



REVISION GUIDES • WORKBOOKS • PRACTICE PAPERS

KEY STAGE 1 SATS

# 2026 KS1 English Reading

## Answers Explained

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# How to beat each question type

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## 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 relevant part of the text and find the piece of information that matches one of the choices.
  3. The child puts a clear tick in the box next to the one correct answer only.
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## Find and copy (1a)

1. Read the question together and agree on what kind of word or phrase is needed (for example, a word meaning the same as another word).
  2. Ask the child to look back through the named section of the text and hunt for the word that fits.
  3. The child copies the word out carefully, letter by letter, from the text into the answer space.
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## Inference: how can you tell? (1d)

1. Read the question together and explain that the answer is not stated directly, so the child needs to think about clues in the text.
  2. Ask the child to point to the part of the text that gives the biggest clue, and talk through what it suggests.
  3. The child writes a short answer in their own words that explains what the clue tells them, not just what happens in the story.
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## Word meaning in context (1a)

1. Read the sentence from the text that contains the word in bold or italics, and ask the child what they think it might mean from the way it is used.
  2. Look at the answer choices together and talk about which one could swap into the sentence and still make sense.
  3. The child ticks or writes the meaning that fits best, checking it back in the sentence to be sure.
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## Write a fact from the text (1b)

1. Read the question together and identify exactly which part of the text the answer will be found in.
2. Ask the child to scan that section and point to the sentence or phrase that answers the question directly.

3. The child writes the answer in their own words or uses words from the text, keeping it short and to the point.
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### **True or false table (1b)**

1. Read each statement in the table one at a time, then look back at the matching part of the text together.
  2. Ask the child whether what the statement says matches what the text actually says, and talk through why.
  3. The child puts a clear tick in either the True or the False column for every row in the table.
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### **Sequencing: put events in order (1c)**

1. Read through all the events listed in the question and then flick back through the story together to find where each one happens.
  2. Talk about which event comes first, second, third and fourth, using the text as a guide.
  3. The child writes the numbers 1 to 4 in the boxes next to the events to show the correct order.
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### Question 1 (1 mark)

**Answer:** The fence was made from wire.

Ask your child to find the part of the story that describes the tigers' enclosure and read that sentence aloud. Ask: "What does the story tell us the fence was made of?"

On Paper 1 booklet, page 6, the opening paragraph of the story states '**It had a wire fence all around it**' - a straightforward retrieval question where children simply need to locate and copy the material. The official answer also accepts 'metal', as wire is a type of metal, but 'wire' is the most precise answer drawn directly from the text.

**Watch out:** A child might describe the wall shown in the illustration (which appears to be brick) rather than reading the text carefully - the text specifically says wire, not brick or stone.

### Question 2 (1 mark)

**Answer:** Mum went with Ted and Ava to the safari park.

Cover the page and ask your child to think back to the safari park scene - who was talking to Ted and Ava while they were looking at the tigers? Ask: "Who do you think was with Ted and Ava at the safari park?"

On Paper 1 booklet, page 6, the only adult named at the safari park is Mum, who says 'The animals have plenty of room to run around.' This is an inference question because the text never states directly that Mum accompanied the children - children must deduce it from the fact that she is speaking at the enclosure. The answer children need to give is simply **Mum** or **their mum**. Note that Gran gave them the tickets but is not said to be at the park, so mentioning Gran alongside Mum loses the mark.

**Watch out:** A child might write 'Mum and Gran' because Gran was mentioned earlier giving the tickets - but the text never places Gran at the park, so adding Gran makes the answer incorrect.

### Question 3 (1 mark)

**Answer:** The tiger had been missing for two days.

Ask your child to find the part of the story where the park ranger first speaks. Ask: "How long does the ranger say the tiger has been missing?"

Paper 1 booklet, page 7 contains this information in the ranger Andy's direct speech. Children need to locate the line '**She's been missing for two days**' and write that the tiger had been lost for two days.

Both the number and the word 'days' must appear in the answer; writing only 'two' or only 'days' does not score.

