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REVISION GUIDES • WORKBOOKS • PRACTICE PAPERS

KEY STAGE 2 SATS

2016 KS2 English Reading

Answers Explained

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How to beat each question type

Find and copy (2a)

1. Ask the child to read the specified paragraph carefully, keeping the question in mind as they go.
 2. Encourage the child to spot the word or phrase that fits the meaning asked for, then copy it exactly as it appears in the text, including any capital letters.
 3. Remind the child that only one word or phrase is needed and that the copied answer must come directly from the text, not be rewritten in their own words.
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Word meaning in context (2a)

1. Ask the child to read the sentence containing the word carefully, paying attention to the words around it for clues about its meaning.
 2. Encourage the child to think about what would make sense in that particular sentence, rather than just recalling any meaning they already know for the word.
 3. For multiple-choice versions, help the child substitute each option into the sentence to see which one fits best before choosing.
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Retrieve and record (short answer) (2b)

1. Help the child find the correct part of the text by using any page or paragraph reference given in the question.
 2. Encourage the child to scan for key words from the question, then read that section carefully to locate the specific detail needed.
 3. Remind the child to write their answer in their own words unless the question says 'find and copy', and to check it matches what the text actually says.
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Inference: how can you tell? (2d)

1. Read the question together and discuss what feeling, quality or situation is being asked about, making sure the child understands what they are looking for.
 2. Ask the child to find the part of the text that gives evidence, then explain what that evidence shows, rather than just quoting it without comment.
 3. If more than one point is needed, remind the child to find separate pieces of evidence for each point rather than repeating the same idea in different words.
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Tick one (multiple choice) (2b)

1. Ask the child to read all the options before choosing, rather than stopping at the first one that seems possible.

2. Encourage the child to check each option against the text to rule out ones that are wrong, inaccurate, or only partly correct.
 3. Remind the child to tick only one box unless the question specifically says 'tick two', and to check they have not missed the instruction.
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True or false table (2b)

1. Ask the child to take each statement one at a time and find the relevant part of the text before deciding.
 2. Encourage the child to check carefully, since some statements may look almost right but contain a small inaccuracy that makes them false.
 3. Remind the child that all rows must be completed and that the full mark is only awarded when every single row is correct.
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Matching and sequencing (2c)

1. For matching tasks, ask the child to read all the items on both sides before drawing any lines, so they can see the full picture first.
 2. Encourage the child to work through the ones they are most confident about first, then use the process of elimination for any that are less obvious.
 3. For sequencing tasks, suggest the child skim the text quickly to locate each summary or event, then number them in the order they actually appear.
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Question 1 (1 mark)

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

Ask your child to find the paragraph that begins 'Glancing nervously' and read it carefully. Ask: "Can you find one word in this paragraph that means relatives from long ago?"

The paragraph beginning Glancing nervously... contains the phrase 'one of her **ancestors**'. Children need to recognise that 'ancestors' means relatives from long ago, which is exactly what the question asks for. The word must be copied accurately from the text to gain the mark.

Question 2 (1 mark)

Answer: The child should tick 'competing'.

Ask your child to re-read the sentence containing the word 'rival' and think about what the two families were doing to each other. Ask: "What were the two families trying to do to each other?"

The word **rival** appears in the sentence 'The struggle had been between two rival families', describing two families fighting over the throne. Children need to think about what makes families rivals in that context: they are competing against each other for power. 'Equal' is about size or strength, 'neighbouring' is about location, and 'important' says nothing about opposition - only 'competing' captures the sense of striving against each other, which is the core meaning of **rival**.

Watch out: A child might tick 'equal' because rivals are often evenly matched, but 'equal' does not capture the idea of opposing or contesting - it says nothing about conflict.

Question 3 (1 mark)

Answer: Children should say that Maria speaks or acts impatiently - for example, she says 'Come on' or she is hurrying Oliver along.

Before your child looks back at the page, ask them to think about what Maria does or says at the end of the scene on the island. Ask: "How do you think Maria was feeling about getting to the island, and what makes you think that?"

The clue sits at the very end of page 4. After explaining about the monument, Maria simply commands '**Come on**' - a short, impatient order rather than a polite suggestion. Children need to link her behaviour to the feeling of keenness: she is not waiting or discussing, she is rushing Oliver. Pointing to her impatience, or saying she is hurrying him up, is what earns the mark.

Watch out: Simply writing 'she suggested rowing to the island' does not score - the question asks what shows she was very keen, so the answer must refer to her impatience or the command 'Come on'.

Question 4 (1 mark)

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

Point your child to the paragraph starting 'Oliver rowed...' and ask them to read it carefully. Ask: "Can you find the word in this paragraph that tells us the afternoon was very quiet?"

The paragraph beginning 'Oliver rowed...' describes the atmosphere as they cross the lake. Children need to scan for a word that conveys quiet or silence. The phrase '**the hush and haze of the summer afternoon**' contains the answer: hush means a deep quiet or stillness, making it the word that directly suggests the afternoon was silent. The question is a find-and-copy, so the word must be copied exactly as it appears in the text.

