



REVISION GUIDES • WORKBOOKS • PRACTICE PAPERS

KEY STAGE 2 SATS

2026 KS2 English Reading

Answers Explained

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How to beat each question type

Tick the correct answer (2b)

1. Ask the child to read the question carefully and underline the key word or phrase being asked about.
 2. Encourage the child to go back to the relevant part of the text and read it again before looking at the options.
 3. Help the child to rule out options that are clearly wrong, then choose the one best supported by the text.
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Find the evidence (retrieve and record) (2b)

1. Ask the child to identify which part of the text the question points to, using any page or paragraph reference given.
 2. Encourage the child to scan that section carefully for the specific detail the question is asking about.
 3. Remind the child to write the answer in their own words or copy accurately from the text, keeping it brief and focused.
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Inference: how can you tell? (2d)

1. Help the child understand that the answer is not stated directly – they need to read between the lines and think about what the text suggests.
 2. Ask the child to find the sentence or phrase in the text that gives a clue, then think about what it shows about a character's feelings or actions.
 3. Encourage the child to explain their thinking clearly, for example: 'This shows that... because...'
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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 itself, so they understand how it is being used.
 2. Encourage the child to think of a word that could replace it and still make sense in the sentence.
 3. If the question is a tick-box, help the child try each option in place of the original word and choose the one that fits best.
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Sequencing and ordering events (2c)

1. Ask the child to read all the events listed before writing any numbers, so they have a clear picture of the whole story or timeline.
2. Encourage the child to scan the text from the beginning, noting where each event appears.

3. Remind the child to check their final order makes sense as a sequence before moving on.
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True or false table (2b)

1. Ask the child to take each statement one at a time rather than trying to do them all at once.
 2. Encourage the child to find the matching part of the text for each statement and compare it carefully with what the statement says.
 3. Remind the child that even one small difference can make a statement false, so they should read closely before deciding.
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Language and word choice: what does this tell you? (2g)

1. Ask the child to read the quoted word or phrase aloud and think about the image or feeling it creates in their mind.
 2. Encourage the child to think about why the author chose that particular word rather than a simpler one – what extra meaning does it add?
 3. Help the child to write their answer by saying what the word suggests or shows, not just what it means literally.
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Question 1 (1 mark)

Answer: The correct tick is: 'She had seen something in the leaves.'

Ask your child to read just the first two short paragraphs of 'Owl in Danger' carefully and think about why Mandy called out. Ask: "Why do you think Mandy shouted to James?"

The opening line of the story gives the answer directly. Mandy shouts '**Quick - over here!**' and then kneels down, gently brushing leaves aside - the text explains she had '**spotted something in the carpet of leaves**'. Children should look at the very first paragraph and match that detail to the correct option. The other options are not supported by the text: nothing mentions Mandy falling, being impressed by colour, or being scared.

Watch out: A child might tick 'She was impressed by the colourful leaves' because the story describes 'last autumn's fallen leaves', but Mandy shouts because she has spotted something, not because of the leaves themselves.

Question 2 (1 mark)

Answer: The leaves covered the ground thickly, like a carpet covering a floor - there were lots of them spread all over the ground.

Before looking at the answer, ask your child to think about what a carpet looks like on a floor. Ask: "What does a carpet tell us about how much of the floor it covers?"

The phrase '**carpet of leaves**' is a metaphor, and children need to explain what image it creates. A carpet covers the whole floor in an unbroken layer, so the phrase suggests the leaves were spread densely across the ground. Children should say either that the leaves were covering the floor/ground completely, or that there were a large amount of them forming a thick layer. Either idea is acceptable for the single mark.

Watch out: A child might write that the leaves were colourful or soft, as carpets can be, but the question asks what the phrase suggests about the leaves themselves - the key idea is the quantity or coverage, not the texture.

Question 3 (1 mark)

Answer: Tick 'moved them to make a small hole'.

Ask your child to find the sentence in that paragraph that describes what James looked down at, and read it carefully. Ask: "What had Mandy made in the leaves?"

The paragraph beginning 'What have you found?' describes James looking down at '**the little hollow Mandy had made in the leaves**'. Children need to recognise that a hollow is a small dip or hole, made by pushing leaves aside - not covering, kicking, or piling. This is a word-in-context question: children must match the meaning of 'hollow' to the correct tick-box option.

Watch out: A child might tick 'covered the ground with them' because Mandy knelt in a pile of leaves, but the text says she made a hollow - she moved them aside, not spread them out.

Question 4 (2 marks)

Answer: Any two of these count: Mandy drew in her breath; she gazed at James with shining eyes; she exclaimed 'Oh! Look, it's a baby owl!'; she shouted 'Quick - over here!'

