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KEY STAGE 2 SATS

2023 KS2 English Reading

Answers Explained

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How to beat each question type

Find and copy (2b)

1. Ask the child to re-read the specific paragraph or section named in the question before searching for an answer.
 2. Remind the child that the answer needs to come directly from the text as a word or short phrase, copied exactly as it appears.
 3. Check that the child has not added extra words or changed the spelling of what they have copied.
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Retrieval: short answer (2b)

1. Encourage the child to find the relevant part of the text by scanning for key words from the question.
 2. Ask the child to put the answer into their own words if the question does not say 'find and copy', making sure it comes from the text.
 3. Check the child has answered what was actually asked and has not added their own opinions.
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Inference: how can you tell? (2d)

1. Help the child understand that the answer will not be stated directly; ask them what the text makes them think or feel about the character or situation.
 2. Encourage the child to point to a specific word, phrase or detail from the text as their evidence.
 3. Remind the child to link their evidence to the question, for example: 'This shows that... because...'
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Word meaning in context (2a)

1. Ask the child to re-read the sentence containing the word and think about what would make sense in that context, rather than just recalling a dictionary definition.
 2. Encourage the child to try swapping the word for a simpler word or phrase to check whether the meaning still fits the passage.
 3. For multiple-choice versions, suggest the child tries each option in the sentence and rejects those that do not fit the meaning of the surrounding text.
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Tick-box: choose one or two (2b)

1. Ask the child to read all the options carefully before ticking anything, as some options may look similar but only one (or two) will match the text exactly.
2. Encourage the child to go back to the relevant section of the text and check each option against what is actually written there.

3. Remind the child to tick only the number of boxes asked for in the question and to avoid guessing.
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True or false table (2b)

1. Ask the child to tackle each row as a separate mini-question, going back to the text each time rather than relying on memory.
 2. Encourage the child to find the relevant sentence or detail in the text that either confirms or contradicts each statement.
 3. Remind the child that if a statement is only partly true, it should still be marked false.
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Sequencing or matching (2c)

1. Suggest the child re-reads the relevant section of the text from start to finish rather than trying to recall the order from memory.
 2. Ask the child to number or match one item at a time, crossing off each event or fact as they place it to avoid duplication.
 3. Encourage the child to check the completed sequence makes narrative or logical sense before moving on.
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Question 1 (2 marks)

Answer: Any two of these count: her heart was beating fast; she took a deep breath trying to calm herself; she told herself the noise was something harmless; she woke with a start.

Before your child looks back at the passage, ask them to think about what they remember of the opening lines. Ask: "What can you remember about how Priya was feeling at the start, and how could you tell?"

The first paragraph contains several clues to Priya's anxiety. Children need to pick two and express them in their own words. **Her heart beating fast** is a classic physical sign of fear. Taking a deep breath and trying to calm herself also shows she felt nervous - you only need to calm yourself if something has unsettled you. Telling herself strictly that 'it's something nice and harmless' reveals she needed to reassure herself, which implies fear. Waking 'with a start' suggests she was jolted awake by something alarming. Each distinct point earns one mark, up to a maximum of two marks.

Watch out: A child might simply write 'she heard a noise' or 'something woke her up' - these describe what happened to Priya, not evidence of how she felt. A reason or physical reaction is needed.

Model answer: 1. Her heart was beating fast. 2. She took a deep breath, trying to calm herself down.

Question 2 (1 mark)

Answer: Priya found it surprising because they had only seen a couple of cars all day, so two vehicles passing at the same time was unusual.

Before your child looks back at the passage, ask them to think about what kind of place Priya is camping in and how much traffic they had noticed that day. Ask: "Why do you think seeing two vehicles would feel surprising in this place?"

Paragraph three on page 4 contains the key reasoning: 'They had only seen a couple of cars all day, and now two had come past together.' Children need to connect that low daytime traffic with Priya's surprise at nighttime. The inference is that the area is quiet and remote, so any vehicles are unexpected, and two at once is particularly striking. Note that simply saying it was the middle of the night is **not enough** on its own - the answer must reference the lack of traffic during the day.

Watch out: Children who say it was surprising simply because it was the middle of the night will not score, as the official answer requires reference to the unusually low level of traffic they had seen all day.

Question 3 (1 mark)

Answer: The engine of one vehicle had a deep throbbing sound, which was too deep to be a car's engine.

Point your child to the paragraph where Priya thinks about what kind of vehicles drove past. Ask: "What did Priya notice about the sound of one of the engines?"

The third paragraph on page 4 is where children should look. Priya notices that **one of them must have been a truck, or a tractor, because its engine had sounded much too deep for a car**. Children need to identify the quality of the sound - its deep pitch or throbbing quality - rather than simply saying it was louder. Mentioning only that it was loud does not score; the answer must reference the deep or low sound of the engine.

Watch out: A child might write that the vehicle was louder than a car, but the official answer does not accept references to volume alone - the key detail is the deep or low quality of the engine sound.

