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KEY STAGE 2 SATS

2019 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 named section of the text carefully before touching the answer box.
 2. Remind the child that the exact word or phrase they need is already in the text, so they should scan for it rather than making something up.
 3. Once the child has spotted the right word, encourage them to copy it carefully, checking spelling letter by letter against the original.
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Retrieval: find the information (2b)

1. Tell the child to look only at the part of the text the question points to, rather than the whole passage.
 2. Encourage the child to look for key words from the question inside the text and read the sentence around those words.
 3. The child should write the answer in their own words or copy a short phrase from the text, making sure it directly answers what is asked.
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Inference: how can you tell? (2d)

1. Help the child understand that the answer will not be stated outright, so they need to think about what the text suggests or implies.
 2. Ask the child to find a specific word, phrase or detail from the text that supports their idea, because evidence from the text is essential.
 3. Encourage the child to write their inference first and then add the evidence, for example: 'I think... because the text says...'
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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, to understand the context.
 2. Encourage the child to try substituting a simpler word or phrase they already know to see whether it fits the meaning of the sentence.
 3. The child should write a short explanation or synonym that captures the meaning as it is used in that particular sentence.
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Tick one (multiple choice) (2d)

1. Ask the child to read every option before ticking, rather than stopping at the first one that sounds reasonable.

2. Encourage the child to go back to the relevant part of the text to check which option is actually supported by what is written.
 3. Remind the child to tick only one box, and if they change their mind to cross out the original tick clearly and tick the new choice.
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True or false table (2b)

1. Ask the child to treat each row as a separate question, going back to the text each time rather than relying on memory.
 2. Encourage the child to find the sentence or detail in the text that relates to the statement, then decide whether the text agrees or contradicts it.
 3. Remind the child that every row needs a tick, so they should check they have not left any row blank before moving on.
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Impressions with evidence (longer answer) (2d)

1. Help the child understand that they need both an impression (a general idea or feeling) and evidence (a specific detail from the text) for each point they make.
 2. Encourage the child to plan their two points briefly before writing, checking that each point is different and backed up by something in the text.
 3. Remind the child that the quality of the reasoning matters as much as the number of points, so one well-supported impression is worth more than two vague ones.
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Question 1 (1 mark)

Answer: Ajay is eating his breakfast - he is just about to tuck into his tea and toast.

Ask your child to look at the very first sentence of the story and think about what Ajay is doing at that moment. Ask: "What is Ajay in the middle of doing when the post arrives?"

The very opening sentence of the story contains the answer: 'Ajay was just about to tuck into his tea and toast dripping in sour rhubarb jam' when the post arrived. Children need to locate this detail in the first line and express it simply as eating, having breakfast, or drinking tea. Any of these phrasings earns the mark.

Question 2 (1 mark)

Answer: Joe could tell from his mum's face that something was wrong, before she said anything.

Cover the passage and ask your child to think back to the moment Joe realises something is wrong. Ask: "How does Joe know there is bad news before his mum tells him what the letter says?"

The clue comes immediately after the letter is opened: 'Joe knew instantly that something was wrong. He could see it on Mum's face.' Children need to recognise that Joe reads his mother's expression, not her words. The question asks specifically what happened **before** she spoke, so any answer referencing pale skin, dropped jaw, or watery eyes will not score, because those details appear after she has already told them the news.

Watch out: A child might write that Mum's face went pale or her eyes were watery - but those descriptions come after she has already told the boys the park is closing, so they do not answer what Joe noticed beforehand.

Question 3 (1 mark)

Answer: The letter tells Joe's mother that the park has been shut down (closed). A child could also write that she is losing her job.

Ask your child to look at the moment when Joe's mum opens the letter and reads it. Ask: "What does Joe's mum say out loud after she reads the letter?"

The answer sits right at the start of the scene, in Joe's mother's own words: 'It's the park... they've shut it down.' Children should look at the moment directly after she opens the envelope and reads the letter. The question simply asks what the letter tells her, so a reference to the park being closed is the

core answer. The official answer also accepts a response about her losing her job, because the text makes clear she is the park's warden and the park closing means her job ends too.

Watch out: A child might write that the letter says the park is being redeveloped or turned into flats - that detail comes from the sign outside, not from what the letter directly tells Joe's mother.

Question 4 (1 mark)

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

Ask your child to read the paragraph where Joe first reacts to hearing about the park. Ask: "Which single word tells us exactly how Joe is feeling when he speaks?"

The question directs children to page 4 and asks them to find a single word showing Joe is angry. The word **furiously** appears in the sentence 'Shut the park!' Joe said furiously – it is an adverb that directly describes how Joe speaks, making his anger explicit. Children should copy only that one word. Any other word from page 4 that does not directly signal anger will not score.