Watch out: A child might write 'glassy' instead, as it also creates a calm atmosphere, but 'glassy' describes the water's surface rather than the sound of the afternoon.

Question 5 (2 marks)

Answer: Any two of these: the water is reflective/shiny/mirror-like; it is clear/transparent; it is still/calm/undisturbed; it is flat/smooth.

Ask your child to think carefully about what glass looks and feels like. Ask: "What are two different things the word 'glassy' makes you imagine about the water?"

The phrase '**glassy surface**' is the focus here. Children need to unpack what 'glassy' suggests about water - it is a 2-mark question asking for two distinct impressions, so two separate ideas are needed. 'Glassy' can suggest the water looks like glass: reflective or shiny (like a mirror), smooth and flat, very still and calm, or possibly clear enough to see through. Each of these counts as one impression. A child earns one mark per valid impression. Simply writing 'like glass' without explaining what that means about the water would not be enough on its own.

Watch out: A child might write only one impression - for example, just 'still' - which earns only one mark. Two clearly different ideas are needed for full marks.

Model answer: 1. The water is very still and calm, with no ripples or movement. 2. The surface is shiny and reflective, like a mirror.

Question 6 (2 marks)

Answer: Any two of these: the island is overgrown / abandoned / uninhabited; it is dark or gloomy; it is small; it is mysterious or creepy; it is quiet or peaceful; it is old; it holds secrets; it is a special or important place.

Ask your child to close the booklet and picture the island in their mind from what they remember of the story. Ask: "What two words would you choose to describe what the island feels like, and why?"

The two paragraphs beginning 'The tiny island...' and 'Maria led Oliver...' ask children to infer an overall impression rather than simply list features. The key is to move beyond describing what is physically on the island (vines, roots, a monument) and instead identify the **atmosphere or character** it creates. Phrases such as 'thick with creeping vines and roots', 'murky green space', 'cool and damp', 'tangled ground', and 'weathered and mossy with age' all suggest a place that is dark, overgrown and old. Each of those ideas counts as one impression, so children need two distinct ones for full marks. Quoting the text alone, without explaining the impression, does not score.

Watch out: A child might write something like 'it has an oak tree and vines' - but simply naming what is on the island is not an impression; the official answer does not accept references to physical contents such as the oak tree, vines, roots, or the monument.

Model answer: The island feels dark and gloomy - the text describes a 'murky green space' under the leaves. It also feels old and abandoned, with the ground 'tangled' and the monument 'weathered and mossy with age'.

Question 7 (3 marks)

Answer: Any three of these: it is in the centre of the island; it is ancient/very old; it is big/tall; its branches are twisted/bent like fingers; its branches stretch outwards to the water; the branches are close together/form a narrow opening.

Ask your child to find the paragraph that describes the oak tree and read it carefully. Ask: "Can you find three separate things the text actually tells us about the oak tree?"

The second paragraph on page 5 of the reading booklet describes the oak tree directly. Children should read from 'At its centre, an ancient oak tree towered over it' to find three separate facts. Each distinct, accurate detail about the tree earns one mark: its position in the middle earns one mark; **'ancient'** confirms its age for another; **'towered'** shows its great height; **'branches were like bent fingers'** describes their twisted shape; branches stretching until **'tips of its leaves touched the still water'** shows their reach; and the narrow opening through the branches shows how close together they grow. Children must not simply copy the whole paragraph; each point needs to be a separate, clear fact.

Watch out: Children should not mention roots or vines - those belong to the island generally, not the oak tree, and will not count.

Model answer: 1. It is in the centre of the island. 2. It is ancient/very old. 3. Its branches were like bent fingers, twisting and stretching outwards until the tips touched the water.

Question 8 (1 mark)

Answer: Children should tick the third image from the left - the tall, narrow column with a crown at the top and an inscription slab at the base.

Before looking at the answer, ask your child to read aloud the part of the text that describes what the monument looks like - its shape, what is on top, and what is at the bottom. Then ask: "Which of the four pictures matches all three things the text tells us about the monument?"

The text describes the monument as '**a column of marble**' with '**a delicate crown sat at the top**' and '**an inscription was carved into a flat slab at the base**'. Children need to match these three details to the correct picture. The correct image shows a tall, slim column (not a statue, not a wide block) with a crown feature at the top and a flat inscribed base. The official answer identifies the third image from the left as correct.

Watch out: A child might tick the second image, which shows a tall human figure with a crown, because the text mentions royalty. However, the text clearly says the monument is a marble column, not a statue of a person.

Question 9a (1 mark)

Answer: The inscription was hard to read because the monument was mossy, dirty, or weathered - the letters were covered over.

Before your child looks back at the passage, ask them to think about what happens to stone left outside for hundreds of years. Ask: "Why do you think it might be hard to read words carved into a very old stone monument?"