Before your child looks back at the text, ask them to think about the moment Mandy picks up the owl and what she does and says. Ask: "What two things does Mandy do or say that show she is amazed by what she finds?"

Page 4 contains several physical reactions that signal amazement. Children need to identify two separate pieces of evidence. **Mandy drew in her breath** (a gasp of wonder) earns one mark, and **she gazed up at James with shining eyes** earns another - both show she is stunned. The exclamation 'Oh! Look, it's a baby owl!' also counts, as does her initial shout of 'Quick - over here!' Each correct piece of evidence earns one mark, up to a maximum of two. Children must find two distinct moments, not repeat the same idea in different words.

Watch out: A child might mention that James was amazed (his eyes were wide), but the question specifically asks about Mandy - evidence about James does not count here.

Model answer: 1. Mandy drew in her breath / she gasped. 2. She gazed at James with shining eyes.

Question 5 (1 mark)

Answer: Children should tick 'The owl's nest was between tree branches.'

Before your child looks back at the text, ask them to think about what Mandy says about owls' nests in general. Ask: "Why do you think the nest was so hard to find?"

On page 5, Mandy explains why the nest is so hard to spot: the text says 'You can never really see owls' nests; they're too well hidden. It's probably where two of those big branches meet.' Children need to infer from this that the nest's position between branches is what makes it invisible, not its height, the time of day, or its construction materials. The other options are plausible distractors but are not supported by the text as the reason for difficulty in spotting it.

Watch out: A child might tick 'The owl's nest was in the tallest tree' because height is mentioned, but the text does not say the tree is the tallest - it says the nest is too well hidden where branches meet.

Question 6 (1 mark)

Answer: Children should write that James squinted, or that he pushed back the peak of his cap to get a better view.

Before your child looks back at the text, ask them to think about what people do with their eyes and body when they are struggling to see something far away. Ask: "What does James actually do that shows he is finding it hard to see the nest?"

The evidence is in the opening of the page 5 passage: **'James squinted upwards, pushing back the peak of his cap to get a better view.'** Both details signal difficulty seeing. Children need to connect the physical actions to the inference: squinting is what people do when straining to see something, and pushing back his cap removed an obstruction. Either detail earns the mark; the key is linking the action to difficulty rather than just quoting it without explanation.

Watch out: A child might simply write 'he looked up' - this does not score because it does not show difficulty. The answer must reference squinting or the cap being pushed back.

Question 7 (1 mark)

Answer: Children should explain that Mandy's brows were knitted together in a thoughtful frown, showing she was concentrating. Alternatively, they could say she was actively thinking up solutions or trying to work out how to reach the nest.

Before your child looks back at the passage, ask them to recall what Mandy was doing with her face or body when she was thinking hard. Ask: "Without checking, can you remember how the story showed us that Mandy was really concentrating?"

The question covers the paragraph from Mandy knew it would be the best solution to no footholds at all. Children need to look for a physical clue that shows hard thinking: the text says **'Her brows knitted together over her eyes in a thoughtful frown'**, which signals intense concentration. Alternatively, children may note that she kept considering possible solutions - suggesting a ladder, then whether she could climb - showing active mental effort. Either of these observations earns the mark.

Watch out: A child might mention that Mandy tucked a strand of hair behind her ear, but the official answer does not accept this as evidence of concentration on its own - it needs to link to the frown or the active problem-solving.

Question 8 (2 marks)

Answer: Mandy picked up the owl. James wondered where the owl came from. James first suggested climbing the tree. James said they should leave the owl alone.

Ask your child to go through the story on pages 4 and 5 and find what each character says and does. Ask: "For each action in the table, can you find the part of the story where that happens and who was doing it?"

Each row of the table needs a tick in either the James or Mandy column, so children should check each action against the text carefully. **Mandy** cupped her hands and lifted the owl, so 'picked up the owl' belongs to Mandy. **James** exclaimed 'Where did it come from?' placing him in 'wondered where the owl came from'. James then says 'Maybe we could climb up', making him the first to suggest climbing. Finally, James says 'Don't you think we should just leave it where it is?' earning him 'said they should leave the owl alone'. All four correct gives full marks; three correct gives one mark.

Watch out: A child might tick Mandy for 'first suggested climbing the tree' because Mandy also mentions climbing, but it is James who first raises the idea when he says 'Maybe we could climb up and put it back in its nest'.

Question 9 (2 marks)

Answer: Any two of these count: she identified it as a tawny owl; she knew owls come out at night; she knew owls' nests are hard to spot / where they would be; she knew the owl wouldn't survive in the open; she had seen pictures of baby owls before; she knew what to do to help it.

Before your child looks back at the story, ask them to think about all the moments when Mandy said something knowledgeable about owls. Ask: "Without looking, can you remember two things Mandy knew about owls that James didn't?"