**Watch out:** A child might write just 'days' or just 'two' without combining them, but both pieces of information are needed together for a correct answer.

#### Question 4 (1 mark)

**Answer:** A tiger can lick its cut to help it heal.

Ask your child to find the part on page 7 where Ava speaks to the ranger about the tiger's leg. Ask: "What does Ava say a tiger can do to help itself if it gets a cut?"

Paper 1 booklet, page 7 contains the relevant exchange. When the ranger worries the tiger may have cut her leg, Ava responds: 'A tiger's lick can heal cuts.' Children need to pull out the licking detail specifically – the action of licking is what earns the mark. Saying only that a tiger 'can heal cuts' or 'can look after itself' is not enough; the licking must be mentioned.

**Watch out:** Writing that the tiger 'can heal cuts' or 'can look after its leg' does not score – the answer must refer to licking, not just healing.

#### Question 5 (1 mark)

**Answer:** Uncle Jim stopped looking because it was getting dark (or getting late).

Ask the child to find the part of the story where Uncle Jim suggests stopping the search for the night. Ask: "What does Uncle Jim say is the reason they need to go home?"

On page 5 of the Paper 1 booklet, the text says '**It's getting dark. We'll look again in the morning.**' Children need to use this direct evidence to explain that the search stopped because of the darkness. Answers saying they had searched for a long time or that they were tired do not score, even though those details are also in the text.

**Watch out:** A child might write that they had been searching for hours or that they were tired – but those details do not answer why they had to stop. The official answer requires a reference to darkness or it being late.

### Question 6 (1 mark)

**Answer:** Uncle Jim took Jack to see the big boats in the harbour. Any of these also count: he suggested they do something else for a while; he helped Jack look for his boat; he said he would fix the boat.

Cover the page and ask your child to think about what Uncle Jim did when Jack was upset about losing his boat. Ask: "What did Uncle Jim do to help Jack feel better?"

On Paper 2 reading booklet, page 5, the key moment is Uncle Jim saying "Let's do something else for a little while to cheer us up... Let's go and look at the big boats in the harbour." Children need to infer that Uncle Jim's suggestion lifted Jack's spirits. The question tests whether children can look beyond the surface event and see that Uncle Jim actively tried to comfort Jack. Pointing Jack towards the harbour is the clearest single answer, but helping him search, or offering to fix the boat, also count as valid responses.

**Watch out:** A child who simply says 'he found the boat' is not quite answering the right question - the question asks how Uncle Jim made Jack feel better, not what happened in the end. The boat was found because of what Uncle Jim suggested, not as a direct act of comfort.

**Model answer:** Uncle Jim took Jack to see the big boats in the harbour to cheer him up.

### Question 7 (1 mark)

**Answer:** Children should tick 'they could not find the tiger.'

Ask your child to cover the options and think carefully about what 'no sign' of something means in everyday life. Ask: "If someone said there was no sign of your lost toy, what would that tell you?"

Paper 1 booklet, page 10 contains this phrase as a vocabulary-in-context question, testing whether children can infer meaning from the expression 'no sign of'. The key is that '**no sign**' means there was no evidence of the tiger at all - it could not be found. The text says 'There was no sign of the missing tiger' right after they looked by the pond, confirming they had no clue where it was.

**Watch out:** A child might tick 'the tiger was near the pond' because the group has just been looking at the pond, but the phrase 'no sign' means the opposite - the tiger was not found there at all.

### Question 8 (1 mark)

**Answer:** Tick 'stay out of sight'. When tigers have cubs, they hide in the shade.

Ask your child to look back at the part of the story where Ava has a sudden idea. Ask: "What does Ava say female tigers do when they have cubs?"

Paper 1 booklet, page 10 contains the key information. Children need to spot that Ava says '**Female tigers hide in the shade when they have cubs**' - hiding in the shade means staying out of sight. The other options are not supported by the text: the pond idea was Ava's suggestion for a different reason, and nothing in the story mentions tigers climbing trees or trying to escape when they have cubs.

