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REVISION GUIDES • WORKBOOKS • PRACTICE PAPERS

KEY STAGE 2 SATS

2018 KS2 English Reading

Answers Explained

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How to beat each question type

Retrieve and record (2b)

1. Ask the child to re-read the relevant section of the text carefully before writing anything.
 2. Encourage the child to find the exact words or phrase in the text that answer the question, rather than relying on memory.
 3. Remind the child to check their answer matches what the question is asking for – for example, if it asks for one reason, only one reason is needed.
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Find and copy (2a)

1. Help the child identify which part of the text the question is pointing to, using any page or section reference given.
 2. Ask the child to scan for the key word or phrase that matches the meaning described in the question – the answer must come directly from the text.
 3. Remind the child to copy the word or phrase accurately, including correct spelling, as it appears in the text.
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Tick one (multiple choice) (2b)

1. Ask the child to read all the options carefully before ticking anything, making sure none are skipped.
 2. Encourage the child to go back to the text and check which option is best supported by what the text actually says.
 3. Remind the child that only one tick is needed, even if more than one option seems possible – they should choose the one that fits best.
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Word meaning in context (2a)

1. Ask the child to read the whole sentence containing the word, not just the word on its own, so the context is clear.
 2. Encourage the child to try substituting each option into the sentence to see which one makes the best sense.
 3. Remind the child that the answer should fit the meaning in this specific sentence, not just a general definition of the word.
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Inference: how can you tell? (2d)

1. Ask the child to think about what the text suggests or implies, not just what it states outright – what clues does the writer give?

2. Encourage the child to find a specific word, phrase or detail from the text to support their idea, as the question often asks for evidence.
 3. Remind the child to explain the link between their evidence and their impression clearly, in their own words.
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Sequencing or ordering (2b)

1. Ask the child to re-read the relevant section of the text to find where each event or fact is mentioned.
 2. Encourage the child to number or note down the order in which things appear in the text before filling in the boxes.
 3. Remind the child to check their completed sequence makes logical sense from start to finish before moving on.
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Summarise main ideas (2c)

1. Ask the child to think about what the whole section or page is mostly about, rather than focusing on one small detail.
 2. Encourage the child to check each option against the full section – the correct summary should cover the main idea, not just a part of it.
 3. Remind the child that the best summary is the one that describes the overall message or purpose of the whole passage, not a single fact within it.
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Question 1 (1 mark)

Answer: Around 1600 giant pandas currently live in the wild.

Ask your child to read the very first paragraph of The Giant Panda Bear text. Ask: "What number does the text give for how many giant pandas are still living in the wild?"

The answer sits in the very first paragraph of The Giant Panda Bear. The text states '**only around 1600 giant pandas still survive in the wild**', so children simply need to locate and copy that number. The word 'around' signals it is approximate, which is why the question uses 'approximately'. Children do not need to explain or infer anything here.

Question 2 (1 mark)

Answer: Their fur helps to disguise or camouflage them in the snowy and rocky surroundings where they live.

Ask your child to find the Appearance section and read it carefully. Ask: "What do some scientists think the black and white fur does for the panda in the wild?"

Under the **Appearance** subheading on page 4, the text explains that pandas have 'thick black and white fur, which some scientists think may be to disguise them in the snowy and rocky surroundings where they live.' Children need to convey the idea of disguise or camouflage - hiding in their environment. Answers that only mention fur keeping pandas warm do not score, because the question specifically asks how fur helps survival in terms of what some scientists believe.

Watch out: A child might write that the fur keeps pandas warm, but the official answer requires the idea of disguise or camouflage - the question is about what scientists specifically suggest, not general uses of fur.

Question 3 (1 mark)

Answer: Children should mention either their razor-like claws or their powerful jaws (that can crush and grind bamboo).

Before your child looks back at the text, ask them to think about what they remember about a panda's body. Ask: "What do you remember about a panda's claws or jaws that might make it dangerous?"

The question points children to the 'Appearance' section on page 4. It asks for inference: the size and weight have already been given as examples, so children must find a different detail that suggests danger. The text states pandas '**have razor-like claws**' and '**powerful jaws for crushing and**

grinding bamboo' - either of these earns the mark. Importantly, children must convey the threatening quality: saying just 'claws and jaws' without indicating what makes them dangerous is not enough.

Watch out: A child might simply write 'they have claws and jaws' without explaining the dangerous quality - sharp, razor-like claws or powerful, crushing jaws must be conveyed for the answer to count.

Question 4 (1 mark)

Answer: Pandas spend the majority of their time eating or feeding.

Point your child to the Diet section on page 4 of the reading booklet and ask them to read it carefully. Ask: "According to this section, what do pandas spend most of their day doing?"