Across both pages of the story, Mandy consistently displays owl knowledge that James lacks. Children need to draw on at least two separate pieces of evidence. Each piece earns one mark. Strong choices include: she immediately identifies the bird as 'a tawny owl' without hesitation; she counters James's suggestion to leave it by explaining 'owls mostly come out at night', showing she understands nocturnal behaviour; she knows nests are 'too well hidden' and can predict roughly where one would be; she knows the owl 'wouldn't survive for long out in the open'. Children should write two distinct points rather than repeating the same idea in different words.

Watch out: A child might write only one point in two different ways, for example saying 'she knew it was a tawny owl' and 'she recognised the breed' - these count as the same point and would only earn one mark.

Model answer: 1. She knew it was a tawny owl as soon as she found it. 2. She knew that owls mostly come out at night, so the parents might not find it in time.

Question 10 (1 mark)

Answer: The correct order is: returning the owl to its nest = 1, putting the owl back on the ground = 2, taking the owl to Mandy's parents = 3.

Before checking the answer, ask your child to skim page 5 and find each time a different plan is mentioned. Ask: "Can you spot the three different ideas the children discuss, and which one comes first, second, and third?"

Page 5 traces the sequence of the children's discussion. **First**, James suggests climbing up to return the owl to its nest. **Second**, when that proves impossible, James proposes simply leaving it on the ground. **Third**, after Mandy rejects that idea, she concludes they must take the owl home to her parents. All three numbers must be correctly placed to earn the mark.

Watch out: A child might place 'putting the owl back on the ground' as number 1 because it seems the most obvious first thought, but the text shows climbing to the nest is mentioned before leaving it on the ground.

Question 11 (1 mark)

Answer: Mandy sighs, or the text says there was only one thing to do - showing she had no other choice and was reluctant.

Before your child looks back at the text, ask them to think about how Mandy felt at the end of the story. Ask: "What do you remember about how Mandy felt when she decided to take the owl home - was she happy about it?"

The final paragraph is the key location. Children need to spot that Mandy's reluctance is shown physically: '**She heaved a sigh**' signals resignation rather than enthusiasm. A child might also point to the phrasing 'there was only one thing to do then' - this implies taking the owl home was a last resort, not a preferred option. Either of these points earns the mark, as both show Mandy was not keen but felt she had no alternative.

Watch out: A child might write that Mandy was worried about the owl, but the question specifically asks why she was not keen on taking it home - worry about the owl shows care, not reluctance about the plan itself.

Question 12 (2 marks)

Answer: Any two of these count: she picked the owl up gently and cupped it in her hands; she did not want it to be left alone or eaten by a fox; she wanted to return it to its nest; she offered to climb the tree to help it; she felt sorry for it, saying 'poor thing'; she decided to take it to her parents, who were vets.

Before your child looks back at the text, ask them to think about everything Mandy does and says when she finds the owl. Ask: "Without looking, can you think of two things Mandy does or says that show she really wants to keep the owl safe?"

Spread across both pages, the text builds a picture of Mandy as the owl's protector. Each distinct action or emotion she shows counts as one piece of evidence. **Mandy's careful physical handling** is one clear route: she 'cupped her hands together and lifted something very carefully from the ground', showing she treats the owl as fragile. Her **emotional response** is another: 'Mandy's heart jolted with pity' and she repeatedly murmurs 'Poor thing'. Her refusal to leave the owl on the ground, her horror at James's suggestion ('We can't do that! It'll get eaten by a fox or something!'), her willingness to attempt climbing the tree, and her final decision to take the owl to her vet parents all count separately. Children need two distinct points for full marks.

Watch out: A child might simply write 'she cared about the owl' without giving any specific evidence from the text. A general statement like that on its own does not score; the answer needs to refer to something Mandy actually does or says.

Model answer: 1. She lifted the owl very carefully and cupped it in her hands, showing she was trying not to hurt it. 2. She refused to leave the owl on the ground because she was worried it would be eaten by a fox, saying 'We can't do that! It'll get eaten by a fox or something!'

Question 13 (1 mark)

Answer: Matilda chooses her clothes because they have the most pockets and are practical for inventing - they let her carry her equipment at all times.

Ask your child to read just the first paragraph carefully and think about why Matilda might choose her clothes. Ask: "Why does Matilda always wear blue dungarees?"

The first paragraph of Matilda's Invention contains the answer directly. Children should read the line **'I always wear blue dungarees because they have the most pockets'** and connect this to Matilda's

readiness to invent. The key idea is practicality: her clothes allow her to keep tools and equipment on her person. Either the pockets detail or the broader idea that her clothes are practical and keep her ready to invent is sufficient for the one mark.

Watch out: A child might say she chooses them because she does not care about her appearance - but the text specifically gives a practical reason about pockets, which is the answer needed.