Watch out: A child might write 'furious' instead of 'furiously' – the word in the text is the adverb form, so the copied answer should match the text precisely.

Question 5 (1 mark)

Answer: Everyone loves the park. Children should write something like 'they love it' or 'people think it's great'.

Ask your child to find the line where Ajay speaks after Joe says 'They can't do that, it's the park!' Ask: "What does Ajay say about how people feel about the park?"

Ajay's line '**Yeah, everyone loves that place!**' is the key evidence here. Children need to retrieve what Ajay actually says about people's feelings, not simply describe how the boys feel about the closure. The question asks specifically about Ajay's opinion of how people in general regard the park, so an answer focusing on love or affection for the place is what is needed.

Watch out: A child might write that people are angry or upset about the closure - but the question asks about feelings for the park itself, not reactions to it closing. Answers only about sadness or anger do not score.

Question 6 (1 mark)

Answer: The child should tick 'your job' - Joe is worried about what will happen to his mum's job now the park is closing.

Cover the answer options and ask your child to think about what Joe was most worried about after hearing the news. Ask: "What do you think Joe was about to ask his mum?"

The clue is in the paragraph directed at the boys to go to school. Joe starts to say 'But what about...?' and the text immediately tells us he understood his mum needed that job - the phrase '**He knew his mum needed that job - how else was she supposed to put sweet-and-sour spaghetti on the table?**' confirms his worry is about her employment, not breakfast, games, or homework. Children need to make the inference that Joe's unfinished question reflects the concern dominating his thoughts at that moment.

Watch out: A child might tick 'our games' because Joe and Ajay do mention enjoying the park together, but the text makes clear Joe's primary concern in this paragraph is his mum's livelihood, not their leisure.

Question 7 (1 mark)

Answer: Children should tick the thought bubble that says: 'I don't want the boys to realise how upset I am.'

Before your child looks back at the story, ask them to think about how Joe's mum behaves after reading the letter. Ask: "What do you think Joe's mum is really trying to do when she tries to smile at the boys?"

The clue is in the sentence '**Mum tried to smile, but it didn't reach her eyes**' and the detail that she turned away to wipe her eyes. Children need to infer that Joe's mum is hiding her true distress from the boys rather than acting on the other options. The text shows she is deeply upset but puts on a brave face, making 'I don't want the boys to realise how upset I am' the only thought consistent with her behaviour. The other options are not supported: she has already told them to go to school, and spaghetti is mentioned only as a worry about money.

Watch out: A child might be tempted to tick 'I'm worried the boys will be late for school' because mum does mention school, but that is just a way of getting the boys out of the house rather than what she is truly thinking and feeling.

Question 8 (1 mark)

Answer: To reassure someone means to make them feel better or less worried, to comfort them or tell them everything will be all right.

Point your child to the sentence containing the word 'reassure' and ask them to read it alongside the lines just before it, where Joe's mum tries to smile. Ask: "What do you think Joe's mum was trying to do for Joe when she smiled?"

The sentence reads 'If she was trying to **reassure** Joe, it wasn't working', and the context makes the meaning clear: Joe's mum has just read upsetting news and is trying to smile, but Joe can see through it. Children should connect the idea that she is attempting to comfort him and make him feel less anxious, even though it is not succeeding. Any answer capturing that meaning scores the mark.

Watch out: A child might simply write 'to make him smile' - this is too vague and does not capture the idea of reducing worry or anxiety, which is what the mark requires.

Question 9 (1 mark)

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

Point your child to the very first sentence of page 5 - the one about the boys grabbing their bags. Ask: "Can you find the word in that sentence that tells us the boys did not want to leave the house?"

The first paragraph of page 5 begins 'Joe and Ajay grabbed their bags and **reluctantly** headed out of the door.' The question tests whether children can identify a word that conveys unwillingness to leave. Reluctantly means doing something against one's wishes, which directly shows the boys did not want to go. This is the only word in that paragraph that signals their reluctance; children should copy it exactly.

Watch out: A child might write 'grabbed' thinking it shows urgency or reluctance, but 'grabbed' simply means they picked up their bags quickly and does not show unwillingness to leave.

Question 10 (1 mark)

Answer: Children should tick 'He is calmer.' Compared to Ajay, who shouts 'Oi!', Joe simply asks what is going on.

Ask your child to re-read the short exchange between the boys and the man, and think about how each boy speaks to him. Ask: "Who do you think sounds calmer - Ajay or Joe, and why?"

Comparing the two boys' reactions is the focus here. Ajay shouts '**Oi! What are you doing?**' - a direct, rude yell. Joe, by contrast, asks '**What's going on? Why have you closed the park?**' - a question rather than a shout. Children need to recognise that Joe's response is measured and inquisitive while Ajay's is blunter, making Joe the calmer of the two.