The **Diet** section on page 4 is where children should look. The text states 'they need to eat for most of the day' and specifies they spend '**10 to 16 hours feeding**', making eating clearly the dominant activity. A child just needs to identify feeding/eating as the answer. Beware: the question asks what they spend the majority of time doing, so only eating should be mentioned.

Watch out: A child might write 'eating bamboo and sleeping' - but the official answer does not accept answers that mention a second activity alongside eating, as only eating is supported as the majority activity.

Question 5 (1 mark)

Answer: The correct order is: A cub weighs about the same as an apple = 1 (given); A cub develops black spots = 2; A cub eats bamboo for the first time = 3; A cub weighs 31 to 36 kilograms = 4; A cub leaves its mother = 5.

Point the child to the 'Cubs' section on page 4 of the reading booklet and ask them to read it aloud. Ask: "Can you put these five things in the order they happen to a panda cub as it grows up?"

The Cubs section on page 4 lists these events in sequence. Children need to read carefully: newborns weigh around 150 grams (about an apple), then 'the black spots develop after about a month', then 'they begin eating bamboo at six months', then 'weigh 31 to 36 kilograms at the end of the first year', and finally 'cubs stay with their mother for two to three years' before leaving. All five boxes must be correct to earn the mark.

Watch out: A child might place 'A cub weighs 31 to 36 kilograms' before 'A cub eats bamboo for the first time', but the text says bamboo eating starts at six months and the 31-36 kg weight is reached at the end of the first year - so eating bamboo comes first.

Question 6a (1 mark)

Answer: Giant pandas have the same type of body shape as other bears.

Before looking at the answer, ask your child to find the Appearance section on page 4 and read the very first sentence aloud. Ask: "What does the text say giant pandas have in common with other bears?"

The **Appearance** section on page 4 opens with the direct comparison: 'Giant pandas have the same type of body shape as other bears.' Children simply need to relay this point in their own words. The key is that the comparison must come from what the text explicitly states, not from general knowledge about bears. Answers such as 'they are both furry' or 'they like honey' draw on outside knowledge and do not count.

Watch out: A child might write that pandas are furry like other bears, but that comparison is not stated in the text and does not count.

Question 6b (1 mark)

Answer: Giant pandas cannot hibernate in winter, unlike other bears. A child could also say they need to eat every day, or that they have thick black and white fur (which other bears do not).

Point your child to the 'Other interesting facts' section on page 4 and ask them to read it carefully. Ask: "What does this section tell us that pandas do differently from other bears?"

The **Other interesting facts** section states 'Giant panda bears have to eat every day which means, unlike other bears, they cannot hibernate in the winter.' That phrase 'unlike other bears' is the direct comparison children need to use. The most straightforward answer is that giant pandas cannot hibernate. Children should link this to the daily eating requirement to show they understand why it is different, though simply stating they cannot hibernate is sufficient. Unusual black and white fur is also accepted as a difference.

Watch out: A child might write 'they don't eat meat often' - but the official answer does not accept points drawn from general knowledge that are not presented as a direct comparison with other bears in the text.

Question 7 (1 mark)

Answer: Children should tick 'some giant pandas live in the same area.'

Ask your child to find the 'Other interesting facts' section and read the last bullet point carefully. Ask: "What do the new studies show about how giant pandas live?"

The **Other interesting facts** section contains the key sentence: new studies show that small groups of pandas can share a large territory. Children need to match this to the correct tick-box option. The first option is wrong because it states the opposite of what new studies show. The word 'recently' in the text signals a change in scientific understanding, which children should link to the idea of sharing territory.

Watch out: A child might tick 'giant pandas always spend most of their lives alone' because the text mentions that scientists used to think this - but the question asks about what recent studies now show, and that option describes the old belief, not the new finding.

Question 8 (1 mark)

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

Ask your child to find the last sentence of the section headed 'Why are people concerned about the giant panda?' and read it aloud. Ask: "Which single word in that sentence tells you there are still things we don't fully know about giant pandas?"

In the section headed **Why are people concerned about the giant panda?**, the final sentence refers to 'these puzzling creatures.' Children need to recognise that 'puzzling' means there are things about giant pandas that are not yet understood or explained - it directly signals mystery or lack of knowledge. The question is a find-and-copy, so the child must lift the exact word from the text rather than paraphrase it.

Watch out: A child might write 'mysterious' from the opening paragraph, but that word does not appear in the specified section. The question directs children specifically to the 'Why are people concerned' section, so only 'puzzling' is correct.

Question 9 (1 mark)

Answer: Children should tick 'essential'.

Point your child to the sentence containing the word 'vital' on page 5, in the section about why people are concerned. Ask: "What do you think the word 'vital' means in this sentence?"

The phrase cutting off a vital food supply appears in the 'Why are people concerned about the giant panda?' section on page 5. Children need to understand that **vital** means absolutely necessary, not merely useful or available. The surrounding context – bamboo supplies are disappearing, threatening the pandas' survival – confirms that the food supply is essential for pandas to live. The other options ('available', 'useful', 'healthy') are weaker: something can be useful without being essential, and the panda would die without this food source.