The paragraph describing the monument tells children that it was '**weathered and mossy with age**'. That phrase is the key: the monument had been outside for a very long time and moss had grown into the carved letters, obscuring them. Children need to infer that this physical covering - not simply the monument being old - is what made reading it difficult. Saying 'it was old' alone is not enough; the answer children need to give is that it was mossy, dirty, or covered.

Watch out: Simply saying 'it was old' does not score - the answer needs to say the letters were covered (mossy, dirty, or weathered), not just that time had passed.

Question 9b (1 mark)

Answer: He had to scrape out the letters using his thumbnail, clearing away the moss or dirt that was filling them in.

Ask your child to find the paragraph that begins 'Maria led Oliver' and read it carefully. Ask: "What did Oliver actually do with his hand to read the words on the monument?"

The relevant paragraph begins 'Maria led Oliver across the tangled ground to the hidden monument.' The text states: '**Oliver used his thumbnail to scrape out the letters that were cut into it.**' Children need to identify this specific physical action – using his thumbnail to clear the carved letters – as the answer to what he had to do. A general answer such as 'he read it' is not enough; the action of scraping is what the question is looking for.

Watch out: A child might say he just looked closely or touched it, but that is not specific enough – the answer must mention the scraping action using his thumbnail.

Question 10 (1 mark)

Answer: The answer to tick is 'Maria's family did not win the throne.' This is what is revealed at the end of the story.

Ask your child to look at the very end of the story, where Maria speaks. Then ask: "What do we already know about the family with the lion as their symbol - did they win or lose?"

Right at the end of the text, Maria says '**We were the family of the lion**', and the story has already told children that the lion family lost the struggle for the throne - the winner had a bear as its symbol. Children need to connect these two pieces of information to see that the final revelation is that Maria's family lost their bid for the throne.

Watch out: A child might tick 'The two families were still enemies' because the story mentions a rivalry, but the text gives no evidence of ongoing enmity - only that Maria's family lost the throne.

Question 11 (1 mark)

Answer: Two families fought for the throne: TRUE. Maria's family symbol was the lion: TRUE. The monument was for a prince: FALSE. It was hot on the island: FALSE. All four must be correct to score the mark.

Ask your child to find each statement in the story before ticking anything. Ask: "Can you point to the sentence in the story that proves whether each one is true or false?"

All four rows must be ticked correctly for the single mark. **Two families fought for the throne** is true – the text states 'The struggle had been between two rival families.' **Maria's family symbol was the lion** is true – Maria says 'We were the family of the lion.' **The monument was for a prince** is false – it bore Maria's family name, not a prince's. **It was hot on the island** is false – the text says 'The air was cool and damp.'

Watch out: A child might tick 'The monument was for a prince' as true because the story mentions that Maria's ancestor married a prince – but the monument bears Maria's family name, not the prince's.

Question 12a (1 mark)

Answer: The correct option to circle is 'in the early morning.'

Point your child to the very first sentence of the Wild Ride text and ask them to read it carefully. Ask: "What time of day does the story begin?"

The very opening sentence of the Wild Ride extract sets the scene: 'Dawn was casting spun-gold threads across a rosy sky'. Dawn means the start of the day, so children need to connect that time-of-day detail to the correct option. The other options - midday, late afternoon, and at night - are all contradicted by this detail. Circling 'in the early morning' is the only answer that matches the text.

Watch out: A child might circle 'at night' because the text later mentions that Martine used to ride secretly at night - but the question asks about when this particular ride takes place, which is at dawn.

Question 12b (1 mark)

Answer: Children should circle 'speedily.' - Martine rode her giraffe speedily.

Ask your child to look back at the 'Wild Ride' pages and find the part that describes how Martine was riding Jemmy. Ask: "How would you describe the way Martine rode the giraffe - pick one word from the four options?"

The passage in 'Wild Ride' makes clear from the outset that Martine rides at full speed, ignoring her grandmother's rule to keep to a walk or trot. The text states she let Jemmy tear **'across the savannah at a giraffe's top speed of thirty-five kilometres per hour'** and she yelled 'Faster, Jemmy!' Children should recognise that 'speedily' is the only option supported by the text; the ride is exhilarating and fast, not slow, safe, or fearful.

Watch out: A child might circle 'safely' because Martine does eventually make it home unharmed, but the ride itself involves real danger and is clearly not safe.

Question 12c (1 mark)

Answer: Children should circle 'they disturbed a warthog family.'

Ask your child to look at the picture on page 8 and tell you what animal causes the trouble. Then ask: "What event ruins the ride in the story?"

The question asks children to retrieve the event that disrupted the otherwise smooth ride. The answer comes from page 8, where **'A streak of grey cut across her vision'** signals the warthog charging from its burrow. Children need to connect that moment to the option 'they disturbed a warthog family' - the warthog charged because Jemmy and Martine had come too close to her young. The other options can be ruled out: her grandmother does not appear in this scene, lions are mentioned only as a past reason for banning night rides, and the hippos are passed peacefully at the start.