Question 4 (1 mark)

Answer: The correct order is: the campsite = 1, the foot of the hill = 2, the bridge = 3, the cattle grid = 4.

Ask your child to find the paragraph that starts 'The sound died away' and read it carefully, then think about where Priya imagines the vehicles travelling - in what order do the locations appear in the text? Ask: "Can you trace the route Priya thinks the vehicles took, from first to last?"

The relevant section runs from 'The sound died away...' to '...the other side of the valley.' Children need to track the vehicles' journey in the order Priya imagines it. First, the sound passes the campsite (where Priya is). Next, she imagines them **'reaching the foot of the hill'**. Then she hears them **'crossing the bridge by Greystone Farm'**. Finally, she hears the rattle as they cross **'the cattle grid on the far side'**. All four must be correct to score the mark.

Watch out: A child might place the bridge before the foot of the hill, but the text says Priya imagined them 'reaching the foot of the hill' first, then 'crossing the bridge by Greystone Farm' - the foot of the hill comes before the bridge.

Question 5 (1 mark)

Answer: Children should tick 'She heard the engine stop.'

Ask your child to re-read the paragraph beginning 'For a while the sound didn't change...' and find the sentence that tells us what made Priya decide to look outside. Ask: "What happened just before Priya decided to take a look?"

The relevant paragraph begins 'For a while the sound didn't change and then, quite suddenly, it stopped.' The text then says '**Whatever it was, she was going to take a look.**' It is the sudden stopping of the engine sound that prompts Priya to go outside. Children need to connect the engine stopping directly to her decision, rather than selecting the earlier noises which caught her attention but did not trigger action.

Watch out: A child might tick 'She heard the noise from the road' because the vehicles passing did wake Priya fully, but that is what alerted her, not what made her decide to go outside.

Question 6 (1 mark)

Answer: Children can tell the moonlight was very bright because Priya could see the whole valley spread out in front of her, or because the valley was described as silver in the moonlight.

Ask your child to think about what they remember happening when Priya opened the tent. Ask: "What does Priya see when she looks out, and what does that tell you about how bright the moonlight must have been?"

The last paragraph on page 4 contains the key evidence. When Priya opens the tent flap, the text says she '**could see the whole valley, blue and black and silver in the moonlight**'. Children need to draw the inference that being able to see the entire valley, or the valley shining silver, tells us the moonlight was very bright. Simply listing the three colours ('blue, black and silver') without connecting this to visibility or brightness is not enough on its own.

Watch out: Simply writing 'blue, black and silver' without explaining why this shows the moonlight was bright will not score - the child needs to say Priya could see the whole valley, or that it was silver in the moonlight.

Question 7 (1 mark)

Answer: The 'it' refers to Priya's realisation - she suddenly understood that the vehicles must belong to rustlers (sheep thieves).

Before your child looks back at the text, ask them to think about what has just happened in the story - Priya has been watching lights and hearing engines. Ask: "What do you think suddenly 'hit' Priya at that moment in the story?"

At the top of page 5, the short sentence Then it hit her is followed immediately by 'Rustlers! They had to be.' Children need to recognise that '**it**' is not a physical thing but a sudden thought or realisation -

the moment Priya works out what is happening. The official answer accepts responses that name the realisation itself, describe her understanding of the situation, or even say simply 'she realised'. Crucially, writing only 'the rustlers' without any sense of realisation does not score.

Watch out: A child might write just 'the rustlers' as their answer, but that alone does not score - the answer needs to capture the idea of Priya's sudden realisation or understanding, not simply name the people involved.

Question 8 (1 mark)

Answer: The correct tick is 'She had to squeeze in.' - the word 'wiggled' suggests she had to manoeuvre her body through a tight space.

Point your child to the sentence 'She wiggled back inside the tent' and ask them to think about what the actual movement of wiggling feels like. Ask: "What does it tell you about the space Priya was moving through?"

The word **wiggled** is the clue here. Children need to recognise that to wriggle means to twist and turn the body in order to fit through a restricted space. The official answer confirms that 'She had to squeeze in' is correct, because wiggling implies a tight, effortful entry rather than running, jumping, or creeping. The distractors describe speed or stealth, but neither of those meanings is contained in the word 'wiggled'.

Watch out: A child might tick 'She crept in quietly' because Priya was trying not to wake Abby, but the word 'wiggled' describes the physical movement, not the noise level.

Question 9 (1 mark)

Answer: Abby says this because she has been woken up in the middle of the night and does not want to have been disturbed for no reason. Any of these count: she was asleep and did not want to be woken up unnecessarily; it was 2am; she thought Priya might be making it up as a prank.

Before your child looks back at the text, ask them to think about how Abby was feeling when Priya woke her up. Ask: "Why do you think Abby said that to Priya?"

Abby's dialogue comes after she has been shaken awake at two in the morning. Children need to read her words as a warning to Priya: 'You'd better not be making this up' shows Abby is annoyed at being disturbed and suspects the whole thing could be a trick. The text makes clear she was fast asleep and had to be shaken twice before emerging from her sleeping bag, so the inference is that she resents being woken unless the reason is genuine. Any reference to tiredness, the late hour, or the possibility of a prank earns the mark.