Watch out: A child might be tempted to tick 'useful' because it sounds similar in meaning, but 'useful' does not carry the strong sense of being absolutely necessary for survival that the context demands.

Question 10 (2 marks)

Answer: Children should give two different reasons. Any two of these count: very few giant pandas are born each year in the wild; not all cubs survive; bamboo supplies are diminishing; humans are moving into pandas' territory; poaching/humans killing pandas; very few pandas are in captivity to boost numbers.

Ask your child to find the section headed 'Why are people concerned about the giant panda?' and read it carefully. Ask: "Can you find two different reasons why giant pandas might die out?"

The 'Why are people concerned?' section on page 5 contains all the evidence children need. For **two marks**, children must identify two separate reasons. The text states 'only a few are born in the wild each year and they do not always survive' - that covers two distinct points on its own. Further reasons include 'bamboo supplies are diminishing', 'poaching and humans moving into the pandas' territory', and 'very few pandas in zoos'. Children should not simply say numbers are falling without explaining why - vague answers that restate extinction without a cause will not score.

Watch out: A child might write something like 'because their numbers are going down' - this just restates extinction without giving a cause, and will not score.

Model answer: 1. Very few giant pandas are born in the wild each year, and not all of them survive. 2. Bamboo supplies are diminishing, cutting off their vital food supply.

Question 11 (1 mark)

Answer: People can help by adopting a panda (donating money to research, protect and monitor them), by creating panda reserves, or through breeding programmes in zoos.

Ask your child to find the section headed 'How can people help?' on page 5 and read it carefully. Ask: "Can you find one thing people are actually doing to help giant pandas survive?"

The **How can people help?** and **What about the future?** sections on page 5 both contain relevant information. Children need to identify any one way people are actively helping - for instance, 'there are projects where people are invited to adopt a panda', with money going towards researching, protecting and monitoring them. Equally valid are references to the 50 panda reserves created by the Chinese government, or breeding programmes in captivity. The official answer accepts any one of these. Note that saying people are 'trying to return pandas to the wild' alone does not count.

Watch out: A child might write that people are trying to return pandas to the wild - this does not count on its own as an answer to this question.

Question 12 (1 mark)

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

Ask your child to find the 'What about the future?' section and read it carefully. Ask: "Can you find one word in this section that suggests the work of helping giant pandas is not easy?"

In the 'What about the future?' section, the text states 'the next challenge is to return them to the wild'. The word **challenge** signals that this task is difficult or demanding. Children should spot that 'challenge' implies effort and difficulty, making it the precise word that shows helping the giant panda is not easy. The question is a find-and-copy, so the word must be copied accurately from the text.

Watch out: A child might write 'reserves' or 'captivity', but those words describe places, not difficulty. Only 'challenge' carries the meaning that something is hard to do.

Question 14 (1 mark)

Answer: Children should tick 'How people are working to save giant pandas.'

Ask your child to read the headings on page 5 of the reading booklet and think about what they all have in common. Ask: "What is the main thing that all the sections on this page are about?"

Page 5 covers several topics: concern about extinction, the 'adopt a panda' scheme, captive breeding, panda reserves, and the Chinese word for panda. Children need to identify which single statement best covers all of these sections together. The correct choice, **'How people are working to save giant pandas'**, is the only option that unifies every section on the page. The other options each only describe one small part: naming ('Xiongmao') is just one 'Did you know?' fact, fundraising is only one paragraph, and territory change is barely mentioned.

Watch out: A child might tick 'How charities raise money for giant pandas' because the 'adopt a panda' scheme is mentioned, but that covers only one small section rather than the whole page.

Question 15 (1 mark)

Answer: Children should tick: 'Giant pandas are fascinating animals' = Opinion; 'Giant pandas' main food in the wild is bamboo' = Fact; 'Giant panda cubs weigh about 150g when born' = Fact. All three must be correct to score the mark.

Cover the question and ask your child to think about what makes something a fact versus an opinion, without looking at the options. Ask: "Can you tell me the difference between a fact and an opinion, and give me an example of each?"

The distinction between fact and opinion is what this question tests. A **fact** is something that can be proved; an **opinion** is a judgement or belief. The word fascinating in the first statement is a personal judgement - it cannot be measured or proved, making it an opinion. The second and third statements are verifiable pieces of information found directly in the text: 'their main diet is bamboo' and 'Newborn cubs weigh around 150 grams' confirm both as facts. Children must get all three rows correct to score the mark.

Watch out: A child might mark 'Giant pandas are fascinating animals' as a fact because it appears in an information text, but the word 'fascinating' is a personal judgement, not a provable statement.