Watch out: A child might circle 'they came across lions on the hunt' because lions are mentioned in the text, but lions feature only as a past reason for the grandmother's rules - they do not appear on the day of this ride.

Question 12d (1 mark)

Answer: Children should circle 'went back home unharmed.'

Ask your child to read the very last paragraph of the Wild Ride story carefully. Ask: "What happens to Martine at the end of the story?"

The final paragraph of Wild Ride confirms the outcome: **'Martine rode the rest of the way home at a gentle walk'** and then 'strolled through the mango trees to the thatched house', making clear she returned safely without injury. Children need to select 'went back home unharmed' from the four circled options. The other options are all contradicted by the text.

Watch out: A child might be tempted to circle 'carried on riding for hours' because Martine does ride on after the warthog incident, but the text makes clear she went gently home immediately afterwards.

Question 13 (1 mark)

Answer: Children should say that Martine checked there were no witnesses watching her, or that she was riding very early in the morning before anyone was around.

Ask your child to think back to the opening of the story, before they look at the page. Ask: "How could you tell that Martine did not want anyone to see what she was doing?"

The first paragraph of Wild Ride contains the clue: '**Martine Allen took a last look around to ensure there weren't any witnesses.**' Children need to recognise that checking for witnesses is behaviour that shows someone wants to keep something secret. The key inference is that she would not need to look for witnesses unless she did not want to be seen. Riding at dawn is also acceptable, as it suggests she chose a time when no one would notice. Either point earns the mark.

Watch out: A child who simply says 'she went out early' without connecting it to secrecy may be borderline - the stronger answer explicitly links the behaviour to not wanting to be seen.

Question 14 (1 mark)

Answer: The two correct answers to tick are 'Ride only in daylight' and 'Keep to a slow speed'.

Ask your child to find the paragraph where the grandmother tells Martine her rules about the giraffe. Ask: "What two things did the grandmother say Martine must do differently when riding?"

The second paragraph on page 7 sets out the grandmother's rules clearly. First, she banned nocturnal rides because of the danger from predators after dark, which maps to **ride only in daylight**. Second, she instructed Martine to ride no faster than a trot and, in fact, I'd rather you stuck to a walk, which maps to **keep to a slow speed**. Children must tick both to score the mark. 'Don't show off' is Martine's own reflection at the end, not a grandmother's rule; 'stay in the game reserve' and 'no jumping' are not mentioned at all.

Watch out: A child might tick 'Don't show off' because Martine thinks that phrase at the end of the story, but it is Martine's own conclusion, not a rule the grandmother stated.

Question 15a (2 marks)

Answer: Two points are needed: first, that Martine defied her grandmother or paid no attention to her rules (e.g. she rode faster than her grandmother wanted); second, that she argued or had a row with her grandmother.

Before your child looks back at the text, ask them to think about what they remember of how Martine treated her grandmother's rules. Ask: "Can you think of two different ways Martine showed she was stubborn with her grandmother?"

The question asks children to find two separate pieces of evidence from the text that show Martine is stubborn in her relationship with her grandmother specifically. The first mark comes from recognising that Martine ignored the rules: the text says she **'paid almost no attention'** to her grandmother's instruction to ride sedately, and went at full speed instead. The second mark comes from recognising that when challenged, she did not back down quietly - the text tells us there was **'one terrible row with her grandmother'**, showing she was willing to fight for her position rather than simply give in. Children need to give two distinct points; repeating the same idea in different words will only score one mark.

Watch out: Referencing 'gritted teeth' does not count as evidence of stubbornness towards the grandmother - that moment is about the warthog encounter, not the grandmother relationship.

Model answer: 1. Martine paid almost no attention to her grandmother's rules and rode much faster than she was allowed to. 2. She had a terrible row with her grandmother rather than simply accepting what she was told.

Question 15b (1 mark)

Answer: She refused to let go of Jemmy's neck despite the pain, or she kept telling Jemmy to walk on so they could escape. Either shows her determination to get through the danger.

Before your child looks back at the passage, ask them to recall what Martine actually does when she is hanging under the giraffe and in danger. Ask: "What does Martine do that shows she is determined not to give up?"

The warthog encounter tests whether children can read past the physical detail and identify what it reveals about Martine's character. **Despite the pain in her arms being 'nearly unbearable'**, the text tells us she 'didn't let go' - that refusal to release her grip is the clearest evidence of determination. Children can also point to the way she repeatedly orders Jemmy to 'walk on', pressing her instruction even as the warthog nips at her boot. Either answer earns the mark. Note that simply mentioning 'gritted teeth' is not enough - the official answer does not accept that phrase alone as evidence of determination.

Watch out: Saying Martine spoke 'through gritted teeth' does not count on its own - the official answer specifically excludes this as evidence of determination.

Question 16 (2 marks)

Answer: The baby warthogs were moving around aimlessly with no purpose, and they were confused and did not understand what was happening.