**Watch out:** A child might tick 'stay near a pond' because the pond was mentioned just before this moment in the story, but the pond was where they searched and found nothing - the text says tigers hide in the shade, not near water, when they have cubs.

### Question 9 (1 mark)

**Answer:** The word 'cried' tells us Ava was excited. Children should tick the 'excited' box.

Before revealing anything, ask your child to think about how Ava was feeling at that moment in the story - she had just spotted something. Ask: "When Ava shouted 'Look!', how do you think she was feeling?"

On Paper 1 booklet, page 12, the question asks children to think about word meaning. The phrase "Look," she cried appears just as Ava spots something moving in the long grass - a thrilling moment. Children should recognise that '**cried**' here does not mean weeping; it means calling out suddenly with strong feeling. In this context, Ava is bursting with excitement at a possible discovery, making 'excited' the correct choice.

**Watch out:** A child might tick 'sad' because 'cried' can mean tears, but here it means calling out loudly, which fits the excited moment of spotting the tiger.

### Question 10 (1 mark)

**Answer:** The answer children need to tick is 'become park rangers'.

Ask your child to find the part of the story where Andy speaks to Ted and Ava at the very end. Ask: "What does Andy say Ted and Ava will be good at when they grow up?"

Right at the end of the story, on Paper 1 booklet, page 12, Andy says 'When you grow up, you'll be good rangers.' Children need to link Andy's words directly to one of the four printed options. The correct tick is **become park rangers**. The other options - become vets, go on safari, find more tigers - are not mentioned by Andy and are not supported by the text.

**Watch out:** A child might tick 'become vets' because the story involves an injured tiger, but Andy's actual words are about being rangers, not vets.

### Question 11 (1 mark)

**Answer:** Children should tick 'look'. Swans are described as beautiful because of their soft, white feathers.

Ask your child to find the paragraph called 'A special bird' and read the first sentence carefully. Ask: "What does it say people think makes swans beautiful?"

In the 'A special bird' section on Paper 1 booklet, page 16, the opening sentence states 'People think swans look beautiful because of their soft, white feathers.' Children need to connect the question's phrase 'because of the way they...' back to that sentence. The word **look** is the correct completion because the text explicitly links beauty to appearance and feathers, not to how swans eat, sound, or live.

**Watch out:** A child might be tempted to tick 'live' because the text mentions swans near ponds and rivers, but that is about habitat, not why people find them beautiful.

### Question 12 (1 mark)

**Answer:** The word to find and copy is 'chopped'. The child should write: chopped (or chopped down).

Ask the child to look at the 'What is bamboo?' section on page 6 of the reading booklet and find a word that means the same as 'cut'. Ask: "Can you find a word in that section that means cutting something down?"

In the What is bamboo? section on page 6 of the Paper 2 reading booklet, the phrase '**once chopped down, bamboo can be used to make many different things**' contains the target word. Children need to identify that 'chopped' means the same as 'cut'. The question is a find-and-copy task, so children must copy the word directly from the text. Writing 'chopped down' is also acceptable. Writing 'chop it down' is not accepted because it adds a word not listed in the official answer.

**Watch out:** A child might write 'chop it down' instead of just 'chopped' or 'chopped down', but the extra word 'it' makes this unacceptable.



### Question 13 (1 mark)

**Answer:** The word 'gather' means 'collect'. Children should tick the box next to 'collect.'

Point your child to the sentence about swans and their nest materials, then ask: "What do you think swans are doing with the plants and twigs - what does 'gather' mean here?"

The vocabulary question on Paper 1 booklet, page 18 asks children to work out the meaning of **gather** from the sentence 'Swans gather plants and twigs together'. The context clue is that swans are bringing materials together to build a nest, which matches collect. Children should rule out 'break' (the opposite action), 'dangle' (unrelated to nesting), and 'tie' (which is a different step).

**Watch out:** A child might tick 'tie' because swans are putting materials together, but the text describes collecting items, not fastening them.