Question 16 (1 mark)

Answer: Any one of these words from the first verse counts: 'protective', 'enfold', 'warm', or 'smile'.

Ask your child to read the first verse carefully and find any single word that makes the grannie sound like she kept the poet safe. Ask: "Can you find one word in the first verse that shows the grannie made the poet feel safe?"

The first verse of the poem contains several words that convey safety and comfort. Children need to find and copy one word that shows the grannie made the poet feel safe as a boy. The strongest choices are **'protective'** (used directly in 'a warm, protective shawl') and **'enfold'** (meaning to wrap around and shelter), though 'warm' and 'smile' are also accepted. The child must copy the word accurately from the text to secure the mark.

Watch out: A child might write 'safe' itself, as the second verse begins 'I knew that I was safe', but that word is not in the first verse, which is where the question directs children to look.

Question 17 (1 mark)

Answer: She did not punish him - she never told him off or scolded him, no matter what he had done.

Ask your child to look at the second verse of the poem and find the lines that describe what grannie did or did not do when the poet behaved badly. Ask: "How did his grannie react when he had done something wrong?"

The second verse of the poem contains the direct answer. Children need to find the line '**But never punished me when I was bad**', which clearly states that the grannie's reaction to bad behaviour was to do nothing by way of punishment. The answer children need to give must reference this idea of not punishing or not scolding. Simply saying she 'stayed the same' or 'didn't mind' is not enough - the response must show she actively chose not to punish him.

Watch out: A child might write that she 'didn't mind' or 'stayed calm' - but the official answer requires a clear reference to not punishing him, not just a vague sense of acceptance.

Question 18 (2 marks)

Answer: Any two of these count: she is gentle or kind; she is protective; she is understanding; she is tolerant.

Ask your child to think about the grannie before looking back at the poem. Ask: "Aside from being big and powerful, what kind of person do you think the grannie is in that verse?"

The second verse of the poem contains the evidence children need. The question has already noted that mountainous between me and my fear shows power, so children must look elsewhere in the same verse for different impressions. The lines '**Yet oh, so gentle**', '**she understood / Every hope and dream I ever had**', and '**never punished me when I was bad**' show gentleness, deep understanding, and tolerance. Each impression earns one mark, up to a maximum of two. Children do not need to quote directly, but their answer must clearly convey one of these qualities, not simply repeat 'big and powerful', which is already given in the question.

Watch out: A child might write that the grannie is big or powerful, but the question specifically states those impressions have already been given - repeating them will not score.

Model answer: 1. She is gentle and kind - the poem says 'yet oh, so gentle', showing she is caring despite her size. 2. She is understanding - she 'understood every hope and dream' the poet ever had, showing she truly listened to him.

Question 19 (1 mark)

Answer: Any one of these counts: the poet was left lame (unable to walk properly); he was sent home and put in hospital; his grannie was able to visit him because the hospital was near where she lived.

Before revealing anything, ask the child to find the verse that mentions the war injury and read it aloud. Ask: "What happened to the poet because he was wounded?"

The third verse of the poem contains the key details. Children should read it carefully and find a direct consequence of the injury. The text says the poet was '**still very lame**', which tells us the injury left him unable to walk properly. It also says being in hospital brought him close to the town where his grannie lived, making her visit possible. Any one of these consequences earns the mark.

Watch out: A child who simply writes 'he was injured in the war' has not identified an effect of the injury - they have just restated the question. The answer needs to name something that happened as a result.

Question 20 (1 mark)

Answer: The group of words that means 'took the opportunity' is: seized the chance.

Ask your child to find the verse that begins 'Years later' and read it carefully. Ask: "Can you find the words that mean the same as 'took the opportunity'?"

In the third verse, beginning Years later..., the phrase '**seized the chance**' is the find-and-copy answer. Children need to locate the line 'And so I seized the chance / To write and ask if she could visit me' and copy those three words. The word seized conveys grabbing an opportunity eagerly, which is exactly what 'took the opportunity' means. The full permitted quotation runs as far as 'To write and ask if she could visit me', but the core answer children need to give is 'seized the chance'.

Watch out: A child might copy too much of the line. The answer needed is 'seized the chance' - copying further words is acceptable but the minimum required is those three.

Question 21 (1 mark)

Answer: The child should write that the poet asks his grannie to visit him (in hospital).

Point the child to the verse beginning 'Years later' and ask them to read it carefully. Ask: "What does the poet write to his grannie asking her to do?"

In the third verse, the line 'To write and ask if she could visit me' makes the answer clear and direct. Children need to retrieve this specific detail: the poet writes a letter asking his grannie to come and see him. A general answer such as 'to write to him' does not score, as the question asks what he asks her to **do**, which is to visit.

Watch out: A child might write that the poet asks his grannie to write to him, but the text is clear that he writes to her asking her to visit - the request is for a visit, not a letter in return.