Before your child looks back at the text, ask them to think about what both words in the phrase 'milled around in bewilderment' suggest on their own. Ask: "What do you think the baby warthogs were doing, and how were they feeling?"

The phrase **milled around in bewilderment** on page 8 contains two distinct ideas that children need to identify. Milled around suggests aimless, random movement – going in circles with no direction or goal. Bewilderment means complete confusion, not knowing what is going on. To earn **2 marks**, children must address both: the purposeless movement and the confusion. A response covering only one idea – for example, 'they didn't know what was happening' (confusion only) or 'they just wandered about' (aimless movement only) – earns **1 mark**. Children need to show they have unpacked both halves of the phrase.

Watch out: A child might simply say the baby warthogs were scared, but the official answer does not include fear as an acceptable point – the phrase is specifically about aimless movement and confusion, not about being frightened.

Model answer: The baby warthogs were moving around with no purpose, going in circles and not heading anywhere. They were also completely confused and had no idea what was happening around them.

Question 17 (2 marks)

Answer: Any two of these count: the warthog charged with its tusks thrust forward; its tusks could reduce her limbs to bloody ribbons / tear her to pieces; it tried to bite/nip her boot; the giraffe was frightened and backed away; Martine was desperate not to let go.

Ask your child to close the booklet and think back to the warthog scene. Ask: "What two things does the text show us that prove warthogs are actually dangerous animals?"

Page 8 contains the evidence children need to gather. The warthog is introduced charging with **yellow tusks thrust forward**, which shows aggression and physical danger. Children can also quote that the tusks could reduce her limbs to bloody ribbons – this is the clearest statement of how deadly the animal is. A third point is that the warthog nipped at the toe of one of her boots, showing it actively attacked Martine. The giraffe backing away nervously and Martine refusing to release her

grip despite unbearable pain both serve as further evidence. Each valid example earns one mark, up to a maximum of two. Children should note that the warthog's angry squealing noises alone do not count as evidence of physical danger.

Watch out: Children might write about the warthog's loud, enraged squealing as evidence of danger, but angry noises alone do not score – the question asks for evidence of physical danger, not noise.

Model answer: 1. The warthog charged with its yellow tusks thrust forward, ready to attack. 2. The text says the tusks could reduce Martine's limbs to bloody ribbons, showing how lethal they are.

Question 18 (1 mark)

Answer: Jemmy snatching his head up helped Martine, as it gave her the momentum to hook her legs around his neck and haul herself back on.

Ask your child to find the part of the story where Martine finally manages to climb back on to Jemmy. Ask: "What happened just before Martine was able to get back on Jemmy's back?"

Near the end of the warthog encounter, the text states '**Jemmy snatched his head up to evade the warthog's sharp tusks, and Martine was able to use the momentum to hook her legs around his neck.**' Children need to identify either Jemmy lifting his head or the momentum this created as the key factor. Both point to the same event, so either detail earns the mark.

Watch out: A child might say Martine simply held on tightly or gritted her teeth, but those details show determination rather than what physically helped her back into the riding position.

Question 19 (1 mark)

Answer: She was triumphant because she had chased away the intruders (Martine and Jemmy) and successfully defended her young.

Before your child looks back at the text, ask them to think about what the mother warthog was trying to do during the whole encounter. Ask: "Why do you think the mother warthog felt like she had won?"

At the end of the warthog encounter, Martine and Jemmy sprint away, leaving the mother warthog behind. Children need to infer why the mother feels triumphant rather than simply stating she won. The text says the mother was '**intent on defending her young**', so her triumph comes from having driven away the threat to her babies. A strong answer will identify either that she chased the intruders off, or that she protected her young. Simply writing 'she won' or 'she got what she wanted' is too vague and does not score.

Watch out: A child might write 'she won' or 'she got what she wanted' - this is too general and does not score. The answer needs to refer specifically to chasing away the threat or protecting her young.

Question 20 (3 marks)

Answer: Any of these points count: she had a fright/found herself in danger; she had learnt her lesson; she has been in danger before and got away with it; she is stubborn and does not listen; she loves the thrill/adventure. Children should tick one option (yes/no/maybe) and then support it with at least two points from the text to reach the higher marks.

Before revealing anything, ask your child to think back over the whole story - what did Martine do when her grandmother gave her rules, and what happened at the end of the ride? Ask: "Based on everything that happened in the story, do you think Martine will ride differently next time - and what makes you think that?"

This is a 3-mark prediction question asking children to use evidence from the text to argue whether Martine will change. **One mark** is awarded for any single relevant point (e.g. 'the warthogs gave her a fright'). **Two marks** require two points, or one point backed with evidence from the text. **Three marks** need either three separate points, or two points where at least one is supported with a direct reference - for example, noting both that she 'rode the rest of the way home at a gentle walk' (suggesting she learnt something) and that she had 'defied' her grandmother before without changing, showing her stubborn pattern. The tick box itself does not score; only the explanation earns marks. Answers that speculate without tying back to the text are not accepted.