### Question 14 (1 mark)

**Answer:** Tick 'They make sure the eggs stay warm.'

Ask your child to find the part of the text that explains what swans do once their eggs are in the nest. Ask: "What do the swans do to look after their eggs?"

In the **Building a home** section on Paper 1 booklet, page 18, the text states that 'Male and female swans take turns to sit on the eggs to keep them warm until they hatch.' Children need to link sitting on the eggs to keeping them warm. The correct tick box is the first option. The other options describe actions the text never mentions.

**Watch out:** A child might tick 'They leave them by the edge of the water' because the nest is built at the water's edge, but the text makes clear the swans sit on the eggs rather than leaving them unattended.

### Question 15 (1 mark)

**Answer:** The child should tick 'scare them away'.

Cover the answer options and ask your child to think back to what the text said swans do when something comes near their nest. Ask: "What do you remember a swan doing to protect its nest?"

Paper 1 booklet, page 20, in the section headed **Protective swans**, contains the key detail. Children need to infer that a swan becoming fierce, rising up, spreading its wings, and hissing, grunting and snorting is all designed to frighten off anything that comes close to the nest - in other words, to scare

them away. The text says the swan does these things when 'people or other animals... come too near their nests', so the purpose is intimidation, not escape.

**Watch out:** A child might tick 'fly away from them' because flying is something swans can do, but the text describes the swan standing its ground and making itself look bigger and louder - the opposite of fleeing.

### Question 16 (1 mark)

**Answer:** A swan rises up on its legs, or it spreads its wings wide. Either of these answers counts.

Ask the child to find the part of the text that describes what a swan does when it feels threatened, then read that sentence aloud. Ask: "What does the swan do with its body to look bigger?"

The 'Protective swans' section on Paper 1 booklet, page 20 contains the evidence. The text says 'They rise up on their legs and spread their wings to make themselves seem bigger' - so children need to give one of those two physical actions. Simply writing 'stand up' or 'stand on its legs' is not enough; children must capture the **rising upwards** quality, or refer clearly to the wings spreading.

**Watch out:** Writing 'it stands up' does not score, because the text is specific about the swan rising up tall on its legs - a general 'stands up' misses that precise idea.

### Question 17 (1 mark)

**Answer:** Cygnets are baby swans. They are born with grey feathers.

Point your child to the section headed 'Baby swans' on the page. Ask: "What does the text tell us that the word 'cygnets' means?"

In the **Baby swans** section on Paper 1 booklet, page 22, the answer sits in the opening sentence: 'Baby swans are born with grey feathers and are called cygnets.' Children need to identify that cygnets are young swans. A simple answer such as 'baby swans' or 'young swans' is enough to score the mark, as is mentioning they are young without naming swans. The key is showing they are the young or baby form.

**Watch out:** A child might write 'they are swans' without mentioning that cygnets are the young or baby version - this does not score, as it needs to show they are the young of the species.

### Question 18 (1 mark)

**Answer:** Children should write one reason, such as: bamboo clothes are warmer than cotton or wool; they are softer than cotton or wool; they stop feet becoming smelly; or they are comfortable.

Point the child to the Bamboo for wearing section on page 7 of the reading booklet and ask them to read it carefully. Ask: "What does the text say that is good about clothes made from bamboo?"

The Bamboo for wearing section on page 7 of the Paper 2 reading booklet contains the answer. Children need to pick out one text-based advantage of bamboo clothing: the text states '**Clothes made from bamboo are often warmer and softer than clothes made from cotton or wool**' and that bamboo '**stops feet becoming smelly**'. Any one of those qualities counts. A reason not supported by the text, such as bamboo clothes looking nicer or fitting better, does not score.

**Watch out:** A child might write 'they look better' or 'they are nicer colours' - these are not in the text and do not score.

### Question 19 (1 mark)

**Answer:** Having a long neck helps swans reach down to the bottom of the water to find food, such as plants, fish, frogs and worms.

