cream being sold from carts in the street, but the cart is where it was sold, not what the ice cream was held in.

Question P2-8 (1 mark)

Answer: All three lines must be drawn correctly: 'The most ice cream is eaten in...' goes to New Zealand; 'The tallest ice cream cone was made in...' goes to Norway; 'Ice Cream Day takes place in...' goes to the United States of America.

Point the child to the 'Interesting ice cream facts' section on page 7 of the reading booklet and ask them to read each bullet point aloud. Ask: "Which country does each fact belong to - can you find the three countries in the bullet points?"

Page 7 of the Paper 2 reading booklet, under **Interesting ice cream facts**, contains all three facts children need to match. The bullet points state that New Zealand eats the most ice cream, Norway holds the record for the world's tallest cone, and the United States of America holds a national Ice Cream Day. Children should read each bullet carefully before drawing their lines, as Norway appears in two different facts - once for ice storage and once for the tallest cone - which can cause confusion. All three lines must be correct to score the mark.

Watch out: A child might link Norway to ice cream storage (mentioned on page 5) rather than the tallest cone, accidentally swapping Norway and another country. The tallest cone fact is only in the bullet points on page 7.

Question P2-9 (2 marks)

Answer: The child needs to tick all four boxes correctly. False: people like lime more than any other flavour. True: people think cones were invented in the USA. True: the King held a feast in his castle. False: a penny lick is a new ice cream flavour.

Ask your child to read through each sentence in the table and find the part of the reading booklet where each fact is mentioned. Ask: "Can you find the part of the text that tells you about each of these sentences?"

Page 7 of the Paper 2 reading booklet contains the facts needed, but children also need to recall earlier sections. The text says chocolate and vanilla **will remain the most popular flavours**, making the lime statement false. The cone origin is described as something some people believe happened in the USA, making that true. The King's feast is stated plainly on page 5, so that is true. A penny lick is described as a historical street purchase, not a new flavour, making the final row false. Two marks are awarded for all four correct; one mark is awarded for any three correct.

Watch out: A child might tick 'true' for the penny lick row, thinking it sounds like a flavour name, but the text describes it as a way of buying ice cream from a cart, not a flavour.

Model answer: False: People like lime ice cream more than any other flavour. True: People think ice cream cones were invented in the United States of America. True: The King of England held a feast in his castle. False: A penny lick is a new ice cream flavour.

Question P2-10 (1 mark)

Answer: Tick 'just moved house.' - William has arrived at a new house and does not like his new room yet.

Before your child looks back at the story, ask them to think about what has just happened to William at the start. Ask: "What do you think has just happened to William when the story begins?"

The opening sentence of the story on Paper 2 reading booklet, page 8 establishes that **William walked into his new room in his new house**, and his immediate reaction is displeasure - he says 'I like my old room.' Children must infer from this that moving house has just happened; it is the event the whole story follows from. The other options describe things that happen later in the story, so children need to hold the timeline in mind and pick the event that applies at the very beginning.

Watch out: A child might tick 'made a new friend' because Tom appears in the story, but meeting Tom happens later - not at the beginning.

Question P2-11 (1 mark)

Answer: The next day.

Ask your child to find the part of the story where Mum and William go to the shops. Ask: "When did they go - what does the story say about the time?"

The second paragraph on page 8 of the Paper 2 reading booklet opens with '**The next day, Mum took William shopping.**' Children simply need to retrieve this time phrase. The question tests straightforward recall of a key story event, and 'the next day' (or a close equivalent) is all that is needed.

Watch out: A child might write 'Saturday' because that day is mentioned earlier in a different context, but Saturday is when a different event happens - the shopping trip is described as taking place 'the next day'.

Question P2-12 (1 mark)

Answer: The wallpaper from his old room - the same one he already had.

Ask your child to find the part of the story where William and Mum are in the wallpaper shop. Ask: "What did William pick up before he spotted something else?"

In the paragraph beginning 'In the shop', children need to track what William chooses first before he changes his mind. The text says '**William found the wallpaper that he'd had in his old room. He was about to choose it**' - confirming his first choice was the wallpaper matching his previous bedroom. Children often rush past this detail because the dinosaur wallpaper is more exciting, but the question specifically asks what he wanted first.

Watch out: A child might write 'dinosaur wallpaper' because that is the wallpaper William ends up choosing, but the question asks what he wanted first, before he changed his mind.