Question 22 (2 marks)

Answer: The words 'vividly recall' mean to remember clearly and strongly - both the idea of remembering AND the idea of clarity are needed for full marks.

Point your child to the last verse, which begins 'She came.' Ask them to read the phrase 'vividly recall' aloud and think carefully about each word on its own. Ask: "What does each of those two words add to the meaning - what do they tell us together?"

The phrase appears at the start of the final verse: 'She came. And I still vividly recall...' Children need to unpack both words separately. '**Recall**' means to remember, and '**vividly**' means with great clarity or sharpness - like a vivid picture in the mind. To earn both marks, children must capture both elements: remembrance and clarity together, for example 'remember clearly' or 'remember strongly'. A response that gives only one element - such as 'he can remember it' or just 'clearly recall' without explaining what is being recalled - earns only one mark.

Watch out: A child who writes only 'remember' or only 'clearly' captures just one element and earns only one mark. Both the idea of remembering and the idea of doing so clearly must be present.

Model answer: The words 'vividly recall' mean to remember something very clearly and strongly, as though it is still happening now.

Question 23 (2 marks)

Answer: The weird thing is that his grannie seemed tiny and frail when he visited, yet he had remembered her as huge and powerful. The poet finds it strange because his childhood memory made her seem enormous, but now he is grown up, she appears small.

Before your child looks back at the poem, ask them to think about what the poet remembered about his grannie from when he was a boy, and what he actually sees when she walks into the hospital ward. Ask: "Why do you think the poet uses the word 'weird' when he sees his grannie again?"

The last verse is where children need to look. The poet calls it weird because his memory of his grannie as '**mountainous**' and protective clashes completely with what he sees: 'Huge grannie was so small! / A tiny, frail, old lady.' For **one mark**, children should note that she seems smaller or more frail than expected. For **two marks**, children must explain the shift in perception - that as a child she seemed enormous and powerful, but now he is an adult, he realises his childhood view was distorted, or that time has made her frail. The key insight is that it is his changed perspective (or the passage of time) that makes this so striking, not simply that she has aged.

Watch out: A child who simply writes 'she has got much older' will not reach two marks, as noting age alone misses the key point about changed perception.

Model answer: When the poet was a child, his grannie seemed huge and powerful, like a mountain that kept him safe. But when he sees her as an adult, she is a tiny, frail old lady. He finds it weird because his childhood memory made her seem so large, yet now he is grown up, she appears completely different - his perspective has changed.

Question 24 (1 mark)

Answer: She hesitates because she is not sure she will recognise him after so many years, or because she is nervous about seeing how badly he has been injured.

Before your child looks back at the poem, ask them to think about how the grannie must be feeling as she walks towards someone she hasn't seen since he was a boy and who is now a wounded soldier. Ask: "Why do you think she might pause before looking at him?"

The last verse describes the grannie slowly making her way through the hospital ward and then pausing just before she looks at the poet. Children need to infer why she stops. The poem tells us she **hesitates** and **peered**, suggesting uncertainty. Two reasons are acceptable: she may not recognise her grandson, having last seen him as a child, or she may be anxious about the state of his injuries. Either one earns the mark. Simply saying 'she hasn't seen him for a long time' without linking that to recognition or anxiety about his health is not enough.

Watch out: A child might write only 'she hasn't seen him for ages' - the official answer requires a specific reason such as not recognising him or being worried about his injuries, not just the length of time apart.

Question 25 (1 mark)

Answer: Her smile stayed the same. Or: she could still make the poet feel better / her love for him was unchanged. Or: she still lived in the same town.

Before your child looks back at the poem, ask them to think about what they remember of grannie from the very end of the poem - something that felt familiar or unchanged. Ask: "What do you think stayed the same about grannie, even though she had got very old?"

The last verse holds the key evidence. Despite grannie now being described as tiny, frail, old, the poem ends with '**love lit up the day**' when she smiled, showing her warmth and care are unchanged. Children should think about what remained constant about grannie across time - her physical appearance has altered dramatically, but her smile and her loving effect on the poet have not. Any one of those three dimensions (smile, love/making him feel better, location) earns the mark.

Watch out: A child who answers only that she had 'got much older' will not score, as this describes what changed, not what stayed the same.

Question 26 (1 mark)

Answer: Children need to copy the phrase 'love lit up the day' from the last verse.

Before your child looks back at the poem, ask them to think about the very last moment of the poem - how did the poet feel when his grannie smiled at him? Ask: "What words do you remember from the end of the poem that show how her visit affected him?"

The last line of the poem is where the answer children need to give is found: '**love lit up the day**'. The question asks for a group of words showing that Grannie makes a difference to the poet during her visit. This phrase captures the moment her smile transforms his experience - the word 'lit' implies brightness and warmth entering what had been described as a 'dark cold day', making the contrast emotionally powerful and clearly showing her positive impact on him.