Ask the child to find the 'Feeding habits' section and read it carefully. Ask: "How does a swan's long neck help it when it is looking for food?"

The Feeding habits section of Paper 1 booklet, page 23, contains the key detail: '**They use their long necks to reach down to the bottom of the water to find plants, fish, frogs and worms to eat.**' Children need to connect the long neck to its purpose - reaching food underwater. A general answer about eating scores nothing; children must show the neck enables reaching down or getting food from under the water.

**Watch out:** Writing only 'so they can eat' is not enough - the answer must show that the long neck helps swans reach down or get food from under the water.

### Question 20 (1 mark)

**Answer:** Swans lift their heads to breathe, or to watch out for predators (animals that might attack them). Either reason counts.

Ask your child to find the last paragraph about swans' feeding habits and read it carefully. Ask: "Why does a swan need to lift its head out of the water while it is eating?"

The final paragraph of the Feeding habits section on Paper 1 booklet, page 23, states that a swan **'still needs to look up regularly to breathe and to watch for predators'**. Children need to pick out one of these two reasons. Answering 'to breathe' or 'to watch for predators' both earn the mark. A vague answer such as 'to look around' does not, because it does not connect to either reason given in the text.

**Watch out:** A child might write only 'to look around' or 'to stay safe' without naming breathing or predators - this is too vague and does not score.

### Question P2-1 (1 mark)

**Answer:** Uncle Jim's job was a sailor.

Ask your child to look at the very beginning of the Jack's New Boat story and find out what Uncle Jim does for a living. Ask: "What was Uncle Jim's job?"

The answer is in the opening lines of Jack's New Boat in the Paper 2 reading booklet, page 4. The text states directly that **'Uncle Jim was a sailor'**, so children simply need to retrieve this fact and write it in their own words. Answers such as 'he sails boats' or 'he works at sea' are equally fine - any clear reference to sailing or working with boats is correct.

**Watch out:** A child might write 'he makes boats' because Uncle Jim made Jack a toy boat, but making a toy boat is something he did as a gift, not his job. The text says he was a sailor.

### Question P2-2 (1 mark)

**Answer:** Uncle Jim made the boat for Jack.

Point your child to the very first paragraph of the Jack's New Boat story and ask them to read it carefully. Ask: "Where did Jack's boat come from?"

The opening paragraph of the Jack's New Boat story on page 4 of the Paper 2 reading booklet contains the answer directly: **'He had made Jack a red toy boat.'** Children need to locate this sentence and link it to the question. The tempting distractor is that Uncle Jim bought it, but the text is clear that he made it himself.

**Watch out:** A child might tick 'Uncle Jim bought it at a shop' because buying a gift is a common idea, but the text clearly states he made it.

### Question P2-3 (1 mark)

**Answer:** The rain stopped (or the storm/bad weather stopped).

Cover the page and ask your child to think back to what was happening in the story just before that line. Ask: "What had been going on every single day that was stopping Jack from sailing his boat?"

The phrase Until at last... it stopped! appears on page 4 of the Paper 2 reading booklet, immediately after a paragraph describing how **the rain came down** day after day. Children need to infer what it refers to – the subject of all the preceding sentences is the rain and storm. The answer children need to give is the rain, or the storm/bad weather. Simply writing 'the waves' does not score, because the waves are a consequence of the weather, not what the sentence is tracking.

**Watch out:** A child might write 'the waves' because waves are mentioned nearby, but the waves are caused by the storm – the official answer requires reference to the rain, storm, or bad weather itself.

### Question P2-4 (1 mark)

**Answer:** Children should tick 'floated away.'

Ask your child to think about what the boat was doing on the water – was it moving fast, sinking, spinning, or something else? Ask: "What do you think the word 'drifted' means when something is moving on water?"

In the fourth paragraph of the story (Paper 2 reading booklet, page 4), the sentence reads 'the little toy boat drifted farther and farther out to sea'. The word **drifted** describes a slow, gentle movement carried by water with no engine or force behind it – exactly what 'floated away' captures. Children are being tested on vocabulary knowledge: recognising which option best matches that gentle, water-carried movement.