Watch out: A child might tick 'He is less worried' because Joe asks questions rather than shouting, but being less worried is not supported - both boys are clearly concerned about the park.

Question 11 (1 mark)

Answer: The Department of Progress produced the sign.

Ask your child to find the sign shown in the story and read every line of it carefully. Ask: "Who does the sign say has issued this notice?"

The sign itself is the evidence here. Children need to look carefully at the illustrated notice on page 5 of the reading booklet, where the final line reads '**The Department of Progress**' as the issuing authority. The official answer also accepts references to 'the government' or 'the council' as reasonable inferences, but the most precise answer children need to give is the name printed on the sign itself.

Watch out: A child might write 'the man with the ladder' as he is physically putting the sign up, but the text makes clear he is just the person who hammers things - he did not produce the sign.

Question 12 (1 mark)

Answer: Diggers are moving into the park, ready to tear the playground apart.

Ask your child to look through the park gates alongside Joe and Ajay in the story. Ask: "What can Joe and Ajay actually see happening inside the park right at that moment?"

The relevant paragraph begins 'Underneath the notice was a drawing...' and children need to read to the end of page 5. The proving detail is '**Joe and Ajay looked through the park gates and could already see diggers moving in, ready to tear the playground apart**' - the destruction is already under way at that very moment. A general answer about luxury flats being built does not score, because it does not address what is happening straight after they read the sign.

Watch out: A child might write that luxury flats are being built, but that is the future plan - it does not describe what is actively happening inside the park at that precise moment.

Question 13 (2 marks)

Answer: True: The park has been looked after by a park warden. False: The park is going to be replaced with a shopping centre. False: Building work in the park will start at the end of July. False: The warden had two weeks' notice of the park's closure.

Ask your child to re-read the notice sign on page 5 of the reading booklet carefully, then look back at the opening paragraph too. Ask: "Can you check each statement against what the text actually says, one at a time?"

Children need to cross-check each statement carefully against both the story text and the sign in the reading booklet. The opening context confirms Joe's mum is the warden, making the first statement **true**. The sign states a new block of luxury flats will be built, not a shopping centre, so the second is **false**. The sign says the park will be redeveloped from 1st of July, meaning work starts at the beginning of July, not the end, so the third is **false**. The notice says the park is closed with immediate effect, giving no advance notice at all, making the fourth **false**. All four correct earns 2 marks; three correct earns 1 mark.

Watch out: A child might tick 'True' for 'Building work will start at the end of July' because July is mentioned on the sign, but the sign says 'from 1st of July', meaning the beginning, not the end.

Question 14 (1 mark)

Answer: The organisation that produced the fact sheet is the Bumblebee Conservation Trust. The full name must be given.

Ask your child to look at the very beginning of the bumblebee fact sheet, where it says who wrote it. Ask: "What is the full name of the organisation that made this fact sheet?"

Right at the top of page 6, the introductory highlighted box reads '**At the Bumblebee Conservation Trust, we are passionate about saving bees.**' Children simply need to copy this name accurately. A partial name such as 'Bumblebee Trust' or 'Conservation Trust' is not sufficient - the full three-word name is required for the answer to be correct.

Watch out: A child might write just 'Bumblebee Trust' or 'Conservation Trust', but only the complete name 'Bumblebee Conservation Trust' is correct.

Question 15 (2 marks)

Answer: For the first row (worried about bees): any one of these counts: bumblebees are struggling to survive; two UK species have become extinct; numbers have declined sharply;

they find themselves hungry and homeless. For the second row (hopeful): all is not lost; or, you can take action today to help save these hardworking pollinators.

Before your child opens the booklet, ask them to think about what they remember from the 'Save our bees' section. Ask: "What did that section say that made bees sound in danger, and did it say anything that made things sound hopeful?"

The 'Save our bees' section contains evidence for both sides of the table. For the **worry** row, children need to find a phrase that shows bees are in genuine danger, such as 'sadly these fat, furry little creatures are struggling to survive', 'two UK species have become extinct', or numbers having 'declined sharply'. For the **hopeful** row, children must go a step further and find a phrase that reassures the reader, such as 'all is not lost' or 'you can take action today to help save these hardworking pollinators'. Each correct piece of evidence placed in the correct row earns one mark. Simply writing 'you can help' is too vague for the hopeful row and does not score.

Watch out: A child might write 'you can help' for the hopeful row, but this is too vague. The answer needs to show that action is possible and specific, such as referencing taking action today or saving the pollinators.

Model answer: Worried about bees: Bumblebees are struggling to survive / two UK species have become extinct / numbers have declined sharply. Hopeful for bumblebees: All is not lost / you can take action today to help save these hardworking pollinators.