Question P2-13 (1 mark)

Answer: William took out some model dinosaurs from the boxes.

Ask your child to find the paragraph in the story that starts 'When they went home' and read it carefully. Ask: "What did William pull out of the boxes when he got home?"

The paragraph beginning 'When they went home' on page 8 of the Paper 2 reading booklet contains the answer directly: '**He pulled out some model dinosaurs**'. Children need to read carefully past the

detail about William rushing upstairs and scrabbling through the boxes to reach the specific item named. The word 'models' or 'dinosaurs' is sufficient; children do not need to write both words.

Watch out: A child might write 'boxes' rather than what was inside them, as the boxes are mentioned first - but the question asks what William took out, not what the boxes were.

Question P2-14 (2 marks)

Answer: Children need to tick all four boxes correctly: True - there were pictures in William's old room; False - William could see a small tree from his window; True - Mum thought decorating the room would make it look better; False - there was a climbing frame in William's new garden.

Ask your child to look back through the story and find the part where William first sees his new room. Ask: "What does the story tell us about what was in William's old room and what he could see from his new window?"

Pages 8 and 9 of the Paper 2 reading booklet contain the evidence for all four statements. The first row is **True:** 'His old room had pictures on the walls' confirms it. The second row is **False:** the text says 'All he could see from this room was a big tree' - a big tree, not a small one. The third row is **True:** Mum says 'When we've decorated in here, you'll love it', showing she believed decorating would improve it. The fourth row is **False:** the climbing frame belongs to Tom next door, not William. Two marks for all four correct; one mark for three correct.

Watch out: A child might tick True for 'William could see a small tree from his window' because there is a tree mentioned, but the text says it was a big tree, not a small one.

Model answer: True: There were pictures in William's old room. False: William could see a small tree from his window. True: Mum thought decorating the room would make it look better. False: There was a climbing frame in William's new garden.

Question P2-15 (1 mark)

Answer: Tom lived next door to William.

Ask your child to find the part of the story where William first meets Tom and reads it aloud. Ask: "Where does Tom live?"

The question is found on page 9 of the Paper 2 reading booklet, in the section A New Room for William. Children need to locate where Tom is introduced: the text states '**Sitting in the big tree was Tom, the boy from next door**', confirming he lives next door to William. The answer children need to give is simply 'next door' or an equivalent phrase such as 'next door to William' or 'the house next door'.

Watch out: A child might say Tom lives 'in the tree' because that is where he is sitting when William meets him, but the tree is simply where they first speak - his home is next door.

Question P2-16 (1 mark)

Answer: He stomped along the path, or he growled and said 'I'm a fierce dinosaur'.

Ask your child to find the part of the story where William goes into the garden. Ask: "What does William do in the garden to act like a dinosaur?"

The question is on Paper 2 answer booklet, page 11, asking about Paper 2 reading booklet, page 9. In the paragraph beginning 'William woke bright and early', the text says '**He ran down to the garden and stomped along the path. "GRRR!" he growled. "I'm a fierce dinosaur."**' Children need to identify something William himself did - stomping, growling, or saying the line. Any one of those three counts.

Watch out: A child might write 'RARRR!' or 'I'm an even fiercer dinosaur' - but those are Tom's words, not William's, so they do not score.

Question P2-17 (2 marks)

Answer: Any two of these count: he had made a new friend (Tom) to play with; his room was decorated with dinosaur wallpaper; he had his dinosaur toys around him; he could use Tom's climbing frame next door.

Before your child looks back at the story, ask them to think about what changed for William by the end. Ask: "Why do you think William felt happy about his new house at the end of the story?"

The final page of the Paper 2 reading booklet (page 9) holds all the evidence. Children need to draw on the whole story and infer what shifted William's feelings. Two separate reasons are needed for 2 marks, each earning 1 mark independently. Strong answers point to **Tom as a new friend** - 'climbing frames were only fun if you had someone to play with, and he hadn't had a friend next door at his old house' - and to **the newly decorated room**, with dinosaur wallpaper and curtains, making it feel like his own. Mentioning his dinosaur toys or Tom's climbing frame also counts as a valid reason.

Watch out: A child might mention the big tree, but the text shows William seeing the tree from his window as something unfamiliar, not as a reason he came to like the house.

Model answer: 1. He made a new friend called Tom who lived next door and he had someone to play with.
2. His mum decorated his room with dinosaur wallpaper so it looked brilliant.

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