**Watch out:** A child might tick 'sank down' because the boat does later disappear beneath a wave, but at this point in the story the boat is still on the surface and moving outwards, not sinking.

### Question P2-5 (1 mark)

**Answer:** It was getting dark (or it was getting late). Children should write something about the time of day making it too difficult to keep searching.

Ask your child to find the part of the story where Uncle Jim tells Jack they have to stop looking. Ask: "Why does Uncle Jim say they need to go home?"

In the second paragraph of page 5 of the Paper 2 reading booklet, Uncle Jim says '**It's getting dark. We'll look again in the morning.**' Children need to identify that darkness is the stated reason for stopping. A response about it being late or almost night is also credited. The question tests whether children can retrieve and explain a character's action using text evidence.

**Watch out:** A child might write that they had been searching for hours or were tired - the text does mention they searched for hours, but the official answer requires a reference to darkness or lateness, not tiredness.

### Question P2-6 (1 mark)

**Answer:** Uncle Jim suggested they go and look at the big boats in the harbour to cheer Jack up.

Ask your child to look at page 5 of the Paper 2 reading booklet and find the part where Uncle Jim tries to cheer Jack up. Ask: "What did Uncle Jim suggest they do to feel better?"

In the second half of page 5 of the Paper 2 reading booklet, Uncle Jim says "Let's do something else for a little while to cheer us up. Let's go and look at the big boats in the harbour." Children need to identify this as the action Uncle Jim took to lift Jack's spirits. The answer children need to give is that Uncle Jim took Jack to the harbour to see the boats. Helping Jack search for the boat, or saying he would fix it, are also credited by the official answer.

**Watch out:** A child might write that Uncle Jim promised to find the boat, but simply continuing the search is not what cheered Jack up - it was going to the harbour to see the boats.

### Question P2-7 (1 mark)

**Answer:** Jack ran because he had spotted a red boat and thought it might be his. He wanted to check if it was his lost boat.

Before your child looks back at the story, ask them to think about what Jack was feeling at that moment in the story and what had just caught his eye. Ask: "Why do you think Jack suddenly started running - what had he just noticed?"

On page 5 of the Paper 2 reading booklet, Jack has just been calling out boat colours along the pier when he shouts '**red... RED!**' The text says he ran to look immediately after spotting red. Children need to infer that Jack ran because he believed he had found his missing boat - the inference is that seeing something red triggered hope and urgency. The official answer requires a connection

between Jack and his specific boat; simply saying 'he was excited' or 'he wanted to see the boats' is not enough.

**Watch out:** A child who writes 'he was excited' without any explanation will not score, because the answer must connect that feeling to the specific reason - seeing what he thought was his own boat.

### Question P2-8 (1 mark)

**Answer:** Jack learned to be patient - he had to wait a long time before he could sail his boat, and things worked out in the end.

Before your child looks back at the story, ask them to think about what Jack kept doing wrong and what went better when he waited. Ask: "What do you think Jack learned by the end of his holiday with Uncle Jim?"

Children need to think across the whole story to answer this inference question. Throughout the story, Uncle Jim repeatedly tells Jack to wait: '**Let's wait for a calmer sea**' is the repeated advice, and Jack suffers because he ignores it and rushes to the beach too soon. The lesson the story teaches is patience - waiting for the right moment. Children should recognise that 'to be patient' fits the story's central message, whereas 'generous' or 'hard working' have no evidence in the text.

**Watch out:** A child might tick 'to be grateful' because Jack is pleased to find his boat, but gratitude is not the lesson the whole story builds towards - patience is the repeated theme throughout.

### Question P2-9 (1 mark)

**Answer:** The correct order is: 1 - Uncle Jim told Jack a storm was coming, 2 - Jack took his boat to the beach, 3 - The boat disappeared beneath a wave, 4 - Uncle Jim said they could fix Jack's boat.

Ask your child to close the reading booklet and think back through the story from beginning to end. Ask: "Can you tell me, in order, the four things that happened to Jack and his boat?"