Watch out: A child might simply copy out the words 'it's the middle of the night' without explaining the connection to Abby's feelings - the official answer does not accept a reference to the time alone without linking it to Abby being annoyed at being woken or suspecting a prank.

Question 10 (1 mark)

Answer: A sharp intake of breath from Abby shows she was shocked. Alternatively, saying 'We have to do something' shows she was shocked into action.

Before your child looks back at the page, ask them to think about what they remember of Abby's reaction when she looked through the binoculars. Ask: "What do you remember Abby doing or saying that showed she was shocked?"

At the end of page 5, children should look for textual evidence of Abby's shocked reaction after using the binoculars. The clearest piece of evidence is the phrase **'a sharp intake of breath from Abby'** - a sudden gasp is a classic physical sign of shock. A child might also point to Abby's immediate statement 'We have to do something', which shows she has been jolted from reluctance into urgent action, confirming she is now genuinely alarmed by what she has seen. Either of these earns the mark.

Watch out: A child might simply write 'she said we have to do something' without any context - this is acceptable, but just writing the quote without showing it connects to shock may be thin. More importantly, do not accept responses that only describe Abby waking up or groaning, as those happen before she sees the sheep.

Question 11 (1 mark)

Answer: Abby was worried because Mr Jones's sheep were being stolen. Any of these count: the sheep were in danger; someone was taking the sheep; she did not know what to do to help.

Before your child looks back at the text, ask them to think about what Abby has just seen through the binoculars and how that might make her feel. Ask: "Why do you think Abby was worried at the end of the story?"

At the very end of the extract, Abby looks through the binoculars and says **'Those are Mr Jones's sheep. We have to do something.'** Children need to infer from this that Abby is worried about the sheep being stolen by the rustlers. The official answer accepts either the idea that the sheep are being taken or harmed, or that Abby is unsure what action to take next. Either idea earns the mark. Crucially, simply quoting 'Those are Mr Jones's sheep. We have to do something' on its own, without showing any understanding of what the worry is, does not score.

Watch out: Simply copying out 'Those are Mr Jones's sheep. We have to do something' without explaining the worry does not score - children need to show they understand what the concern is, not just repeat the quotation.

Question 12 (2 marks)

Answer: False, False, True, False - in that order for the four statements.

Before checking, ask the child to go through each statement one at a time and find the part of the story that proves or disproves it. Ask: "Can you point to where in the text it tells you whether each statement is right or wrong?"

Each row of this true/false table tests retrieval of a specific detail from the story. For the first row, the opening sentence tells children that 'Something had disturbed her but she wasn't sure what' - so it is **false** that Priya knew what had woken her. For the second row, the text says Abby got the binoculars from her bag, so they belonged to Abby, not Priya - **false**. For the third row, Abby's final line, 'We have to do something', confirms both girls agreed - **true**. For the fourth row, the rustlers stopped on the far side of the valley, not at the campsite - **false**. Children need all four correct for 2 marks; three correct earns 1 mark.

Watch out: A child might tick 'True' for the binoculars belonging to Priya, as Priya asks 'Have you got your binoculars?' - but that question shows they belong to Abby, not Priya.

Question 13 (1 mark)

Answer: The answer children need to write is Texas.

Point the child to the first two paragraphs of the Bats Under the Bridge text. Ask: "Which American state is mentioned in these paragraphs?"

The first two paragraphs of Bats Under the Bridge state that '**Austin is the capital city of the state of Texas in the USA**'. Children simply need to identify Texas as the state. The official answer notes that writing 'Austin, Texas' without making clear that Texas is the state name is not sufficient - Texas alone (or 'Texas, North America') is what is needed.

Watch out: A child might write 'Austin, Texas' without making clear which part is the state - the official answer requires Texas to be identified as the state, so 'Austin, Texas' on its own does not score.

Question 14 (1 mark)

Answer: Bat Fest is held in summer because that is when the bats swarm out every evening, rising up into the city sky.

Before your child looks back at the text, ask them to think about what they remember happening at the bridge in summer. Ask: "Why do you think Bat Fest is held in summer rather than any other time of year?"

The first paragraph of the article states that every evening in summer the bats all come swarming out at once. Children need to make the inference that Bat Fest celebrates this nightly spectacle, so it must be held in summer because that is when the bats are present and active under the bridge. The official answer does not accept references to summer simply being warm - children must link the timing to the bats actually emerging.

Watch out: A child might say Bat Fest is held in summer because it is warm, but the official answer does not accept this - the reason must be linked to the bats coming out, not just the season's temperature.

Question 15 (2 marks)

Answer: When the interviewer uses 'hotspot' it means a popular place (for bats). When Harriet uses it she means it literally - a place that is warm or hot.

Ask your child to read the interviewer's question and Harriet's first answer carefully, then cover the rest of the page. Ask: "Does the word 'hotspot' mean the same thing each time it appears, or something different?"