Watch out: A child might simply say 'yes, because she was scared' without connecting that to any specific moment in the text. The answer children need to give must refer to something in the story to support their prediction, otherwise it does not score.

Model answer: I think maybe she will change her behaviour, but only for a little while. At the end of the story she 'rode the rest of the way home at a gentle walk', which suggests the warthog encounter frightened her and she had learnt her lesson. However, the text also tells us that 'Martine had paid almost no attention' to her grandmother's rules about speed, and that she had 'defied her' before even after being told riding at night was dangerous. This shows she is stubborn and thrill-seeking, so it is likely she will go back to her wild ways before long.

Question 21 (3 marks)

Answer: Any three of these qualities, with at least some reference to the text to support them: she is fun-loving and carefree; she is brave and adventurous; she is resilient and calm under

pressure; she is unconventional; she is strong-willed, determined or independent. The answer also accepts that she has a deep connection with and empathy for animals.

Before your child looks back at the story, ask them to think about what kind of person Martine is from what they remember. Ask: "What sort of character do you think Martine is, and what makes her interesting to read about?"

Scattered across the whole Wild Ride extract, children can build a portrait of Martine's character and explain why readers might find her appealing. **One mark** rewards a single acceptable character quality, for example noting she is brave because she rides a giraffe at speed. **Two marks** require either two distinct qualities, or one quality backed up with a textual example, such as noting she is adventurous because 'she was almost unseated' yet kept going. **Three marks** require three acceptable qualities, or two with at least one properly evidenced from the text. Children should not simply say 'she likes animals' - that is too vague; they need to show what is appealing about her personality or her actions.

Watch out: A general statement such as 'she loves animals' is not enough on its own - the answer needs to identify a specific character quality that would appeal to readers, such as her bravery, her independence or her resilience.

Model answer: Martine is **adventurous and brave**, which many readers would find exciting - she rides a white giraffe at full speed across the savannah even though it is dangerous. She is also **strong-willed and independent**: she ignores her grandmother's rules and does things her own way, which many young readers might admire. On top of that, she is **calm and resilient under pressure** - even when she is dangling under Jemmy's chest with a warthog attacking, she stays focused and talks Jemmy into moving forward rather than panicking.

Question 22 (1 mark)

Answer: The correct matching is: setting = 'Dawn was casting spun-gold threads'; past events = 'For a while Martine had defied her'; action = 'In the instant before her body parted company'; lesson = 'That would teach her to show off'.

Look at the four quotations on the right-hand side with your child and cover the labels on the left. Ask: "Which of these sounds like a description of the time and place, which sounds like something that happened in the past, which is happening right now in the story, and which is a lesson learnt?"

Each quotation signals a different narrative function. Dawn was casting spun-gold threads describes the time and place, so it matches **setting**. For a while Martine had defied her recaps what happened before this ride began, so it matches **past events**. In the instant before her body parted company is mid-action during the warthog encounter, so it matches **action**. That would teach her to show off reflects what Martine learns from the experience, so it matches **lesson**. All four must be correct to receive the single mark.

Watch out: A child might match 'For a while Martine had defied her' to 'setting' because it mentions the grandmother's rules, but that quotation refers to past behaviour before the ride, not to where or when the story takes place.

Question 23 (1 mark)

Answer: The word 'spat' suggests the island was formed with great force or suddenness - as if it was violently thrown or ejected from the ocean by the volcano.

Point your child to the paragraph beginning 'For thousands of years' and ask them to read the first sentence carefully. Ask: "What picture does the word 'spat' put in your head about how the island appeared?"

The paragraph beginning 'For thousands of years' describes Mauritius being 'spat out of the ocean floor by an underwater volcano'. Children need to think about what the word **spat** implies beyond the literal meaning: spitting is a forceful, sudden action - things are expelled powerfully and without precision. A child might note it suggests the island appeared rapidly and with enormous energy, or that the sea carelessly expelled something. Any of these ideas - forcefulness, suddenness, or being randomly ejected - will score the mark. Simply restating that a volcano erupted will not score.

Watch out: A child who simply describes how a volcano erupts - without explaining what 'spat' itself suggests - will not score, as the question asks about the specific effect of that word choice.

Question 24 (1 mark)

Answer: The dodos were curious and unafraid because they had never encountered predators before, so they had no reason to fear the humans and their animals.

Before your child looks back at the text, ask them to think about what kind of place Mauritius was before humans arrived. Ask: "Why do you think the animals there might never have learned to be afraid of other creatures?"

The paragraph beginning 'For thousands of years...' establishes that Mauritius had '**no predators to speak of**' before humans arrived. Children need to connect this to the question: because the dodos had never faced danger from other creatures, they simply did not know they should be afraid. When humans arrived with dogs, cats, and rats, the dodos had no experience of threat. A child should show they understand this ignorance of danger, not just repeat that the dodos were 'stupid' - the official answer explicitly rejects that.