Pages 4 and 5 of the Paper 2 reading booklet contain the whole story in sequence. Children need to track the **order of events**: Uncle Jim warns about the storm first; Jack then races to the beach once the rain stops; the boat is swept under a wave shortly after; finally, at the harbour, Uncle Jim promises to make the boat seaworthy again. All four numbers must be correct to earn the mark.

**Watch out:** A child might put 'The boat disappeared' as number 2 because it happens early in the second half of the story, but Jack takes the boat to the beach first - that comes before the wave strikes.

### Question P2-10 (1 mark)

**Answer:** Bamboo stems are called canes.

Ask your child to look at the 'What is bamboo?' section in the Paper 2 reading booklet, page 6, and find the sentence that describes what bamboo stems are like. Ask: "What does the text call the stems of bamboo?"

In the What is bamboo? section on page 6 of the Paper 2 reading booklet, the text states directly that bamboo **'has long, hard, straight stems called canes'**. Children simply need to retrieve the word canes from that sentence. The question is a straightforward information-retrieval task and the answer appears word-for-word in the text.

**Watch out:** A child might write 'stems' rather than 'canes', but 'stems' is just the general word used before the specific name is given - the text introduces 'canes' as what those stems are called.

### Question P2-11 (2 marks)

**Answer:** Bamboo only grows in one country - FALSE. Bamboo can grow very tall - TRUE. Bamboo stems are hard and straight - TRUE. Bamboo can be used in different ways - TRUE.

Point the child to the What is bamboo? section on page 6 of the reading booklet and ask them to read it carefully before attempting the table. Ask: "Can you find a sentence that tells us which countries bamboo grows in?"

Children need to find the **What is bamboo?** section on page 6 of the Paper 2 reading booklet and check each statement carefully. The text says bamboo 'grows in many countries' (making the first statement false), it 'can grow as tall as a tree' (second statement true), stems are described as 'long, hard, straight' (third statement true), and 'bamboo can be used to make many different things' (fourth statement true). All four boxes must be ticked correctly for 2 marks; three correct earns 1 mark.

**Watch out:** A child might tick TRUE for 'Bamboo only grows in one country' because they are thinking of bamboo as an exotic plant, but the text clearly states it grows in many countries.



**Model answer:** Bamboo only grows in one country - FALSE Bamboo can grow very tall - TRUE  
Bamboo stems are hard and straight - TRUE Bamboo can be used in different ways - TRUE

### Question P2-12 (1 mark)

**Answer:** The word children need to find and copy is 'chopped' (they may also write 'chopped down').

Ask your child to find the sentence in the 'What is bamboo?' section that talks about what happens after bamboo is cut. Ask: "Can you find one word in that sentence that means the same as 'cut'?"

In the What is bamboo? section on page 6 of the Paper 2 reading booklet, the phrase '**once chopped down, bamboo can be used to make many different things**' contains the word that means the same as 'cut'. Children need to recognise that 'chopped' is the synonym for 'cut' in that sentence. The word 'down' may be included but is not required on its own.

**Watch out:** A child might write 'chop it down', but the extra words 'it' make this unacceptable - only 'chopped' or 'chopped down' counts.

### Question P2-13 (1 mark)

**Answer:** Green.

Ask your child to find the part of the Bamboo text that talks about what happens in winter. Ask: "What colour does the text say bamboo leaves are in winter?"

The second section, 'The bamboo plant', on page 6 of the Paper 2 reading booklet contains the answer directly. Children should locate the sentence '**Bamboo even looks good in winter as the beautiful leaves stay green all year round**' - this confirms that the leaves are green in winter. The question simply tests whether children can retrieve that precise detail from the text.

**Watch out:** A child might write 'golden' because that colour appears later in the text describing bamboo furniture, but the text specifically says the leaves stay green all year round.

### Question P2-14 (1 mark)

**Answer:** Tick 'are not seen a lot'.

Before your child looks at the options, ask them to think about what 'rarely' means in everyday life. Ask: "If something happens rarely, how often does it happen?"