Both parts of this question test whether children can recognise that the same word carries **two different meanings** in two different contexts. The interviewer uses 'hotspot' in the everyday sense of a place that is popular or busy - children should show they understand it means the bridge attracts a lot of bats. Harriet picks up the word deliberately and plays on its literal meaning: her answer explains that 'the gaps under the bridge are just the right width to trap warmth nicely', so here 'hotspot' means a place that is physically hot or warm. Each part earns one mark; children must show a different meaning for each use to score both marks.

Watch out: A child might say both uses mean 'a perfect place for bats', but for Harriet's use the answer must refer to warmth or heat specifically - simply saying it is a good or ideal place is not enough to score that mark.

Model answer: When the interviewer uses it: a popular place (for bats) / lots of bats go there.
When Harriet uses it: a place that is warm or hot (the gaps trap warmth for the baby bats).

Question 16 (1 mark)

Answer: Insects attract bats to Texas. The large number of tasty insects found there is what draws them.

Ask your child to re-read Harriet's first answer carefully and find the sentence that talks about the whole of Texas, not just the bridge. Ask: "What does Harriet say makes Texas a good place for bats, apart from the bridge itself?"

Harriet's first answer distinguishes between what makes the bridge itself special and what makes Texas generally attractive to bats. The question sets up the bridge as the Austin-specific draw, then asks what else pulls bats to the wider state. Children need to find the sentence '**Texas in general is a paradise for bats because of all its tasty insects**' - that word 'insects' is the answer children need to give. A vague answer about food is fine; the key is identifying insects specifically.

Watch out: A child might mention warmth or the gaps under the bridge, but those explain why bats like the bridge specifically - the question asks about Texas more broadly.

Question 17 (1 mark)

Answer: The word children need to copy from the text is 'consume'. The word 'feeding' is also accepted.

Point your child to the paragraph in 'Bats Under the Bridge' that begins 'It's actually very appropriate...' and ask them to read it carefully. Ask: "Can you find a word in this paragraph that means the same as 'eat'?"

In Harriet's answer beginning 'It's actually very appropriate...', the key sentence is 'A mother bat will go out hunting every evening and **consume** about two-thirds of her body weight in insects every single night.' Children need to identify which word in that passage is closest in meaning to 'eat'. The word **consume** is the primary answer; **feeding** (from 'The feeding frenzy can last all night') is also accepted. The answer must be copied accurately from the text.

Watch out: A child might write 'hunting', as mother bats go out hunting for food, but hunting means searching for prey, not eating it.

Question 18 (1 mark)

Answer: The word children need to copy from the text is 'colony'. The word 'population' is also accepted.

Ask your child to read Harriet's answer about whether there have always been so many bats. Ask: "Can you find one word in that answer that means a group of bats living together?"

In Harriet's answer to the question about whether there have always been so many bats, children need to find a single word meaning 'a group of bats living together'. The text uses **colony** in the phrase 'campaigned to have the bat colony eradicated', which clearly refers to the whole group living together under the bridge. The word **population** also appears and is accepted. Children must copy the word exactly as it appears in the text.

Watch out: A child might write 'group' or 'colony of bats' as a phrase rather than a single word - only the single word 'colony' (or 'population') counts here.

Question 19 (1 mark)

Answer: Any two of these count: people thought bats would attack them by pulling out their hair; people thought bats carried disease; bats were seen as uninvited guests.

Point the child to Harriet's answer about whether there have always been so many bats, and ask them to read just that section. Ask: "What did people in Austin think was going to happen because of the bats?"

Harriet's answer to the question Have there always been so many bats here? contains all the information children need. The text states '**we thought they'd attack us by pulling out our hair or that they'd carry disease**' and also that the bats '**were seen as uninvited guests**'. Children need to identify any two of these reasons. Both points must come from Harriet's account of past attitudes, not from her comments about the bats' appearance (teeth and claws) in a later answer - that evidence belongs to a different question.

Watch out: A child might write that people disliked bats because of their teeth, claws, or frightening appearance - but the official answer specifically does not accept this, as it comes from a different part of the interview.

Model answer: 1. They thought bats would attack them by pulling out their hair. 2. They thought bats carried disease.

Question 20a (1 mark)

Answer: Children should tick 'at risk'.

Point your child to Harriet's answer about millions of bats needing protection, and ask them to read it carefully before looking at the options. Ask: "Which word do you think means the same as 'vulnerable' here?"

The question asks children to choose the closest meaning to **vulnerable** from four options. In the 'There are millions of bats in Texas' answer, Harriet explains that bats 'wouldn't survive' if something happened to their cave, making clear they are in danger of harm. 'At risk' captures this precisely. Children should eliminate 'foolish' (nothing about poor judgement), 'frightening' (that describes how others see bats, not their situation), and 'tormented' (which appears in the same passage about mosquitoes, making it a tempting distractor).

Watch out: A child might tick 'tormented' because that word appears nearby in the text about mosquitoes, but 'tormented' describes suffering, not being in danger of harm.

