

SATs Year 2 Parents'

Reading

Practice and Revision
Activity Booklet



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1 Introduction to the Key Stage 1 Reading Skills

Every KS1 reading assessment will contain questions designed to test different reading skills (the Department for Education call these 'reading content domains').

The five main types of reading question that your child will encounter are:

Vocabulary Questions with Vocabulary Victor

Vocabulary Victor will help you to look at how authors and poets have chosen to use certain words and phrases.



Retrieval Questions with Rex Retriever

Rex Retriever will help you to go into a text and retrieve the facts.



Sequence Questions with Sequencing Suki

Sequencing Suki likes everything in order! She will help you sequence the events in a text.



Inference Questions with Inference Iggy

Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.



Prediction Questions with Predicting Pip

Predicting Pip tries to see the future and she will help you work out what might happen next.



Vocabulary Questions

1a: Draw on knowledge of vocabulary to understand texts.

Vocabulary is defined as the knowledge of words and word meanings. Pupils will be expected to be able to explain why an author has chosen a specific word, to discuss how the use of a certain word can create an effect and to read around an unfamiliar word to try and work out its meaning. For example, 'Why did the author use the word 'magnificent' to describe the banquet?' or 'Find a word in the text that tells us the king is greedy.'

The best way to support the development of your child's vocabulary is through lots of talk and lots of reading. Don't be afraid to use more advanced vocabulary and to explain its meaning to your child. When reading to your child or hearing them read to you, discuss the meanings of words they come across and talk about how we could use those words in different situations.



Retrieval Questions

1b: Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.

Retrieval questions simply ask pupils to find information within the text. They test pupils' basic understanding of what they have read and may ask about characters, the setting of the story, key events and in non-fiction texts, facts. For example, 'Who is telling this story?', 'Where is the story set?', 'Write down one fact you have learnt about spiders.' When answering questions like this, it is important that pupils are able to pick out the key bits of information rather than copying out chunks of text in the hope that the answer is in there somewhere.



The best way to support your child with retrieval is to talk about books you have shared together and ask questions about them. Encourage your child to focus on what the question is asking. For example, if you ask, 'Who is the main character in this story?', they shouldn't just name all the characters but should think about who takes a main part in the story and could, therefore, be called the main character.

Sequence Questions

1c: Identify and explain the sequence of events in texts.

Sequence questions test children's understanding of the events that happen in a text. Typically in a SATs test, pupils will be asked to order four sentences which briefly outline the plot.

For example, 'Number these sentences 1 to 4 in the order that they happen in the story:

The bears found Goldilocks.

The bears went for a walk in the woods.

Goldilocks broke Baby Bear's chair.

Goldilocks went into the bears' house.

Pupils may also be asked to pick out specific events within a story, for example, 'Who is the first character we meet in the story?' or 'Whose house does the witch visit first?'



To support your child's sequencing skills, ask them to sum up the plot of a story you have just read together, thinking about what happens at the beginning, the middle and at the end. Alternatively, it can be fun to draw the story as a cartoon strip or story map, showing the order in which things happen.

Inference Questions

1d. Make inferences from the text.

Inference questions are designed to test pupils' ability to read into the text and find the deeper meanings behind a character's actions and words. The reader is expected to think carefully about the author's choice of words and to be able to explain why they think these words were chosen. For example, 'How is Sam feeling as he enters the forest? Explain your answer.', 'Why does the giant think he will win the fight?', 'Why do you think Mia 'shivered and shook'?'

Inference questions are very much about asking pupils what they think but they must be able to justify their answer by referring back to the text. To support your child with inference questions, talk about what you have been reading together and ask lots of questions which begin with 'why', 'where', 'who', 'how', 'what', 'do you think...?' Encourage your child to explain why they think this and to go back to the story to find evidence to back up their ideas.



Prediction Questions

1e. Predict what might happen on the basis of what has been read so far.