Question 14 (1 mark)

Answer: Children should tick 'creativity' and 'materials'. Those are the two things Thomas Edison said are needed.

Ask your child to find the Thomas Edison quote in the text and read it aloud. Then ask: "Which two options on the list match the two things Edison says an inventor needs?"

Thomas Edison's quote appears in the second paragraph of Matilda's Invention: **'To invent, you need a good imagination, and a pile of junk.'** Children need to match each part of that quote to the options given. 'A good imagination' corresponds to **creativity**, and 'a pile of junk' corresponds to **materials**. Both boxes must be ticked for the mark; ticking only one is not enough.

Watch out: A child might tick 'knowledge' because inventing sounds like something that requires knowing things, but Edison's quote mentions only imagination and junk - not knowledge.

Question 15 (1 mark)

Answer: Children should tick 'heroes.'

Ask your child to read the names listed under 'My idols in life are...' and think about what Matilda feels about those people. Ask: "What word means someone you really look up to and admire?"

The text introduces the section My idols in life are... and then names Isambard Kingdom Brunel and Mary Anderson as people Matilda deeply admires and is inspired by. The word idols means people looked up to with great admiration, making **heroes** the closest match. Children should rule out 'teachers' (Brunel and Anderson did not teach Matilda) and 'scientists' (Brunel was an engineer; neither is described primarily as a scientist).

Watch out: A child might tick 'teachers' because Matilda learns from her idols, but the text describes people she admires and is inspired by, not people who have directly taught her.

Question 16 (2 marks)

Answer: Any two of these count: she got to spend time inventing with her grandad; she loved inventing and could do her favourite hobby; she was able to escape the boring tea-drinking; her grandad taught her about inventing.

Ask your child to think back to that part of the story before looking. Ask: "Why do you think that hour in Grandad Wilf's workshop was so special to Matilda - can you think of two reasons?"

The bottom of page 6 describes how Matilda and Grandad Wilf would leave the adults and **"disappear into his workshop at the bottom of the garden and invent like mad"**. Children need to draw two separate reasons from this passage. One mark is available for the inventing itself - it was her passion and favourite activity. A second mark is available for a distinct reason, such as the special time spent with her grandad, the learning she gained from him, or the fact she could escape the "boring cups of tea". Both reasons must be genuinely different to secure both marks.

Watch out: A child might give two answers that are essentially the same thing - for example, 'she liked inventing' and 'she enjoyed making things' - but these count as one reason, not two. Both answers must be clearly distinct.

Model answer: 1. She got to do her favourite thing - inventing - with her grandad. 2. She got to spend special time with Grandad Wilf away from the boring cups of tea.

Question 17 (1 mark)

Answer: The word 'pops' tells us that ideas come to Matilda suddenly and quickly, appearing out of nowhere without warning.

Ask your child to find and read the sentence with the word 'pops' in it, then think about what that word makes them picture. Ask: "What does the word 'pops' make you imagine about the way the idea arrives?"

In the paragraph beginning 'The reason I love inventing so much?', Matilda describes how ideas come to her mind using the word **pops**. Children need to focus on what that particular word choice suggests about the manner in which ideas arrive. The word 'pops' implies either sudden speed (ideas flash into her mind immediately) or unexpectedness (they appear from nowhere, without any planning). Either of those two ideas scores the mark. A child should avoid just restating that an idea 'comes to her' - the question asks specifically what the word choice tells us, so the answer needs to address the quality of speed or surprise.

Watch out: A child might simply write 'an idea comes into her mind' - this does not score because it ignores what the specific word 'pops' suggests about speed or suddenness.

Question 18 (1 mark)

Answer: Writing 'build' three times shows that building takes a long time, or that it is the most important or enthusiastic part of the process.

Ask your child to look at the sentence where 'build' appears three times and think about why a writer might choose to repeat a word instead of just writing it once. Ask: "What does it tell you about the building part when the writer uses the same word three times in a row?"

The relevant sentence is 'you outline a diagram, work out how to build it, cut or sand wood and **build, build, build**, and then you have the finished product.' The repetition of 'build' is a structural choice, and children need to explain what effect it creates. The official answer accepts two ideas: either that building is lengthy or difficult (there is a lot of it, not just one step), or that Matilda is enthusiastic and loves this stage. Either interpretation earns the mark. Children should go beyond simply noticing the repetition and say what it tells the reader.

Watch out: A child might simply write 'it is repeated' or 'it shows she builds a lot' without explaining the effect - for instance, that it takes a long time or that she is passionate about it. Bare repetition without any effect is not enough.

Model answer: It shows that building takes a long time and is a very important part of making an invention.