Question 20b (1 mark)

Answer: Because if something bad happened to the place where they all live together, a huge number of bats would all be affected at the same time.

Ask your child to find Harriet's answer about protecting bats and read it carefully. Ask: "Why might living all together in one place actually be dangerous for the bats?"

Harriet's answer to the question about protecting bats explains that bats **live in very large groups**, and the danger is that a single disaster could wipe out an enormous number at once. The key line is 'One cave alone has 15 million bats living in it. Imagine if anything happened to that cave. 15 million bats would all become homeless at once, and many wouldn't survive.' Children need to connect both parts: the large group living together **and** the consequence that one event would affect all of them simultaneously. Simply saying 'many would become homeless' is not enough; the answer must show that living in large groups means a single bad event hits all of them at once.

Watch out: A child might write only 'because if their cave was destroyed they would be homeless' - but this misses the key point that living in large groups means vast numbers are all affected at the same moment.

Question 21 (2 marks)

Answer: Any two of these count: insects torment people (mosquitoes, wasps); insects eat farmers' crops forcing them to spend millions on chemicals; people spend a great deal of time battling against insects; Harriet is positive about bats eating insects, showing she sees insects as a problem.

Ask your child to find Harriet's answer about the benefits bats bring to humans, then ask: "How does Harriet describe the trouble that insects cause - can you find two different things she says?"

Harriet's answer to the benefits question is rich with clues that she views insects as pests. Children need to pick out two distinct pieces of evidence. The strongest options are: she says humans spend

time '**battling against insects**' and mentions being '**tormented by mosquitoes or wasps**', showing insects are a nuisance to people; and she notes that farmers spend millions on chemicals to stop insects eating crops. Each of these earns one mark, up to a maximum of two. A general statement such as 'she says bad things about insects' without a specific example does not score.

Watch out: A child writing only a vague statement such as 'she describes insects negatively' or 'she says bad things about them' will not score - the official answer requires specific examples from the text.

Model answer: 1. Harriet says humans spend a lot of time battling against insects and that people are tormented by mosquitoes and wasps, showing she sees them as a nuisance. 2. She says farmers have to spend millions of dollars buying chemicals to stop insects eating their crops, suggesting insects cause serious problems.

Question 22 (1 mark)

Answer: Children need to draw four lines matching: thousands to 'people visiting the Congress Avenue Bridge each year'; a few to 'bats living in one cave' (originally); ten to 'tonnes of insects eaten by bats each night'; fifteen million to 'bats living in one cave'.

Ask your child to scan the article for any numbers or amounts before attempting to draw the lines. Ask: "Can you find each of these numbers somewhere in the text and tell me what it is describing?"

The matching question draws on specific numbers scattered across the article. **Thousands** matches 'people visiting the Congress Avenue Bridge each year' (the text says bats 'attract thousands of visitors every year'). **A few** matches the original small number of bats that lived under the bridge before the rebuild. **Ten** matches 'tonnes of insects eaten by bats each night' ('eat about ten tonnes of insects every night'). **Fifteen million** matches 'bats living in one cave' ('one cave alone has 15 million bats'). All four lines must be correct to score the mark.

Watch out: A child might match 'a few' to insects or visitors, but the text specifically uses 'a few' only when describing the small number of bats that originally lived under the bridge before thousands moved in.

Question 23 (2 marks)

Answer: True: Harriet Lopez thinks some bats are cute. True: Bats could be an alternative to chemicals for farmers. False: In Texas there are more humans than bats. False: Putting a bat box in your garden will encourage insects.

Ask your child to look carefully at page 7 of the reading booklet before deciding on each row. Ask: "For each statement, can you find the part of the text that tells you whether it is true or false?"

Page 7 of the reading booklet contains all four statements. Children should tick **True** for the first row because Harriet says 'some of them are even cute'. The second row is **True** because Harriet describes farmers installing bat boxes as an alternative to buying chemicals. The third row is **False** because the text states 'bats easily outnumber humans in Texas'. The fourth row is **False**: the advice is to fill the garden with flowers to encourage insects, not to use bat boxes for that purpose. Three correct answers scores 1 mark; all four correct scores 2 marks.

Watch out: A child might tick True for 'Putting a bat box in your garden will encourage insects' because bat boxes and encouraging insects are both mentioned - but the text says to plant flowers to encourage insects; bat boxes attract bats, not insects.

Question 24 (1 mark)

Answer: The child should tick 'agrees with Harriet Lopez's opinions of bats.'

Ask your child to look back at the last question the interviewer asks and think about what it tells us about how the interviewer feels. Ask: "What does the interviewer's final question suggest she thinks about bats?"

The final question in the interview, 'Is there anything I can do to support bats in my area?', signals a shift from neutral questioning to personal action. Children need to recognise that by asking what **she herself** can do to help, the interviewer is no longer standing apart from Harriet's pro-bat argument but has adopted it. This is a content-as-whole question: children must track how the interviewer's tone has changed across the interview to reach this conclusion.