Watch out: A child might copy a longer section of the verse rather than the key phrase. The official answer requires 'love lit up the day' - copying just 'she smiled' is too vague and does not show the difference she makes.

Question 27 (1 mark)

Answer: Children should tick 'comforting'.

Before your child looks back at the poem, ask them to picture the scene: a soldier, injured and in hospital, finally sees his beloved grandmother smile. Ask: "What one word would you choose to describe how that moment would feel?"

The final line of the poem, '**love lit up the day**', is the key. After a long separation, the grannie's smile floods the speaker - a wounded soldier lying in hospital - with warmth and love. Children need to infer the emotional effect: the visit does not shock, puzzle, or amuse him; it brings comfort and lifts his spirits. The official answer is comforting, and the bright, positive imagery of light confirms this feeling.

Watch out: A child might tick 'shocking' because the verse begins with the poet receiving a shock at seeing how small and frail his grannie has become - but that shock belongs earlier in the verse, not to the final line. The last line is about love and warmth, not shock.

Question 28 (1 mark)

Answer: The correct order is: The poet arrives in France = 2, The poet lives with his grannie = 1 (given), The poet is injured = 3, The poet's grannie visits him = 5, The poet writes to his grannie = 4.

Ask your child to read the poem verse by verse and think about what order the events happen in the poet's life. Ask: "Can you find where in the poem each of these events is mentioned?"

The poem moves chronologically through the poet's life across four verses. Children should track the narrative sequence: the poet first lives with his grannie as a child (verse 1, given as 1), then goes to war in France (verse 3: 'Years later war broke out'), is wounded there (same verse: 'was wounded while in France'), returns home to hospital and writes to his grannie (verse 3: 'I seized the chance to write'), and finally she visits him in the last verse. All four remaining events must be numbered correctly to gain the single mark.

Watch out: A child might place 'The poet writes to his grannie' as number 5 and 'The poet's grannie visits him' as number 4, reversing the final two events, but the writing happens before the visit in the poem.

Question 29 (1 mark)

Answer: Children should tick Verse 3 and Verse 4.

Before your child looks back at the poem, ask them to think about which verses describe the narrator as a grown-up rather than as a child. Ask: "Which two verses do you think are about the poet when he is an adult, and what makes you say that?"

The poem moves through the poet's life in chronological order. Verses 1 and 2 describe his childhood with his grannie and his boyhood memories. **Verse 3** begins 'Years later war broke out and I became / A soldier', placing the narrator firmly in adult life as a soldier wounded in France. **Verse 4** describes grannie's hospital visit when he is an adult patient. Both verses must be ticked for the mark; ticking only one is not sufficient.

Watch out: A child might tick Verse 2 because the second verse feels reflective and mature in tone, but it is still describing childhood memories of his grannie, not events from adult life.

Question 30 (1 mark)

Answer: Any two of these: the house was dusty; there were piles of candle wax in corners; the basins were cracked; the rooms smelt old; books had not been touched for fifty years; rooms were never used.

Before your child looks back at the text, ask them to think about what they remember from the first paragraph about the state of the inside of the farmhouse. Ask: "Without looking, what are two things that made the inside of the farmhouse seem neglected or uncared for?"

The first paragraph of Albion's Dream is rich with detail suggesting neglect. Children need to pick any two pieces of evidence from that paragraph. Strong choices include '**dust that no one had bothered to remove**', '**piles of candle wax in unlikely corners**', and '**cracked basins**'. The official answer also accepts untouched books or unused rooms. Only one mark is available, so both points together earn it - neither alone is enough.

Watch out: A child might mention the overgrown garden outside, but the question specifically asks about the inside of the farmhouse, so outdoor details from the second paragraph do not count.

Model answer: 1. There was dust that no one had bothered to remove. 2. There were cracked basins.

Question 31 (1 mark)

Answer: Children should tick 'It seemed stuck in the past.'

Ask your child to read both opening paragraphs and think about the overall feeling they give of the farmhouse as a whole. Ask: "If you had to describe the farmhouse in one sentence, what would you say about it?"

Both opening paragraphs of the farmhouse description build a picture of a place unchanged over time: books unhandled for fifty years, dust nobody removed, candle wax in unlikely corners, a lawn hardly walked on, and the poignant smells of animals and harvests of a bygone age. Children need to read across both paragraphs and choose the option that best covers everything described, not just one detail. **It seemed stuck in the past** captures that overall impression. The other options are contradicted or not supported: the place clearly fascinated Edward (not lifeless), people did choose to be there, and there is no comparison made between outside and inside.

Watch out: A child might be tempted to tick 'The outside was better looked after than the inside' because the garden is described as neglected, but the text does not actually compare the inside and outside in that way.

Question 32 (1 mark)

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

Before your child looks back at the text, ask them to think about what Em Sharp's role in the farmhouse seemed to be. Ask: "What word do you think the text uses to show that Em Sharp was the one in charge of everything?"