Question 19 (1 mark)

Answer: Children should tick two boxes: 'She never knows what the end result will be' and 'She loves turning ideas into real things.'

Point the child at the paragraph beginning 'The reason I love inventing so much?' and ask them to read it carefully. Ask: "What two reasons does Matilda give for loving inventing?"

The paragraph beginning 'The reason I love inventing so much?' contains both answers. The text says '**you start with a blank page and no clue what you're going to sketch**', which matches 'she never knows what the end result will be'. It also says '**you have the finished product that you have totally made from your imagination!**', which matches 'she loves turning ideas into real things'. Both boxes must be ticked for the mark; only one correct tick scores nothing.

Watch out: A child might tick 'She can spend time with Grandad Wilf' because that is clearly something Matilda enjoys, but that reason is not given in this specific paragraph, which is the only part the question directs children to read.

Question 20 (2 marks)

Answer: Children need to tick True or False for each of the five rows. The correct answers are: Matilda has a good imagination - True; Thomas Edison invented windscreen wipers - False; Grandad Wilf was a mentor to Matilda - True; Granny Joss enjoyed sharing stories about her previous job - False; Matilda's inventions are designed to solve problems - True.

Before checking any answers, ask your child to go back to the Matilda text and find the sentence about who invented windscreen wipers. Ask: "Who does the text say invented the windscreen wipers?"

Each row tests whether children have read the Matilda text carefully enough to confirm or contradict a specific fact. **Row 1 is True:** the text states Thomas Edison said you need a good imagination to invent, and Matilda confirms she has both. **Row 2 is False:** it was Mary Anderson who invented the windscreen wipers, not Edison. **Row 3 is True:** the text directly calls Grandad Wilf Matilda's mentor. **Row 4 is False:** Granny Joss didn't talk about her scientific past at all and Matilda wasn't allowed to ask about it. **Row 5 is True:** the saying Necessity is the mother of invention is explained as meaning most inventions fix a problem, and the Handy-Handy-Hand was created to solve Grandad Wilf's difficulty. Two marks are available: one for getting three or four correct, two for all five.

Watch out: A child might mark 'Thomas Edison invented windscreen wipers' as True because Edison is the inventor discussed just before that detail - but the text clearly names Mary Anderson as the inventor of wipers.

Question 21 (1 mark)

Answer: Children need to write one of these: an invention, or a scientific display.

Point your child to the paragraph that begins 'One day, not long ago' and ask them to read the poster carefully. Ask: "What does it say pupils need to bring or show in order to enter the competition?"

The relevant detail sits in the paragraph beginning 'One day, not long ago...' and is reinforced by the poster on the noticeboard. The text says the competition offers '**a Grand Prize for the best invention or scientific display**', so either of those two things counts as a correct answer. Children only need to identify one for the single mark.

Watch out: A child might write 'a grand prize' - but that is what is on offer, not what pupils need to enter.

Question 22 (1 mark)

Answer: Children should write that anyone interested should ask their teacher for details.

Ask your child to look carefully at the competition poster on page 7 and read every line of it. Ask: "What does the poster tell someone to do if they want to find out more?"

The poster on page 7 ends with the instruction '**Ask your teacher for details.**' This is a straightforward retrieval question: children need to read the poster carefully and locate the action it directs interested pupils to take. The answer children need to give is that they should speak to their teacher, or ask their teacher for details about how to enter.

Watch out: A child might write that pupils should enter an invention, but that is what they need to submit, not the action the poster directs interested pupils to take.

Question 23 (1 mark)

Answer: The child should tick 'is speaking to the reader.'

Ask the child to think about how the text feels to read - does it feel like reading a book about someone, or like someone talking directly to them? Ask: "Does it feel like Matilda is talking to you as you read - how can you tell?"

The whole of the Matilda's Invention text is written in first person and uses direct address phrases such as '**You're meant to describe yourself in books**' and '**You know when it's raining...**', creating the impression that Matilda is talking directly to the reader. Children should recognise this as a narrative technique: Matilda addresses the audience personally throughout, which rules out the other options. She is not described as already famous, she is not withholding information (so not secretive), and the informal, present-tense voice shows this was not written long ago.

Watch out: A child might tick 'is already famous' because the text mentions inventors like Einstein and Edison, but those are Matilda's heroes, not evidence that she herself is famous.

Question 24 (3 marks)

Answer: Any three of these count: she always thinks about what to invent and keeps her equipment with her at all times; inventing was her favourite hour of the week; she wants to enter the science competition; her heroes and mentor are inventors; she has wanted to be an inventor for as long as she can remember; she prioritises inventing over her appearance; she knows a great deal about famous inventors.

Before your child looks back at the text, ask them to think about everything they remember about Matilda from both pages. Ask: "Can you think of three different things Matilda says or does that show how much she cares about inventing?"