Watch out: A child might tick 'is unsure what to think of bats' because asking a question can seem like uncertainty, but the specific nature of the question - asking how to personally support bats - shows the interviewer has already decided they are worth protecting.

Question 25 (1 mark)

Answer: Tick these two: 'She knows important details about bats' and 'She understands how people feel about bats'.

Before your child looks at the options, ask them to think about what they remember of Harriet from the interview. Ask: "What kind of person do you think Harriet is, and what does she know or understand that makes her worth interviewing?"

Children need to think about what makes Harriet a good interview subject, drawing on what the text actually shows her doing. Throughout the interview she provides precise facts about bats - numbers,

biology, behaviour - confirming she **knows important details**. She also explicitly discusses public prejudice and fear, saying 'there's a lot of prejudice and misunderstanding about bats', which shows she **understands how people feel**. The other options are not supported: the text never says she organises Bat Fest, she does not campaign against bats, and she argues they are harmless rather than dangerous.

Watch out: A child might tick 'She organises Bat Fest' because the interview takes place on the bridge during summer, but the text never says Harriet organises the event.

Question 26 (3 marks)

Answer: Any two of these, ideally each backed with a reason from the text: bats are beneficial to people and farming (they eat insects/reduce need for chemicals); bats are not harmful (they are gentle creatures, they don't carry disease); bats should be protected and supported (build bat boxes, fill gardens with flowers); bats are our friends/allies; bats are misunderstood; bats are interesting and amazing; bats benefit tourism.

Before your child looks back at the text, ask them to think about what Harriet was trying to persuade readers to believe about bats. Ask: "What are two things Harriet really wants people to understand about bats, and what did she say to back that up?"

This 3-mark question asks children to identify two of Harriet's positive messages and support them with evidence. **3 marks** requires two valid messages, at least one with evidence. **2 marks** requires either two messages without evidence, or one message with evidence. **1 mark** is awarded for a single message with no evidence. The table in the question provides an example row ('Bats shouldn't be judged by their appearance') to model the format. Children should draw on statements such as 'we should view bats as allies, not as enemies' (message: bats are our friends) or 'they are gentle creatures that will not harm you' (message: bats are not harmful). The evidence must come directly from the text, not from general knowledge. Note that the example row should not be repeated as one of the child's own two answers.

Watch out: A child might simply quote the example already given in the question ('bats shouldn't be judged by their appearance') as one of their two answers - this should not count, as it is the worked example provided to them.

Model answer: Message 1: Bats are beneficial to people and farming.

Evidence: Harriet says bats eat about ten tonnes of insects every night, reducing the need for expensive and harmful chemicals that farmers use on crops. **Message 2:** Bats are not harmful and should not be feared.

Evidence: Harriet explains that bats 'are gentle creatures that will not harm you, as long as you do not try to touch them' and that earlier fears about them carrying disease or pulling out hair were simply untrue.

Question 27 (1 mark)

Answer: It means he continued walking / carried on going despite the howl he had heard.

Point your child to the paragraph just after Innis hears the first howl and reads the sentence beginning 'He pressed on'. Ask: "What does 'pressed on' tell us about what Innis decided to do?"

In the third paragraph of *A Howl at Dusk*, the text reads **'He pressed on but kept his hood down'**, immediately after Innis heard the first howl. Children need to understand that pressed on means he kept going forwards rather than stopping or turning back. The official answer requires a sense of continuing or persevering. A child who writes 'he walked quicker' would not score, as that implies hurrying rather than simply carrying on.

Watch out: A child might say he walked faster or hurried, but the official answer does not accept hurrying - it requires the sense of continuing or persevering, not speeding up.

Question 28 (1 mark)

Answer: Innis was a good half-mile from home when he heard the first wolf howl.

Ask your child to skim the opening paragraphs of 'A Howl at Dusk' and find the sentence that tells us exactly how far Innis still had to travel. Ask: "How far from home was Innis when he first heard the howl?"

The answer sits in the third paragraph of 'A Howl at Dusk', where the text states **'he was still a good half-mile from home'** at the point when the light was fading and snow was falling. Children simply need to retrieve this precise detail. The official answer requires reference to a good half-mile; vague answers such as 'a long way away' or 'miles away' are not accepted, so the specific phrase matters.

Watch out: A child might write 'a long way from home' or 'miles away', but the official answer requires the specific distance given in the text.

Question 29 (1 mark)

Answer: Children should tick 'a wet area of rough ground.'

Ask your child to find the sentence in the text that describes what The Barrens actually looks like. Ask: "What does the text tell us about what The Barrens is like?"

The description of The Barrens in the text says it was 'the middle of the island where the land was bumpy and boggy'. Children need to match 'bumpy and boggy' to the option 'a wet area of rough

ground' – boggy means wet and marshy, and bumpy means rough or uneven. The correct tick is the third option.

Watch out: A child might tick 'a snowy, wooded area' because snow is falling during the scene, but the snow is the weather, not a description of The Barrens itself.