Question 16 (1 mark)

Answer: Children should tick 'bees have only started struggling recently.'

Before your child looks back at the text, ask them to think about what the word 'modern' suggests about when something started. Ask: "What does the word 'modern' tell us about when something is happening?"

The phrase '**in our modern world of paved gardens and intensive farming**' is the clue. The word modern signals that this is a recent, present-day problem. Children need to infer that bees were not always struggling in this way - it is the changes brought by modern life that have caused their difficulties. The other three options are not supported by the quoted sentence: farming is shown as harmful, not helpful; paved gardens are not described as attractive; and finding their way is never mentioned.

Watch out: A child might be tempted to tick 'farming has helped bees' because farming is mentioned in the sentence, but the text says intensive farming is part of why bees find themselves hungry and homeless - the opposite of helpful.

Question 17 (1 mark)

Answer: The cousins are honeybees.

Ask your child to find the section headed 'What's so different about the bumblebee?' and read the first two sentences carefully. Ask: "Which other type of bee is being compared to the bumblebee in this section?"

In the section headed **What's so different about the bumblebee?**, the text states that bumblebees are 'larger and hairier than their cousins', and the whole section is comparing bumblebees with honeybees. Children need to spot that 'cousins' is used as a metaphor for honeybees, since the passage contrasts the two types of bee throughout. The word 'cousins' does not mean a literal family relationship; it means a closely related species.

Watch out: A child might write 'wasps' because wasps appear in the next section, but the comparison in this section is specifically with honeybees.

Question 18 (1 mark)

Answer: The section is called 'Don't 'bee' confused'.

Ask your child to look at the headings in the bumblebee fact sheet and think about which one is about whether bees are dangerous to people. Ask: "Which heading do you think tells readers they probably won't get stung?"

The factsheet is divided into clearly labelled sections, and children need to match the purpose of each section to its heading. The **'Don't 'bee' confused'** section states that bumblebees do not swarm, are not aggressive, and that only female bumblebees can sting – and only if very threatened. This directly answers the question about unlikely stinging. Children should scan the headings and identify which one deals with whether readers are at risk from bees.

Watch out: A child might write 'What's so different about the bumblebee?' as it also mentions differences from wasps, but that section focuses on appearance and habitat, not on stinging risk.

Question 19 (1 mark)

Answer: Buzz pollination releases pollen that would otherwise stay trapped inside the flower. This means foods like tomatoes, beans and peas are easier and cheaper to produce.

Ask your child to find the 'Buzz pollination' section and read it carefully. Ask: "What can buzz pollination do that other types of pollination cannot?"

The **Buzz pollination** section on page 6 is where children should look. The text states that buzz pollination releases pollen that would otherwise stay trapped inside, meaning it can access pollen other pollinators cannot reach. Children can also reference the practical food benefit: key ingredients in our diet such as tomatoes are pollinated in this way, and that beans and peas would be harder to produce and much more expensive without it. Either point earns the mark.

Watch out: A child might simply write that buzz pollination makes a high-pitched sound, but that describes the method, not why it is more useful than other forms.

Question 20 (1 mark)

Answer: Children should tick 'so that others avoid it'.

Point the child to the 'Did you know that bumblebees have smelly feet?' section on page 7, then ask: "Why would a bumblebee leave a scent on a flower it has already visited?"

On page 7, under the heading '**Did you know that bumblebees have smelly feet?**', the text explains that after feeding, a bumblebee leaves a scent on a flower to let other bumblebees know to 'avoid wasting energy landing' because the flower will contain very little nectar or pollen. The scent is a signal to stay away, not an invitation. Children need to distinguish this from the tempting option 'so others know it has pollen', which is the opposite of what the text says.

Watch out: A child might tick 'so others know it has pollen' because bees and pollen often go together, but the text states the opposite - the scent signals there is very little nectar or pollen left.

Question 21 (1 mark)

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

Ask your child to find the sentence in the 'Things you can do to help' section that describes what flowers mean to bees. Ask: "Which single word in that sentence tells you that flowers are absolutely essential to bees' survival?"

In the 'Things you can do to help' section, the text says 'the flowers they find can be a **lifeline** for them.' A lifeline is something essential to survival, so this single word shows that flowers are not merely useful to bees but absolutely vital. Children should copy only the word lifeline – no surrounding words needed.

Watch out: A child might write 'lifeline for them' or a longer phrase, but the question asks for one word only, so 'lifeline' alone is what is needed.

Question 22a (1 mark)

Answer: Lavender: bee-friendly. Pansy: not bee-friendly. Herbs: bee-friendly. Wild rose: bee-friendly. All four must be correct to score the mark.