As the name suggests, prediction questions ask pupils to say what they think will happen next, based on what they have read so far. For example, 'What do you think will happen to Sam when he goes into the forest?', 'How do you think the story will end?' or 'What features would you expect to see in this type of text?' As with inference questions, they do need to use their understanding of the text to justify their answer.

To help your child with these types of questions, stop regularly when reading together to ask, 'What do you think will happen next?' Discuss your child's ideas and share your ideas too, modelling how you are thinking about what you already know about the story and the characters to help you to make predictions. Alternatively, ask your child to draw a picture to sum up the end of the story, the next page or the fate of the main character, the baddie or another character in the story.



Turn to page 9 for further examples of questions you can ask your child when reading together.

2 KS1 SATs Reading Papers – What to Expect

Pupils take two reading tests at the end of KS1. Both tests feature a fiction text and a non-fiction text, with accompanying questions. In Paper 1, the text and questions are both within the same booklet and the text is broken up into sections with a few questions after each section. In Paper 2, the texts are in one booklet, with a separate answer booklet.

The questions pupils answer, fall into these main types:

Written response

Pupils are asked a question or given an instruction and must write an answer in their own words. They are not normally expected to use a full sentence, though many teachers encourage them to do so. The answers to the practice papers in this booklet, are written in full sentences. The number of lines given to respond usually indicates the length of answer expected. For example:

What did the witch say Jack had to do to break the spell?

Tick box answers

Pupils will be instructed to tick one or more boxes to answer the question. It is important that they read carefully how many boxes they need to tick. For example:

What do ladybirds eat? Tick one box.

Larvae

Spiders

Roses

Greenfly

'Find and copy' questions

Pupils are asked to find and copy a word, phrase or sentence from the text to show their understanding. It is important that they read carefully and understand what they are expected to write down and that they are selective about what they write instead of just copying a chunk of text. For example:

Find and copy two words which show that the king was angry with his servant.

Fact-finding questions

Used in the non-fiction text section of the papers, these questions ask pupils to retrieve facts from the text. For example:

Write three facts you have found out about submarines from the text.

1. _____
2. _____
3. _____

Sequencing questions

These questions ask pupils to order events from the story, usually by numbering them from 1 to 4. For example:

Number these sentences 1 to 4 in the order that they happen in the story:

The bears found Goldilocks.

The bears went for a walk in the woods.

Goldilocks broke Baby Bear’s chair.

Goldilocks went into the bears’ house.

True or false questions

Pupils will be given a set of statements about the text and have to put ticks in a box to show whether they are true or false. For example:

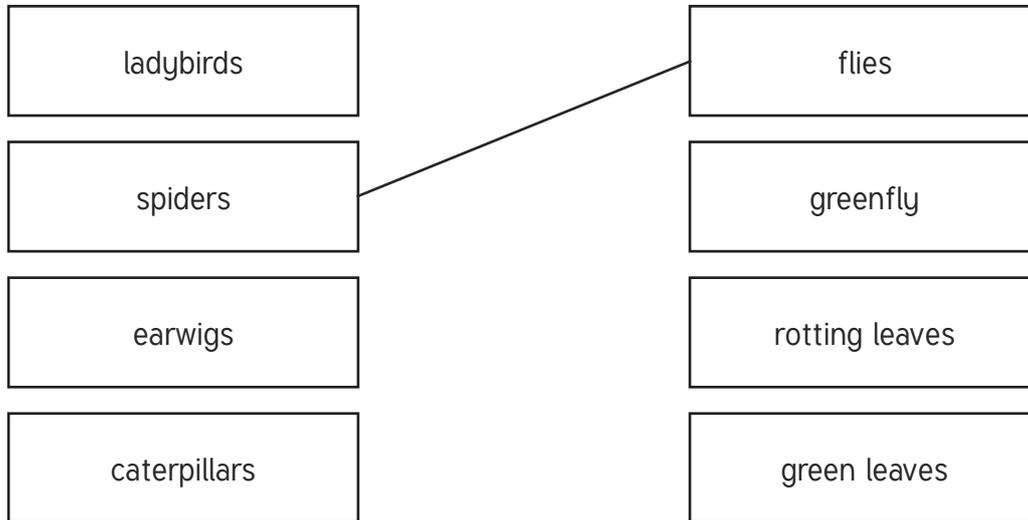
Put a tick in the correct box to show whether these statements are true or false.