Question 30 (1 mark)

Answer: Children should tick 'the fading light' and 'the weather'. Both of these made it hard for Innis to trust his senses when looking for the wolf.

Before your child looks back at the passage, ask them to think about what conditions Innis was walking in that evening. Ask: "What two things about the environment do you think would make it hard to see or hear properly?"

Page 8 states that **the afternoon light of early March was fading fast** and that **snow was falling**. Both conditions directly impair vision. Children need to infer that dim light and blowing snow would make it difficult to see clearly and therefore difficult to trust what Innis thought he could see or hear. The correct two ticks are 'the fading light' and 'the weather'. The question awards one mark only if both are ticked correctly; ticking just one is not enough.

Watch out: A child might tick 'how fast he was walking' because Innis does walk faster, but the text links his speed to fear rather than to any difficulty trusting his senses.

Question 31 (1 mark)

Answer: Children should show that Innis knew the ground well, for example that he knew every rise and dip of the land, or that he knew there were no wolves on the island, or that he knew exactly how far he was from home.

Before your child looks back at the passage, ask them to think about what they remember of how Innis moves through the landscape. Ask: "How do you think Innis knows his way around - what does the story suggest about how well he knows this place?"

On page 8, the text offers several clues that Innis is deeply familiar with the area. The clearest is the narrator's comment that **'Innis knew this ground, knew every rise and dip'** - this directly shows local knowledge. Children could also refer to the fact that Innis knows wolves have not been seen in Scotland for almost three hundred years, showing knowledge of the island's wildlife, or that he knows he is 'a good half-mile from home', showing he can judge distance without landmarks. Any one of these is sufficient for the mark.

Watch out: A child might simply write 'because he lives there' without any textual evidence - a general statement like this is too vague and needs to be tied to something specific in the text.

Question 32a (1 mark)

Answer: Any of these count: he stopped dead in his tracks; he walked faster; the only sound was his beating heart; he told himself there were no wolves in Scotland; he listened intently.

Before your child looks back at the text, ask them to think about what Innis did immediately after hearing the very first howl. Ask: "What do you remember Innis doing or thinking right after he heard the sound for the first time?"

The question asks for evidence of worry after the first howl only – children must stay within the specified paragraph range. The text says the howl '**made Innis Munro stop dead in his tracks**', which shows a startled, fearful reaction. Children could also point to his heart beating as the only sound, or to him needing to reassure himself by thinking 'it couldn't have been' a wolf. Any one clear piece of textual evidence that signals anxiety or unease earns the mark.

Watch out: A child might write that he 'walked faster', which is also acceptable, but they should not say he 'ran away' - running happens much later, after he actually sees the wolf, which is beyond the specified paragraph range.

Question 32b (1 mark)

Answer: After the second howl, a child might write: he stopped again; or he caught his breath and held it; or he turned full circle scanning the landscape.

Point your child to the paragraph that begins 'Another howl came' and ask them to read it carefully. Ask: "What does Innis do with his body after he hears this second howl?"

The relevant section is the paragraph beginning Another howl came; long, bloodcurdling, wolf-like. Children need to find evidence of worry that follows specifically the **second** howl, not the first. The text says 'Innis stopped again, caught his breath and held it' and 'He turned full circle, scanning the landscape, peering through the snow and the gloom' - any one of these physical reactions is enough. Note that the official answer does not accept references to Innis running or walking faster, as that comes later.

Watch out: A child might write 'he hurried up' or 'he ran', but the official answer does not accept running or walking faster as evidence for the second howl - those actions belong to a later point in the story.

Question 33 (1 mark)

Answer: A child should explain that the howl was heard from different distances or directions each time - sometimes closer, sometimes further away, or from different places.

Before your child looks back at the text, ask them to think about what they remember of the wolf howls. Ask: "How did the sound of the wolf change each time Innis heard it?"

The text tracks the wolf's howl across several paragraphs of page 8. Children need to piece together clues across those paragraphs: the first howl comes from no particular direction, but the second howl is described as 'closer this time'. Then, after Innis howls back, one response comes 'from further away this time, in the distance up by the mountain' and another is 'much closer'. The changing distance and direction of the sound is the evidence that the wolf is constantly on the move. Children should state that the howl kept changing - getting closer or further away, or coming from different places - to show movement.

Watch out: A child might simply write 'because he could hear it' or 'because of the sounds' - but the official answer requires a specific reference to the changing volume, distance, or direction of the howls, not just the fact that howling was heard.

Question 34 (1 mark)

Answer: Children should tick 'definite'.

Point your child to the sentence that describes what Innis saw just before he ran away, and ask them to read it carefully. Ask: "What does 'unmistakable' tell you about how certain Innis was about what he saw?"

The sentence reads 'It was the unmistakable silhouette of a wolf.' Children need to work out what **unmistakable** means in context. The shape was so clear that Innis could not mistake it for anything else - it could only be a wolf. That meaning aligns with **definite**. 'Unfamiliar' is the opposite of the intended meaning; 'unlikely' and 'possible' both introduce doubt, whereas the word carries certainty.