Spread across both pages of the Matilda extract, children must gather **three separate pieces of evidence** that reveal genuine passion, not just interest. Each valid point earns one mark up to a maximum of three. Strong evidence includes Matilda always carrying her inventing tools ('I AM READY TO INVENT AT ALL TIMES'), describing inventing with Grandad Wilf as 'my favourite hour of the week', and immediately deciding to enter the science competition. Children should also consider that choosing not to brush her hair because she has 'more important things on my mind' shows inventing dominates her thinking. The key is that each point must go beyond merely saying she likes inventing; it should show the depth or obsession behind that feeling.

Watch out: A child might simply write 'she loves inventing' three times in different words - but each point must be a distinct piece of evidence from the text, not a repetition of the same idea.

Model answer: 1. She keeps her inventing equipment with her at all times and declares 'I AM READY TO INVENT AT ALL TIMES', showing it is always on her mind. 2. Inventing with Grandad Wilf was her favourite hour of the week, showing how precious that time was to her. 3. The moment she saw the science competition poster, she immediately decided to enter, showing she leaps at every opportunity to invent.

Question 25 (1 mark)

Answer: Children should tick 'tested out a new way of travelling.'

Point your child to the sentence in the question and ask them to think about what it means to be a pioneer - someone who goes first into unknown territory. Ask: "What do you think the word 'pioneering' tells us about what these pilots were doing?"

The word pioneering appears in the opening paragraph of the Amelia Earhart text, describing pilots who flew some of the first powered planes. Children need to recognise that pioneering means being among the very first to do something new, so the correct option is 'tested out a new way of travelling.' The phrase '**achievements of brave, pioneering pilots who flew in some of the first powered planes**' confirms these pilots were trailblazers exploring an entirely new form of travel.

Watch out: A child might be tempted to tick 'could perform tricks and stunts when flying' because the text later mentions extraordinary displays of flying skill, but that describes something pilots did after flying became popular, not what 'pioneering' means.

Question 26 (1 mark)

Answer: Pilots performed extraordinary displays of their flying skills at air shows to capture the public's imagination.

Ask your child to find the paragraph that begins 'In those days' and read it carefully. Ask: "What did pilots do that made ordinary people excited about flying?"

The second paragraph of the Amelia Earhart text, beginning '**In those days...**', is where children should look. The answer is clearly stated: pilots took part in '**extraordinary displays of their flying skills to capture the public's imagination**' and performed at '**popular air shows**'. Either of these points earns the mark. Children should note the question asks what pilots did to get the public interested - the key phrase 'capture the public's imagination' directly answers this.

Watch out: A child might write about pilots planning long-distance flights to different continents, which is also in the paragraph. This is acceptable too, so pointing it out is helpful - but the clearest answer is the air show displays.

Question 27 (1 mark)

Answer: The child should tick 'when she first went on a flight'.

Before your child ticks an answer, ask them to find the paragraph about Amelia's first flights and read it carefully. Ask: "At exactly what point did Amelia make up her mind that she wanted to be a pilot?"

The 'Amelia's first flights' section contains the key evidence. Children need to read carefully: 'By the time the plane was a few hundred feet off the ground, she was determined to learn to fly by herself.' This means the decision happened **during** her first flight, not before it and not at an air show. The question is a retrieval task requiring children to match the correct moment to the correct tick-box option.

Watch out: A child might tick 'when she first saw an aeroplane' because it seems like a natural starting point, but the text places the decision specifically during her first flight, once the plane was already airborne.

Question 28 (2 marks)

Answer: Amelia earned money by writing a bestselling book about her flight, and by being paid by companies to promote and advertise their products.

Ask your child to find the paragraph in the 'Amelia Earhart' text that begins 'In June 1928', then read to the end of the section called 'Amelia's fame'. Ask: "Can you find two ways Amelia made money to pay for her flying?"

The section covering Amelia's fame and the 1928 flight contains both answers. Children need to spot two distinct income sources. First, **advertising**: the text says 'companies paid Amelia to promote and advertise their products', earning her enough to fund her flying. Second, **her book**: the text states 'her book about the flight became a bestseller'. Each source earns one mark, so children need to name both clearly to gain both marks. Saying she was famous or a celebrity is also accepted as an alternative to the book or advertising, but children should aim for the two most explicit points.

Watch out: A child might only write one answer - such as the book alone - and miss the advertising. Both are needed for both marks.

Model answer: 1. Companies paid her to promote and advertise their products. 2. Her book about the flight became a bestseller.

Question 29 (1 mark)

Answer: Amelia flew solo across the Atlantic - she was the first woman to do so.

Ask your child to find the 'Amelia's fame' section and read it through. Ask: "Which achievement in that section led to Amelia being showered with honours?"