Ask your child to look at the 'Things you can do to help' section on page 7 and find where it lists flowers that are good for bees and flowers that are not. Ask: "Can you point to where the text tells you which flowers bees like and which ones they don't?"

Page 7's 'Things you can do to help' section lists flowers that **are** bee-friendly (rich in pollen and nectar) and names pansies as an example of an ornamental plant that is not bee-friendly because it produces little pollen or nectar. Lavender, herbs, and wild roses are listed explicitly as flowers that **do** offer pollen and nectar rewards. Children need all four rows correct to earn the single mark available.

Watch out: A child might tick 'pansy' as bee-friendly because pansies are colourful and familiar garden flowers, but the text specifically names pansies as having no value to wildlife.

Question 22b (1 mark)

Answer: The flowers that are not bee-friendly do not attract bees because they produce little or no pollen or nectar. A child could also say they have no value to wildlife.

Ask your child to find the part of the fact sheet that explains what makes a flower bee-friendly, then ask: "Why would a bee not bother visiting a flower that has very little pollen or nectar?"

The 'Things you can do to help' section on page 7 contains the key detail. The text states that ornamental plants such as pansies and begonias '**produce little pollen or nectar**', which is precisely why bees are not drawn to them. Children need to connect this directly to bees' needs: the fact sheet explains that '**bee-friendly**' means flowers that are '**rich in pollen and nectar**', so flowers lacking these offer nothing useful. An answer about little or no pollen or nectar is the clearest route. Saying they are 'of no value to wildlife' is also acceptable.

Watch out: A child might write that the flowers are not colourful enough to attract bees, but the text actually describes these ornamental flowers as 'decorative and colourful' - colour is not the issue; the lack of pollen and nectar is.

Question 23 (1 mark)

Answer: The correct tick is 'is willing to handle bees' - the instructions ask the reader to pick up and move a bumblebee, which requires being comfortable touching one.

Before your child looks back at the fact sheet, ask them to think about what a person would actually have to do to follow the instructions in that section. Ask: "What would someone need to be comfortable doing in order to carry out these instructions?"

The 'Energy drink for bees' section gives step-by-step instructions that include placing both the bee and the artificial nectar near to some flowers. Children need to infer that physically moving a bee implies the reader must be prepared to handle it. The other options are not supported: nothing in the section suggests the reader enjoys cooking, has lots of energy, or is a skilled gardener. The inference is that only someone **willing to touch a bee** would follow this advice.

Watch out: A child might be tempted to tick 'enjoys preparing food' because the instructions involve mixing sugar and water, which resembles a recipe - but the key action is moving the bee itself, not preparing food.

Question 24 (2 marks)

Answer: Wasps can be aggressive: True. Male bumblebees sometimes sting: False. Bumblebees only go outside when it is warm: False. You need a big garden to help bumblebees: False.

Ask your child to look back through the bumblebee fact sheet and find the sections that mention wasps, stinging, cold weather, and garden size. Ask: "What does the fact sheet actually tell us about each of these things?"

The 'Don't be confused' section states bumblebees **do not swarm and are not aggressive**, confirming wasps can be aggressive is True by contrast. **Only female** bumblebees can sting, making the male statement False. Bumblebees venture out **on cold days** when honeybees stay inside, so the warm-only claim is False. The 'Things you can do to help' section says **no matter how small your garden**, you can help, making the big-garden claim False. Children need all four correct for 2 marks; three correct earns 1 mark.

Watch out: A child might tick 'Bumblebees only go outside when it is warm' as True because bees are associated with warm summer days, but the text specifically says bumblebees go out on cold days when honeybees stay inside.

Model answer: Wasps can be aggressive - True Male bumblebees sometimes sting - False Bumblebees only go outside when it is warm - False You need a big garden to help bumblebees - False

Question 25 (2 marks)

Answer: For 'Help for all bumblebees': plant bee-friendly flowers, and/or support the Bumblebee Conservation Trust (e.g. volunteering, fundraising, becoming a member, conserving habitats, raising public awareness). For 'Help for a weak bumblebee': give it a sugar and water mix, and/or place it near flowers.

Ask your child to look at the whole fact sheet on pages 6 and 7 and find the parts that tell you what people can do to help bees. Ask: "Can you find one thing you can do to help all bumblebees, and one thing you can do specially for a bumblebee that is poorly or tired?"

This question draws on information spread across the whole fact sheet, so children need to scan both pages 6 and 7. The **two slots under 'Help for all bumblebees'** need actions people can take to support bumblebees generally: the 'Things you can do to help' section says 'you can help to save the sound of summer by providing lots of bee-friendly flowers', and the 'Act now' section lists volunteering, fundraising, conserving habitats, and raising awareness. The **one slot under 'Help for a weak bumblebee'** comes from the 'Energy drink for bees' section: children should describe giving it a sugar and water mix or placing it close to flowers. To earn both marks, children need two points from the 'Help for all' column and one from the 'Help for a weak bumblebee' column. A child who gives only one point from each column earns one mark.