The phrase rarely seen is the key to this inference question. Children need to connect 'this doesn't happen very often' with the meaning of 'rarely' - both express that something occurs infrequently. The correct option 'are not seen a lot' directly restates this. A child might need to reason that '**rarely**' means 'not often', so the flowers are simply uncommon to see.

**Watch out:** A child might tick 'are only seen in winter' because the passage mentions bamboo looking good in winter, but that refers to leaves, not flowers.

### Question P2-15 (2 marks)

**Answer:** Any two of these count: bamboo is very strong; it feels very smooth; it is a lovely golden colour.

Ask your child to find the section called 'Bamboo for building' in the reading booklet and read it carefully. Ask: "What does it say that makes bamboo good for furniture?"

The **Bamboo for building** section on page 6 of the Paper 2 reading booklet contains all three acceptable points in two sentences: 'Bamboo is very strong' earns one mark, and either 'feels very smooth' or 'is a lovely golden colour' earns the second. Children need to pick out two distinct reasons from that short paragraph. Each correct reason earns one mark, up to a maximum of two marks. If a child gives only one reason, they score one mark. Note that simply naming a piece of furniture (such as 'it is good for making chairs') does not count.

**Watch out:** A child might write 'it is good for making beds, chairs and tables' - but naming the furniture itself is not a reason why bamboo is a good material, so this does not score.

**Model answer:** 1. It is very strong. 2. It feels very smooth (or: it is a lovely golden colour).

### Question P2-16 (1 mark)

**Answer:** A soup or a curry. Either of these counts as the other meal made with bamboo shoots.

Before looking at the answer, ask your child to find the 'Bamboo for cooking' section on page 7 of the reading booklet and read it aloud. Ask: "Can you spot the names of two other meals mentioned in that section?"

In the **Bamboo for cooking** section on page 7 of the Paper 2 reading booklet, the text states 'People also use the shoots to make tasty soups and curries.' The question already names stir-fries, so children need to write one of the remaining two options. Either soup or curry is sufficient for the mark. Children should be directed to that specific sentence to find the answer rather than guessing.

**Watch out:** A child might write 'stir-fry' again as that is the meal given in the question itself, but the question asks for a different meal, so stir-fry does not count here.

### Question P2-17 (1 mark)

**Answer:** Because raw bamboo shoots contain a poison that is dangerous for humans to eat.

Point your child to the Bamboo for cooking section in the Paper 2 reading booklet and ask them to read it carefully. Ask: "Why does the text say bamboo needs to be cooked carefully?"

The Bamboo for cooking section on page 7 of the Paper 2 reading booklet contains the key information. Children need to locate the sentence **'raw bamboo shoots have a poison inside which is dangerous to humans when eaten'** and use it to explain that eating uncooked bamboo could poison or harm a person. A vague answer about ovens or knives being dangerous does not count, as the danger must be linked specifically to the poison in the raw bamboo itself.

**Watch out:** A child might write about getting burned or cutting themselves while cooking, but those answers are not accepted - the danger must refer to the poison inside raw bamboo shoots.

### Question P2-18 (1 mark)

**Answer:** Any one of these counts: bamboo clothes are warmer than cotton or wool; they are softer than cotton or wool; they stop feet becoming smelly.

Point your child to the section called 'Bamboo for wearing' on page 7 of the reading booklet and ask them to read it carefully. Then ask: "Can you find one reason from this section why someone might choose to wear bamboo clothes?"

The Bamboo for wearing section on page 7 of the Paper 2 reading booklet is where children should look. The text states **'Clothes made from bamboo are often warmer and softer than clothes made from cotton or wool'** and adds that **'the material stops feet becoming smelly.'** Any one of those three text-based reasons earns the mark. Children must give a reason that comes from the text; general statements like 'they look nicer' do not count.

**Watch out:** A child might write 'they are natural' or 'they look nicer' - these are not reasons given in the text and do not count.

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