Watch out: A child might say the dodos were stupid or silly, as the text mentions the name 'dodo' meant 'silly bird'. However, the official answer does not accept this - the point is that they had never experienced predators, not that they were unintelligent.

Question 25 (1 mark)

Answer: The word children need to find and copy is 'unique'.

Direct the child to the paragraph on page 10 that describes the island's wildlife being destroyed. Ask: "Can you find one word in that paragraph that means the animals were only found on this island?"

On page 10 of the reading booklet, the text describes Mauritius as a haven for 'a variety of unusual species' and uses the word **unique** to describe the island's wildlife: 'much of the island's unique wildlife had been wiped out forever.' Unique means one of a kind, found nowhere else, which is exactly what the question is asking for. Children must copy the word accurately as written in the text.

Watch out: A child might write 'unusual' as it appears in the same passage, but 'unusual' means strange or rare, not specifically found only in that one place. Only 'unique' carries the meaning of found nowhere else.

Question 26a (1 mark)

Answer: Any two of these: it was warm; there was plenty of food; there were no predators (it was safe); it was isolated.

Ask your child to find the paragraph that describes Mauritius before humans arrived and read it carefully. Ask: "What made Mauritius a good place for animals to live?"

The paragraph beginning 'For thousands of years...' contains all the information needed. The text says the island had '**warm sun, plentiful food and no predators to speak of**', giving three clear reasons. Children need to pick any two of these for the single mark. A common slip is to copy the whole phrase as one reason rather than identifying two separate points, so it is worth checking that children have named two distinct features.

Watch out: A child might write that the island was isolated as their only answer, which alone is not enough for the mark - two reasons are needed.

Question 26b (1 mark)

Answer: Any two of these: the dodo was hunted for food by humans, cats or dogs; the dodo could not fly away to escape; rats ate the dodo's eggs and chicks; the dodo had no experience of predators.

Ask your child to find the paragraph on page 10 that begins 'One of the victims...' and read it carefully. Ask: "What two things does this paragraph tell us about why the dodo died out?"

The paragraph beginning One of the victims... to the bottom of page 10 contains all the evidence children need. The text states that **'the adult birds fell prey to dogs and cats'** and that **'their eggs and chicks, defenceless in their nests on the ground, were easy pickings for rats'**. Children should give any two distinct reasons from these: being hunted for food, being unable to fly away, having eggs or chicks eaten by rats, or having no previous experience of predators. Both reasons must come from this specific paragraph to count.

Watch out: A child might mention that dodos were silly or stupid, but the text does not give this as a reason for extinction and it is not an acceptable answer.

Model answer: 1. The dodo was hunted by dogs and cats (or humans) and could not fly away to escape. 2. Rats ate the dodo's eggs and chicks, which were defenceless in nests on the ground.

Question 27 (1 mark)

Answer: The word 'invaders' suggests the humans were unwanted, took over by force, or had no right to be there. Any of these count: they were violent/destructive; they conquered the island; they came uninvited.

Point your child to the paragraph beginning 'One of the victims' and ask them to find the word 'invaders'. Ask: "What does the word 'invaders' make you think about the kind of people who arrived on Mauritius?"

The paragraph beginning One of the victims uses the word **invaders** to describe the arriving humans. Children need to think about what that word implies beyond simply 'arrived' - an invader forces their way in, takes over, and has no legitimate claim. The text shows humans 'descended on this paradise' and within decades wiped out much of the wildlife, so **invaders** carries the idea of hostility, conquest, or unwelcome intrusion. A child who says simply 'they came to the island' has not engaged with the word's connotation and will not score.

Watch out: A child might write that the humans 'arrived on the island', but this repeats what happens rather than explaining what 'invaders' suggests about how or why they came - the connotation of force or unwelcome takeover is required.

Question 28 (1 mark)

Answer: Artists were not accurate because they had no real knowledge of natural history, wanted to make colourful pictures rather than record the true likeness, or had not actually seen the dodo themselves.

Ask your child to find the part of the text that talks about how the dodo was drawn or painted before cameras existed, then read it carefully. Ask: "Why might those drawings not be completely accurate?"

The second paragraph on page 11 is where children should look. The text states that artists 'had no knowledge of natural history and were more interested in producing colourful paintings of animals than recording their true likeness'. Children need to convey that the artists prioritised appearance over accuracy, or that they lacked scientific knowledge of the bird. Any one of these three routes earns the mark: they did not know what the dodo really looked like; they wanted attractive rather than accurate pictures; or they lacked natural history knowledge.

Watch out: A child might write that nobody today knows what the dodo looked like - but the question is about why past artists' drawings were inaccurate, not about our current knowledge. That answer does not score.

Question 29 (1 mark)

Answer: The word 'parched' means very dry, lacking water. A child could also say the environment was like a desert, or that the ground was baked and scorched.