Watch out: A child might write 'bee-friendly flowers' without linking it to human action (e.g. 'plant bee-friendly flowers'). The official answer does not accept a reference to flowers alone with no mention of what a person should do.

Model answer: Help for all bumblebees: 1. Plant bee-friendly flowers such as lavender, geraniums, or wild roses. 2. Support the Bumblebee Conservation Trust by volunteering or fundraising. Help for a weak bumblebee: 1. Give it a sugar and water mix and place it near some flowers.

Question 26 (1 mark)

Answer: Any one of these counts: the pun 'Don't bee confused' or 'Bee Kind'; the joke about bumblebees stealing sandwiches; the mention of smelly feet being useful; calling the section 'Energy drink for bees'; or describing bees as 'fat, furry little creatures'.

Ask your child to flick through the bumblebee fact sheet and look for any moment that made them smile or seemed a bit silly rather than purely informative. Ask: "Can you spot anywhere the writer is being funny or playful?"

Scattered across the fact sheet are several moments where the writer uses **humour** to engage the reader. Children should identify one example and may choose from: the bee puns ('Don't bee confused' or 'Bee Kind'); the absurd image of bumblebees interrupting picnics or stealing sandwiches; the oddly practical mention of smelly feet; the playful heading 'Energy drink for bees'; or

the affectionate phrase 'fat, furry little creatures'. Any single example earns the mark; no explanation of why it is funny is required.

Watch out: A child might simply write 'it is funny' without giving an actual example from the text - this is too vague and does not score. The answer must identify a specific moment.

Question 27 (2 marks)

Answer: Any two of these count: they pollinate plants (including through unique buzz pollination); they help produce food crops such as tomatoes, beans and peas, keeping them affordable; they help plants survive and reproduce; they are an essential, much-loved part of summertime.

Before your child looks back at the text, ask them to think about what would happen to our plants and food if bumblebees disappeared. Ask: "What two reasons can you think of why bumblebees are important to people?"

Both answers children give must come from the bumblebee fact sheet's content about why bees matter to humans. The strongest two points are **pollination** - including the exclusive ability to perform buzz pollination, which 'releases pollen that would otherwise stay trapped inside' - and **food production**, since 'many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.' Each distinct, valid point earns one mark. Children should note that mentioning honey alone does not score, as the text does not link bumblebees to honey production.

Watch out: Mentioning honey alone does not count - the fact sheet does not claim bumblebees produce significant honey, and the official answer rules this out explicitly.

Model answer: 1. They pollinate plants - only bumblebees can perform buzz pollination, which releases trapped pollen that other insects cannot reach. 2. They help keep food affordable and easy to grow; without them, foods like tomatoes, beans and peas would be harder to produce and much more expensive.

Question 28 (1 mark)

Answer: Piper has been counting two things: the cracks in the ceiling planks, and the seconds ticking by on her watch.

Before checking, ask your child to read the very first paragraph of Music Box again carefully and spot what Piper is doing to pass the time. Ask: "What two things is Piper counting while she lies awake?"

The first paragraph of Music Box contains both answers. Children need to read carefully because the two things are mentioned in consecutive sentences: **'She counted the widening cracks in the grey scrub-pine planks'** and then **'counted the seconds as they ticked by on the tarnished silver watch.'** Both parts are needed for the single mark - mentioning only one is not enough.

Watch out: A child who mentions only the cracks or only the seconds will not score the mark - both are required.

Question 29 (1 mark)

Answer: The answer to tick is 'carelessly'.

Before revealing the answer, ask your child to act out what it looks like to 'slung' something over their shoulder, then discuss whether that action looks careful or careless. Ask: "What does the word 'slung' make you picture Piper doing with the coat?"

The word **slung** is the focus here, and children need to think about what that single verb implies about how Piper put the coat on. The sentence reads 'slung his brown coat over her nightdress', and the word 'slung' suggests a quick, casual, throwaway action - not careful or deliberate. Children should connect 'slung' with the idea of doing something without taking care, which points firmly to 'carelessly'. The other options - slowly, tidily, thoughtfully - all imply a degree of care or attention that the word 'slung' directly contradicts.

Watch out: A child might tick 'slowly' because Piper is getting dressed in a hurry, but 'slung' describes the manner of the action - casual and careless - not its speed.

Question 30 (1 mark)

Answer: Micah is huddled in the doorway because it is bitterly cold and windy outside, or because the air already smells terrible.