The 'Amelia's fame' section contains the answer directly. Children need to read carefully to the sentence: 'In 1932, she flew solo across the Atlantic, the first woman to do so, and was showered with honours.' The question asks what **caused** the honours, so children must identify the solo Atlantic crossing specifically - not her other records or her advertising work, which are mentioned nearby.

Watch out: A child might mention Amelia setting an altitude record or flying solo across America, as those achievements appear in the same section - but the text links the honours specifically to the solo Atlantic flight in 1932.

Question 30 (1 mark)

Answer: The three years children need to write are: pilot's licence = 1923; flight between Canada and Wales = 1928; solo Atlantic flight = 1932. All three must be correct to score the mark.

Ask your child to find the section called 'Amelia's first flights' and scan it for any dates they can spot. Ask: "Can you find three different years mentioned in this section and say what Amelia did each time?"

The 'Amelia's first flights' section contains all three dates in sequence. Children should scan for each achievement in turn: **1923** is given in 'she earned her pilot's licence in 1923'; **1928** comes from 'In June 1928... they flew from Newfoundland in Canada to Wales'; and **1932** from 'In 1932, she flew solo across the Atlantic'. All three entries in the table must be correct to earn the mark.

Watch out: A child might write 1920 (when Amelia first flew) for the pilot's licence row, but 1920 was her first flight as a passenger, not when she earned her licence - that was 1923.

Question 31 (1 mark)

Answer: Amelia had the plane specially built because it had a much larger fuel tank, meaning she could fly further without stopping to refuel.

Ask your child to turn to the 'Amelia's next record attempt' section and read it carefully. Then ask: "Why did Amelia need a special plane that was different from an ordinary one?"

The relevant detail sits in the 'Amelia's next record attempt' section. Children need to read that Amelia **'had a plane built specifically for the attempt, with a greatly increased fuel capacity, which meant she could fly further without stopping to refuel'**. Either part of that idea scores the mark: the increased fuel capacity itself, or the practical result of being able to fly further without a fuel stop. Mentioning that the goal was to fly around the equator is also accepted.

Watch out: A child might say simply 'to fly around the world', which is too vague - the answer needs to refer to the fuel capacity or the ability to fly further without stopping.

Question 32 (1 mark)

Answer: After her accident in Hawaii, Amelia changed the direction she was flying in - this time travelling from west to east instead of east to west. A child could also mention that she had to delay the attempt by three months while the plane was repaired.

Ask the child to find the section called 'Amelia's last flight' and read the first sentence carefully. Ask: "What was different about the way Amelia planned to travel this time compared with her original plan?"

The section 'Amelia's last flight' opens by confirming the change: 'It wasn't until three months later in June that she began her attempt again from Oakland, this time travelling from west to east.' Children need to spot that her original plan, stated in the previous section, was to fly **east to west**, and that the accident forced a reversal of direction. Either the change of direction or the three-month delay counts as a correct response.

Watch out: A child might write that Amelia changed which plane she used, but the text does not say that - only that repairs were made to the same plane.

Question 33 (1 mark)

Answer: The word 'leg' means a part or section of the journey.

Ask your child to find the sentence in the 'Amelia's last flight' section that contains the word 'leg'.

Ask: "What do you think the word 'leg' means in this sentence?"

In the 'Amelia's last flight' section, the sentence uses leg to describe the stretch of the journey from New Guinea to Howland Island. Children need to recognise that leg here does not refer to a body part but to a stage or section of a longer trip. The text says 'the next leg of the journey was going to be a very difficult and dangerous one', where 'next' confirms there are separate portions. Words such as 'step', 'stretch', 'section' or 'part' all capture this meaning correctly.

Watch out: A child might write that 'leg' refers to a body part, but the context of a journey makes clear it means a stage or section of the route.

Question 34 (1 mark)

Answer: It would be difficult and dangerous because Howland Island is very small and very far away from anywhere, with only four miles of coastline to aim for.

Before your child looks back at the text, ask them to think about what makes landing a plane difficult.

Ask: "Why do you think landing on a tiny island in the middle of a huge ocean might be difficult and dangerous?"

The relevant detail is in the final paragraph of the 'Amelia's last flight' section. Children need to pick up on two linked ideas: the island is described as **remote** (far from other land, making navigation extremely hard) and it has only four miles of coastline, meaning the target for landing was tiny. Either of these ideas scores the mark - the island being isolated or the coastline being very short.

Watch out: A child might mention that the search for Amelia found nothing, but that is about what happened afterwards, not about why landing on Howland Island itself was dangerous.

Question 35 (2 marks)

Answer: A child needs to name two of these people who helped Amelia: her navigator, the US coastguard, or the mechanics/engineers who repaired her plane.