Point your child to the sentence containing the word 'parched' and ask them to read it carefully, paying attention to what the mud flats provided that everywhere else lacked. Ask: "What does this sentence tell you was missing from most of the environment around the mud flats?"

The sentence sets up a contrast: the mud flats offered freshwater, while everywhere else was **parched**. Children need to focus on that contrast to work out the meaning - if the mud flats were the only source of fresh water, the surrounding environment must have been completely dry. The answer children need to give is a reference to the absence of water, such as 'dry' or 'without water'. Simply writing 'hot' is not enough; the answer must convey the lack of water, not just heat.

Watch out: Writing 'hot' alone does not score - the answer must refer to the absence of water, not just temperature.

Question 30 (1 mark)

Answer: The answer children need to copy is 'it is thought' (or just 'thought').

Point your child to the paragraph beginning 'Then, in 2005' and ask them to read it carefully, looking for a word or short phrase that shows the scientists were not completely certain. Ask: "Can you find the words that tell you scientists were not sure – that they were only guessing what happened?"

In the paragraph beginning Then, in 2005... on page 11, the sentence reads: 'It is thought that most of the animals, while trying to reach the slowly receding waters of the lake, became stuck and died of thirst or suffocation.' The phrase '**it is thought**' signals uncertainty – scientists are inferring what happened rather than stating it as fact. Children need to copy exactly it is thought (or simply thought); the maximum quotation allowed is it is thought that.

Watch out: A child might copy a longer phrase such as 'became stuck and died of thirst or suffocation', but that describes what happened rather than showing uncertainty about it. Only a word or phrase signalling doubt earns the point.

Question 31 (1 mark)

Answer: The correct option to tick is 'rebuild the reputation of the dodo'.

Point your child to the last two paragraphs of 'The Way of the Dodo' on page 11 and ask them to think about what the article says humans got wrong about the dodo. Ask: "What does the article say scientists are changing their minds about when it comes to the dodo?"

The second paragraph of the article on page 10 sets up the question by asking 'what is the **truth** about the dodo?' and explains that myths made the dodo appear fat and silly. The final paragraphs argue that scientists are beginning to 'see the bird in a new light' and that the dodo 'was badly misjudged'. Children need to connect rehabilitate the image with restoring how the dodo is thought of - its reputation - rather than anything physical like a painting or model.

Watch out: A child might be tempted by 'restore a painting of the dodo' because the article discusses inaccurate drawings, but 'image' here means reputation or how the dodo is regarded, not a physical picture.

Question 32 (1 mark)

Answer: The bones showed the dodo was actually much slimmer than pictures had suggested, and/or that the dodo had survived a devastating drought, proving it was a resilient bird capable of surviving hardship.

Before your child looks back at the text, ask them to recall what they found out about the dodo bones and why scientists were excited about them. Ask: "What do you remember about what the dodo bones proved about the dodo?"

The final section of the article, beginning 'This discovery is helping to rehabilitate the image', contains the evidence children need. The text states the bones showed the dodo was '**a much slimmer bird than any pictures suggest**', directly challenging the myth of a fat, silly creature. It also states that the dodo surviving for 4,000 years after a catastrophic drought is '**an indication of the bird's ability to survive**'. Either of these points earns the mark: a child might note the slimmer body shape, or the evidence of resilience. Both demonstrate how the bones changed the dodo's reputation for the better.

Watch out: A child might write only that scientists 'found out more about the dodo' without specifying what changed - a vague answer like this does not demonstrate understanding of why the image changed.

Model answer: The bones showed that the dodo was actually a much slimmer bird than any pictures had suggested. They also showed that the dodo had survived a severe drought 4,000 years ago, proving it was a strong and resilient animal, not a fat, silly creature.

Question 33 (1 mark)

Answer: The correct order is: Summary of the plight of the dodos = 1 (given), Humans arrived on Mauritius = 2, Reasons for the extinction of the dodo = 3, An explanation for the unreliable evidence = 4, New information is discovered about the dodo = 5, An important lesson is learnt = 6.

Before checking the order, ask your child to flick back through the dodo article and tell you, in their own words, what each section is roughly about. Ask: "Can you point to where the article first talks about humans arriving on Mauritius?"

Children need to match each summary label to the sequence of paragraphs in the article. The article opens with an overview of the dodo's disappearance (1 - already given), then describes humans arriving on Mauritius (2), then explains why the dodo died out (3), then discusses why old drawings were unreliable (4), then introduces the 2005 bone discovery (5), and finally ends with the moral lesson about human impact (6). All five remaining numbers must be correct to gain the mark.

Watch out: A child might place 'An explanation for the unreliable evidence' as number 3, confusing the paragraph about artists' drawings with the paragraph about reasons for extinction. The reasons paragraph comes before the discussion of unreliable evidence.

Model answer: An important lesson is learnt: 6 Reasons for the extinction of the dodo: 3 Summary of the plight of the dodos: 1 New information is discovered about the dodo: 5 An explanation for the unreliable evidence: 4 Humans arrived on Mauritius: 2

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