Before your child looks back at the text, ask them to think about what the weather and atmosphere outside are like in this story. Ask: "Why do you think Micah might be huddled in the doorway - what could be making him want to shelter?"

On page 8, the text describes the conditions outside when Piper opens the door: **'Wind blew a harsh breath of snow and ice crystals into her face'** and Micah himself says **'it's so cold my teeth are cracking together.'** Children need to infer from these details that Micah is huddled to shelter from the freezing, hostile weather. The smell is also acceptable: the narrator notes **'the air already reeked of brimstone,'** which could explain his reluctance to stand in the open.

Watch out: A child might say Micah was frightened of the storm, but the official answer does not accept fear as a reason - the evidence points to physical discomfort from cold or smell, not emotional fear.

Question 31 (1 mark)

Answer: Micah came to Piper's house to bring her the music box so she could fix it for him.

Before your child looks back at the text, ask them to think about what Micah is carrying and why he might have chosen to come out on such a dangerous night. Ask: "Why do you think Micah came to Piper's house on a stormy night?"

On page 9, the text states that Piper 'had promised to fix Micah's toy', making clear she had already agreed to repair it. Children need to connect this with Micah saying 'I brought it, just like I said I would' - both pieces confirm he came specifically to deliver the music box for repair. A vague answer such as 'to visit Piper' is not enough; the answer must reference the music box and the purpose of getting it mended.

Watch out: A child might write that Micah came because Piper never sleeps during meteor storms, but this describes Piper's habit rather than Micah's reason for visiting.

Question 32 (3 marks)

Answer: Two impressions from these options: the house is old/rickety; it is small/tiny; it is warm/cozy; it is untidy/cluttered; it is old-fashioned; it is isolated; it is safe. Each impression needs supporting evidence from the text.

Before your child looks back at the text, ask them to picture Piper's house from memory - the details they noticed while reading. Ask: "What kind of place do you think Piper lives in, and what makes you think that?"

Scattered across both pages of the Music Box extract, the writer builds a detailed picture of Piper's home through specific physical details. Children need to identify two distinct impressions and back each one with textual evidence. For example, the house seems **old or rickety** because of 'the widening cracks in the grey scrub-pine planks'; it seems **small** because Piper 'wished she had a bigger work space, one she didn't also have to eat at'; it seems **old-fashioned** because of the kerosene lamp and cast-iron stove rather than modern appliances. Three marks require two valid impressions with at least one supported by evidence; two marks for two impressions without evidence, or one impression with evidence; one mark for one unsupported impression.

Watch out: A child might write something very general such as 'it looks nice' or 'it is beautiful' without referring to the painting or specific detail - this does not score for the 'likes' impression. Impressions must be grounded in specific textual evidence to reach the higher marks.

Model answer: Impression 1: The house is old and run-down. Evidence: Piper counts 'the widening cracks in the grey scrub-pine planks' of the ceiling, suggesting the building is deteriorating. **Impression 2:** The house is very small. Evidence: Piper wishes she had 'a bigger work space, one she didn't also have to eat at', showing the kitchen table serves two purposes because there is simply no room for separate areas.

Question 33 (2 marks)

Answer: What Piper likes: the skilful painting/artwork on the box. What Piper dislikes: the sound music boxes make (she finds it annoying), or that machines cannot make proper music.

Ask your child to find the parts of the text where Piper gives her opinion about the music box itself - both what she admires and what she finds off-putting. Ask: "Can you find one thing Piper likes about this particular box and one thing she dislikes about music boxes in general?"

The text gives children evidence for both sides of the table. For **what Piper likes**, children need to focus on her admiring the decoration: 'Whoever had made the music box was a skilled artist. Piper could practically smell the flowers, each one hand-painted' - her appreciation is specifically for the painting and the painter's skill. A vague answer such as 'it looks nice' will not score; the reference must be to the painting or painter. For **what Piper dislikes**, children should find either that she thought the sound was annoying ('She'd heard this type of music and had always thought the sound was a little annoying'), or that machines cannot make proper music ('Machines couldn't make proper music. You needed a person for that'). One correct point in each column earns 2 marks.

Watch out: A child might write that Piper dislikes that the music box is broken or won't play - but the official answer does not accept this, as the question asks about her feelings towards music boxes generally, not about this box being faulty.

Model answer: What Piper likes about the music box: the skilful painting - she admires the artist who decorated it with hand-painted flowers. What Piper dislikes about music boxes: she finds the sound they make annoying, and she believes machines cannot make proper music - only a person can do that.

Question 34 (1 mark)

Answer: Piper means that the music box is not playing music properly - it is broken or not working.

Before your child looks back at the text, ask them to think about what a music box does and what 'sing' might mean for an object rather than a person. Ask: "What do you think Piper means when she asks if the music box 'won't sing'?"