On page 9, the text describes Em Sharp as **'the true guardian of the place and of the memories of the family'**. Children need to recognise that guardian means someone who is responsible for protecting or overseeing something, which shows Em Sharp was in charge. The question asks for one word copied exactly, so the answer children need to give is simply: guardian.

Watch out: A child might write 'determined' (from the phrase about nothing changing), but that describes Em Sharp's attitude, not her role or authority over the house.

Question 33 (1 mark)

Answer: The child should tick 'was free to do what he wanted.'

Point your child to the second paragraph on page 9, where Edward is left alone in the house. Ask: "What do you think 'left to my own devices' means – what kind of situation is Edward in?"

The phrase left to my own devices appears in the second paragraph on page 9, just after the detail that Jack had gone out on business. Children need to recognise that the phrase means Edward had no one supervising him and could choose what to do – in other words, he was free to act independently. The text immediately confirms this by listing all the things he decided to do on his

own, such as visiting the dogs and exploring the rooms. The correct tick-box option captures this meaning precisely.

Watch out: A child might tick 'had a good imagination' because the story involves exciting exploration, but the phrase itself simply means Edward was unsupervised and free to act as he wished – it says nothing about imagination.

Question 34 (1 mark)

Answer: The child should tick 'spaces'.

Ask your child to read the sentence containing the word 'recesses' carefully. Ask: "What do you think the word 'recesses' means in this sentence?"

The phrase dark recesses of the shelf appears on page 9 of the Albion's Dream extract, where Edward notices something hidden at the back of the bookcase. Children need to recognise that **recesses** refers to the dark, hidden spaces set back from the front of the shelf. 'Spaces' is the closest match because recesses are areas that are tucked away or set back. 'Contents' refers to what is inside something, 'wood' describes the material, and 'design' refers to appearance - none of these capture the meaning of hidden, hollow areas.

Watch out: A child might be tempted to tick 'contents' because it is about what is on the shelf, but 'recesses' describes the dark hidden spaces themselves, not what is stored there.

Question 35 (1 mark)

Answer: The child should tick 'became clear to me'.

Ask your child to find the sentence in the story where Edward is thinking about the symbols on the dice. Ask: "What is happening in Edward's mind at that moment – is he confused, worried, or does something suddenly make sense to him?"

The phrase **dawned on me** appears in the sentence where Edward is puzzling over the dice symbols and suddenly realises the dice must belong to a game. Children need to recognise that 'dawned on me' describes a moment of sudden understanding – something becoming clear, not a worry or a puzzle. The phrase 'it dawned on me' is a common idiom meaning a realisation arrived, just as dawn arrives. The official answer is 'became clear to me'; the other options all suggest negative or confused feelings, which do not match the moment of realisation in the text.

Watch out: A child might be tempted to tick 'puzzled me' because Edward has just been puzzling over the symbols, but the phrase 'dawned on me' describes the moment the puzzle was solved, not the puzzlement itself.

Question 36 (1 mark)

Answer: Any two of these count: there was a thick network of cobwebs and dust behind it; there was ten years' worth of assorted debris underneath it; the box behind it was covered with grime.

Ask your child to find the part of page 9 where Edward actually moves the bookcase, then ask: "What does the writing tell us about what was behind and underneath it?"

The paragraph where Edward moves the bookcase contains three strong clues that it had not been shifted in a very long time. Children should look at the description after Edward edges the bookcase away from the wall: '**There was a thick network of cobwebs and dust**' is one clear piece of evidence. The '**ten years' worth of assorted debris**' under the bottom shelf is a second. The grimy, falling-apart box behind it also counts. Children need to give any two of these to secure the mark - one detail alone is not enough.

Watch out: A child might simply say 'it was very heavy' - but that shows it was difficult to move, not that it had been there a long time, so that alone does not score.

Model answer: 1. There was a thick network of cobwebs and dust behind it. 2. There was ten years' worth of assorted debris under the bottom shelf.

Question 37 (1 mark)

Answer: Children should give one piece of evidence from the text that shows Edward's determination, such as: he looked behind every single book; he swept out the gap under the bottom shelf with his hand; he moved the extremely heavy bookcase even though it took a long time.

Before your child looks back at the passage, ask them to think about what Edward actually did when searching for the game. Ask: "What actions did Edward take that show he really, really wanted to find that game?"

The second paragraph on page 9 describes Edward's increasingly effortful search. The key is that children must go beyond simply stating he was determined and instead point to a specific action from the text as proof. Referring to him conducting **a thorough search** - for instance 'looked behind every book' - works, as does noting he 'used my hand to sweep out the shallow gap' despite the dirt, or

that 'it was extremely heavy and it took me some time' yet he still moved the bookcase. A general phrase like 'he didn't give up' without any textual reference does not score.