Watch out: A child might tick 'unfamiliar' because the wolf is unexpected, but 'unmistakable' means it cannot be misidentified - the opposite of unfamiliar.

Question 35 (1 mark)

Answer: Children need to number the events in this order: 1 - He heard an unexpected wolf howl, 2 - He imitated a wolf howl, 3 - He saw a wolf, 4 - He ran away, 5 - He met a boy.

Before looking at the boxes, ask your child to close the reading booklet and try to retell what happened to Innis from beginning to end in their own words. Then ask: "Can you put those events in the order they actually happened in the story?"

Across both pages of the extract, the story unfolds in a clear sequence. Innis first hears the howl that stops him dead ('The howl pierced the darkening sky'), then tries his own howl back ('Innis cupped a hand to his mouth'), then spots the wolf's silhouette twenty paces away, then turns and runs through the marsh, and finally meets the stranger boy after falling. Children need to track this sequence across the full extract rather than focusing on a single paragraph.

Watch out: A child might place 'He ran away' as number 3 rather than 4, forgetting that seeing the wolf happens just before running - the text clearly shows Innis spotted the silhouette and then turned and ran.

Question 36 (2 marks)

Answer: Any two of these count: the area was remote and in the middle of nowhere; the boy appeared suddenly when Innis thought he was alone; Innis had been expecting to see a wolf, not a boy; it was getting dark or the weather was very bad.

Before your child looks back at the passage, ask them to picture the scene: where is Innis, what has just happened, and what would make finding another person there extra surprising? Ask: "Thinking about everything that has happened to Innis and where he is, why else might he be shocked to suddenly see a boy?"

Question 36 asks children to go beyond 'Innis didn't know the boy' and find other reasons for his surprise. The text describes the Barrens as 'bumpy and boggy' wilderness, far from anywhere, making the boy's presence in 'the middle of bleak nowhere' startling. Children might also note that Innis had just been fleeing a wolf, so finding a boy instead of a wolf was unexpected, or that the boy seemed to 'come out of nowhere' when Innis believed himself alone. Each valid reason earns one mark, up to a maximum of two marks. Answers must go beyond simply saying the boy was a stranger.

Watch out: Children should not simply restate that Innis did not know the boy, as the question already acknowledges that. The answer must give a different reason rooted in the setting, the circumstances, or Innis's expectations.

Model answer: 1. The area was remote and wild - Innis was in the middle of the boggy Barrens, far from anywhere, so seeing anyone there was very unexpected. 2. Innis had just seen a wolf and was expecting danger from an animal, not a person, so a boy appearing was a complete surprise.

Question 37 (1 mark)

Answer: Innis wanted to know where the boy was going because there was a wolf out there, and he was concerned the boy might walk towards it. Any of these count: because of the wolf; to warn the boy about the wolf; because he was worried for the boy's safety.

Before your child looks back at the text, ask them to think about what Innis has just been through in the moments before he meets the boy. Ask: "Why do you think Innis might be worried about where the boy is heading?"

At the end of the extract, Innis has just seen a real wolf on the moor and run away in terror. When a strange boy appears and starts walking off, children should infer that Innis's first question - 'Where are you going?' - is driven by the knowledge that the wolf is still nearby. The text says the boy then 'headed back toward Innis' only when the wolf was mentioned, confirming the wolf is the focus. A child needs to show they understand Innis's concern: the wolf's presence, the boy's safety, or wanting to warn him all score.

Watch out: A child might simply say Innis was curious or being friendly - but without connecting the question to the wolf's presence nearby, this is too vague to score.

Question 38 (3 marks)

Answer: Two personality traits from: unfriendly/rude, independent/brave/calm, curious, mysterious/strange, secretive/defensive, determined/single-minded, or untalkative. Each trait needs supporting evidence from the text.

Before your child looks back at the passage, ask them to think about how the stranger behaved during the conversation with Innis. Ask: "What kind of person do you think this boy is, and what makes you say that?"

The final section of the extract, from 'Innis sat up' to the end, gives several clues about the stranger's character. Children need to identify **two** personality points and back each one up with textual evidence. For 3 marks, two acceptable points are needed with at least one supported by evidence; 2 marks for either two points without evidence, or one point with evidence; 1 mark for one acceptable point alone. For example, the boy's rudeness is shown by 'What's it to you?' and 'strode off without another word'; his curiosity is shown by his sharp, focused questions - 'Where exactly?' and 'How far?' - only about the wolf. Children should choose two distinct traits and link each to a specific moment or quotation.

Watch out: A child might simply write 'he was rude' twice using different examples - this only counts as one acceptable personality point, not two, so the second example needs a clearly different trait.

Model answer: Personality 1: He is unfriendly/rude. Evidence: When Innis asked where he was going, the boy replied 'What's it to you?' without even turning round, and at the end he 'strode off without another word'. **Personality 2:** He is curious/single-minded. Evidence: The only thing that stopped him walking away was hearing there was a wolf - he immediately turned back and asked focused questions: 'Where exactly?' and 'How far?'

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