Before your child looks back at the text, ask them to think about what kinds of help a pilot on a round-the-world flight might need. Ask: "Who do you think might have helped Amelia on her journey, and what might they have done?"

Both the 'Amelia's next record attempt' and 'Amelia's last flight' sections contain the clues. Children need to read carefully for other people involved in the journey, not just Amelia herself. The text states she set off with '**her navigator**', that '**a US coastguard ship**' was waiting to supply fuel at Howland Island, and that after the Hawaii accident **major repairs** were needed - implying mechanics. Each correctly identified person earns one mark, up to a maximum of two. Children do not need to explain what each person did, just name or clearly identify them.

Watch out: A child might write 'Charles Lindbergh' because he was mentioned earlier in the text, but he helped with a different flight entirely and is not relevant here.

Model answer: 1. Her navigator 2. The US coastguard (who waited with fuel at Howland Island)

Question 36 (1 mark)

Answer: The correct order is: Amelia travelled in a plane for the first time (1, already given), Amelia got her pilot's licence (2), Amelia went on a flight between Canada and Wales (3), Amelia had her plane repaired in Hawaii (4), Amelia arrived in New Guinea (5).

Before checking the answer, ask your child to find each event in the text and note the year or clue that tells them when it happened. Ask: "Can you put these five events in the order they happened, using the dates and details in the text to help you?"

The text provides clear dates and a chronological narrative that children need to sequence correctly. Amelia's first flight was in **1920**; her pilot's licence came in **1923**; the Canada-to-Wales flight happened in **June 1928**; the Hawaii accident and repairs belong to the 1937 attempt before the final leg; and New Guinea was the last confirmed stopping point before disappearance. All five events must be in the right order to secure the mark.

Watch out: A child might place the Hawaii repair before the Canada-Wales flight, confusing the two different journeys, but the Canada-Wales flight was in 1928 and the Hawaii accident occurred during the 1937 round-the-world attempt.

Model answer: Amelia arrived in New Guinea: 5 Amelia travelled in a plane for the first time: 1 (given) Amelia got her pilot's licence: 2 Amelia had her plane repaired in Hawaii: 4 Amelia went on a flight between Canada and Wales: 3

Question 37 (1 mark)

Answer: The word 'trace' means a sign, piece, or remains of the plane - something left behind that could be found.

Ask your child to find the sentence in the last paragraph where searchers looked for the plane. Ask: "What do you think the word 'trace' means in that sentence?"

In the final paragraph of the Amelia Earhart section, the sentence reads 'no trace of her plane was found'. Children need to recognise that 'trace' here means evidence or remains - something left behind as proof. The text is about searching for the plane after it disappeared, so 'trace' must mean any sign or fragment that could confirm what happened. A child might write 'pieces', 'remains', 'clue', or 'sign'. Importantly, the answer must refer to the **plane**, not to Amelia herself.

Watch out: A child might write something like 'nothing was found of her' or 'her footprints', referring to Amelia rather than the plane - but the question specifically asks about the plane, so answers about Amelia do not score.

Question 38 (3 marks)

Answer: Children need to name two personality traits from this list: determined, brave/fearless, ambitious/competitive, organised/adaptable, or patient – and back each one up with a detail from the text. Two traits with at least one piece of evidence earns full marks.

Before your child opens the booklet, ask them to think about what kind of person attempts to fly around the entire globe at its widest point, keeps going after a serious accident, and plans to land on a tiny remote island. Ask: "What kind of personality do you think someone like that would need, and can you think of any proof from the story?"

The two sections 'Amelia's next record attempt' and 'Amelia's last flight' contain the evidence children must draw on. The question carries 3 marks: 1 mark for one personality impression alone; 2 marks for either two impressions or one impression supported by evidence; 3 marks for two impressions with at least one backed by textual evidence. For example, children might write that Amelia was **determined**, evidenced by 'had a strong desire for yet another extraordinary flying achievement' or by the fact that she 'began her attempt again' after the Hawaii accident. A second impression might be that she was **brave**, supported by 'this risky part of her journey' or the plan to land on 'a remote island...with only four miles of coastline'. Children should pair each impression with

a direct detail or quotation; simply listing two traits without any supporting evidence from the text only earns 2 marks.

Watch out: A child might write only two personality words without any supporting evidence from the text; this earns only 2 marks, not 3. At least one impression must be paired with a textual detail or quotation to reach full marks.

Model answer: Impression 1: She was determined. The text says she 'had a strong desire for yet another extraordinary flying achievement' and, after her accident in Hawaii, she 'began her attempt again' three months later rather than giving up. **Impression 2: She was brave.** The text describes the next leg as 'a very difficult and dangerous one' and says she was planning to land on 'a remote island in the Pacific Ocean with only four miles of coastline', yet she went ahead anyway.

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