Watch out: A child who writes 'he didn't give up' without any reference to what Edward actually did in the text will not score - a general statement of determination is not enough; the answer must be grounded in a specific detail from the passage.

Model answer: He moved the extremely heavy bookcase away from the wall even though it took him a long time, showing he was not going to stop until he found what he was looking for.

Question 38 (3 marks)

Answer: Children need to give two impressions of Em Sharp from page 10, each backed by evidence from the text. Any two of these count: she was angry; she was scary or mean; she was bossy or demanding; she was possessive; she was hiding something or secretive; she was defensive about the game; she was quick to react.

Before your child looks back at page 10, ask them to think about how Em Sharp behaved when she found Edward with the box - what kind of person did she seem to be? Ask: "What two words would you use to describe Em Sharp's character in that scene, and what makes you think that?"

Page 10 shows Em Sharp bursting into the room and confronting Edward about the game box. Children should identify two distinct impressions and, for full marks, support at least one with a quotation or close reference. **3 marks** requires two impressions with at least one evidenced - for example, noting she was angry because she 'came forward with frightening intensity', and possessive because she says 'That box is mine... it belongs to me'. **2 marks** can be earned with either two bare impressions (no evidence) or one impression supported by evidence. **1 mark** is for a single impression with no supporting detail. The answer must go beyond re-telling what she does - it needs a character label (angry, bossy, secretive, etc.) paired with a specific textual reason.

Watch out: A child might simply retell what Em Sharp does (e.g. 'she ran over and grabbed for the box') without giving an impression of her character. Describing actions alone, without a character label such as 'angry' or 'possessive', does not count as an impression.

Model answer: Impression 1: Em Sharp was angry and frightening. The text says she 'came forward with frightening intensity, her hand reaching out for the box', which shows she was furious that Edward had found it. **Impression 2:** She was possessive and secretive. She immediately claims 'That box is mine. It's nothing to do with you. It belongs to me', suggesting she does not want Edward to know anything about the game.

Question 39 (2 marks)

Answer: Any two of these count: he worked hard to find it; he found it so it belongs to him; he was not sure it really was Em Sharp's; he felt it would be unjust to give it up.

Before your child looks back at the text, ask them to think about how Edward found the game and how he felt when Em Sharp tried to take it. Ask: "Why do you think Edward did not want to hand the game over?"

The final paragraph tests whether children can infer Edward's reasoning from the text. The key sentence is 'a stronger sense of justice broke out in me. I had found it by my own efforts.' Children need to identify two separate reasons. First, Edward put in considerable effort - moving a heavy bookcase, sweeping out debris - so he feels he has earned it. Second, he doubts Em Sharp's claim: 'If it really was hers, I had no right' shows he is not convinced it belongs to her. Each valid reason earns one mark, up to two marks total. Saying only 'he wanted it' without grounding the answer in the text does not score.

Watch out: A child might say Edward wanted to find out more about the game - this is speculation not supported by the text and does not score.

Model answer: 1. He had worked hard to find it, moving a heavy bookcase and searching everywhere, so he felt he deserved to keep it. 2. He was not certain the game really belonged to Em Sharp, so he did not think it was fair to give it up.

Question 40 (3 marks)

Answer: Two ways the game seems strange: the dice had unusual symbols unlike any normal dice (a tower, a sword, a broken circle, a pillar of stone); and the game was hidden behind the bookcase in an unusual location. A child could also mention Em Sharp's alarming reaction, the mysterious name 'Albion's Dream', or that the pieces were split up.

Before your child looks back at the text, ask them to think about what they remember about the game Edward found. Ask: "What was it about that game that seemed odd or different to you?"

Page 9 contains the key evidence. Children need to make two inferences about strangeness and, for full marks of 3, at least one of those must be supported with a quote or detail from the text. The dice earns a strong point because **'each face had a symbol: a tower, a sword, a broken circle'** - these are not numbers, which is what children expect on a dice. The hidden location earns another point: the game was found behind a heavy bookcase covered in cobwebs and grime, which is not where a normal game is kept. Em Sharp's fierce reaction ('she leapt towards me', 'that box is mine') also suggests the game has some unusual significance. Two acceptable points with one backed by evidence scores 3 marks; two points without evidence, or one point with evidence, scores 2; one point alone scores 1.

Watch out: A child who simply says 'it was old and dusty' without connecting that to the game being hidden or strange will not score, as the official answer requires a clear sense of strangeness, not just age.

Model answer: 1. The dice was unlike any normal dice - instead of numbers, **each face had a symbol: a tower, a sword, a broken circle, something that looked like a pillar of stone.** This is very unusual and unlike any game Edward had seen before. 2. The game was hidden in a very strange location - it was found **behind a heavy bookcase, covered with cobwebs and grime,** as though it had been deliberately concealed rather than simply lost.

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