On page 9, Piper lifts the lid and examines the musical components before asking 'But she won't sing?' Children need to infer that 'sing' is Piper's way of describing the music box playing its tune. The phrase '**something was keeping the cylinder from turning**' and the description of '**the soft, strangled notes of a song trying to play**' confirm that the box is not functioning correctly. The answer children need to give is that the music box is not playing music as it should - not that Piper literally means singing.

Watch out: A child might write that Piper means the box cannot sing because it is a machine and not a person - but that is Piper's general opinion about music boxes, not what this specific question is asking. The answer needs to refer to this particular box not working.

Question 35 (1 mark)

Answer: Micah found the music box in a crater (a hole where a meteor had landed).

Ask your child to look at page 9 and find the part where Piper asks Micah a question about cleaning the box. Ask: "Where does Piper suggest Micah found the music box?"

Near the end of page 9, Piper asks Micah whether he cleaned the inside '**after you dug it out of the crater**'. Children need to spot this short phrase as the direct answer: Micah dug the music box out of a crater. Any answer referring to a crater, or to the place where a meteor landed, is correct.

Watch out: A child might write that Micah found it during the meteor storm, which is true as context, but the answer needs to say specifically where - in a crater.

Question 36 (1 mark)

Answer: Micah had cleaned the music box before bringing it to Piper.

Ask the child to find the part of the text where Piper asks Micah a question about what he has already done to the music box. Ask: "What did Micah do to the music box before he brought it to Piper?"

On page 9, Piper asks Micah directly whether he cleaned the inside after digging the box out of the crater, and he replies 'Course I did.' The answer children need to give is simply that he had cleaned it. The text confirms this was done before he arrived, making it the work he completed prior to showing it to Piper.

Watch out: A child might say Micah repaired or fixed the music box, but the text makes clear it is still broken when he arrives - the only work he did beforehand was cleaning it.

Question 37 (1 mark)

Answer: The child should tick 'reasonable.' Piper thinks Micah has done an acceptable but not outstanding job.

Ask your child to find the phrase 'done a decent job' in the last paragraph of Music Box and think about what it means in everyday speech. Ask: "What do you think 'a decent job' means - brilliant, careless, or just good enough?"

The phrase '**done a decent job**' is the key to this question. Children need to understand that decent means satisfactory or good enough, not excellent or outstanding. The word 'reasonable' is the closest match in meaning among the four options. The text reinforces this because, despite calling it a decent job, Piper immediately notices that 'flecks of dirt still caked the comb', showing the work was adequate rather than thorough or careful.

Watch out: A child might tick 'careful' because Micah did attempt to clean the music box, but the text shows he missed dirt on the comb, so the work was not thorough enough to be called careful.

Question 38 (1 mark)

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

Point your child to the very last paragraph of the Music Box story, which begins 'Yeah, it'll look smart.' Ask them to read it carefully and find the word that makes the music sound unpleasant. Ask: "Which word in this paragraph makes the music sound like it is struggling or in pain?"

In the final paragraph of the story, the text describes '**the soft, strangled notes of a song trying to play**'. This question asks children to identify a single word that conveys an unpleasant sound. Strangled suggests something being choked or suppressed, as though the music is being squeezed out painfully rather than flowing freely. Children need to copy this word exactly from the text.

Question 39 (3 marks)

Answer: Children need to give two impressions of the relationship between Piper and Micah, each supported by evidence. Good impressions include: they know each other well and like each other; they pretend to be rude but are genuinely fond; they work together; they trust each other; Piper tends to be in charge.

Before your child looks back at the text, ask them to think about how Piper and Micah speak and behave towards each other throughout the story. Ask: "What kind of friends do you think Piper and Micah are, and what makes you say that?"

Throughout the extract, the relationship between Piper and Micah is shown through both their actions and the narrator's comments. **Three marks** require two valid impressions with at least one supported by a textual quote - for example, noting that they are close friends because '**it was her habit to pretend to be bothered by her friend, even though she was happy to see him**', alongside a second point such as they work together (he finds things, she fixes them). **Two marks** are earned for two valid impressions without evidence, or one impression with evidence. **One mark** is earned for a single valid impression. Children should not simply describe events - they need to state what kind of relationship the evidence reveals.

Watch out: A child might simply retell what happens (e.g. 'Piper fixes the music box') without stating what this tells us about their relationship. Describing events alone, without drawing an impression, will not score fully.

Model answer: 1. They are close friends who genuinely like each other, even though Piper pretends to be annoyed - the text says it was her habit to pretend to be bothered by him, even though she was happy to see him. 2. They work together and trust each other - Micah brings things he finds and Piper fixes them, and he asks her opinion on how well the music box will sell.

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