	True	False
Sam told Bella not to come with him on the journey.		
Bella was happy Sam had left her at home.		
Bella did not want to help Sam.		

Drawing a line to match boxes

Pupils will be asked to draw lines between two sets of boxes to match the most appropriate answers. For example:

Join these boxes to show what minibeasts eat. One has been done for you.



Filling in information in a table

Pupils will be given a partially completed table of information and have to fill in the missing words or phrases. For example:

Complete this table to show what minibeasts eat.

Minibeast	What they Eat
spiders	
	greenfly
earwigs	
caterpillars	

Filling in the missing word or completing a sentence

Pupils will be given a sentence and asked either to fill in the missing word(s) or to complete the sentence using what they have found out from the text. For example:

Fill in the missing word in this sentence.

When the wizard found out his spell had failed, he _____ angrily.

or

Finish this sentence.

The wizard yelled angrily because _____.

3 How the Tests Are Administered

Schools are allowed quite a bit of flexibility when administering the test papers at KS1. For example, rather than having a whole class sit down to take the test, they can choose to split the children into smaller groups if they feel this will reduce the pressure on them. They can also introduce some flexibility around the time that pupils are given to complete the test.

When pupils come to sit the test, the teacher will spend some time explaining to them what to expect. Hopefully, they will also have had the opportunity to see some sample tests in the run up to the 'real thing'. The teacher will tell them what the test will look like, what types of questions they may find and what to do if they have a problem. They will remind pupils to 'have a go' at all the questions but if they cannot answer one, to leave it, move on and come back to it at the end if they have time.

The teacher will then go through the 'useful words' section found at the start of the test. This contains words which the pupils will encounter in the test but which they may be unfamiliar with. The teacher is allowed to sound the words out with the children and talk about what they mean. The teacher will then go through the practice text and questions. At this stage the teacher is allowed to read the text and the questions to the pupils and talk about how to answer them, after which, the pupils have a go at answering the practice questions.

Once the test begins, the teacher is not allowed to read any section of the text or the questions to the pupils. Nor are they allowed to answer any question from a pupil in a way which may help them to answer the test questions.

Teachers will give the pupils as much time as they think they need to complete the test (within reason) and will encourage pupils to reread the text and their answers once they have finished, as well as returning to any questions they may not have answered.

Most teachers do their utmost to make the test as stress-free as possible and many pupils report having enjoyed the chance to sit and read some really interesting texts!

4 Helping Your Child to Prepare

There are lots of things that parents and carers can do to help their child to prepare for the reading tests. As ever, the most important thing is to continue to foster a love of books and reading. Studies show that children who regularly share books and have time to talk with their parents and carers about them, typically do better at school and develop better skills across all areas than those who do not.

Whilst sharing books, talk about what you or your child are reading. Use the question prompts within this pack as a starting point to help your child develop their reading skills. Work through the practice tests in this booklet with your child. Encourage them to work independently and then take time afterwards to discuss their answers. Focus on the effort your child puts in, rather than the number of questions they get right – this will encourage your child to believe in the power of hard work and persistence.

Above all, don't forget that these tests are not the 'be all and end all'. They are not an exam to be passed – they are intended to help teachers to see where children are and what they need to do next to make progress. Don't feel you have to 'cram' as much information as possible into your child's head before the tests – at best, they will forget it all anyway. At worst, it risks making them feel anxious and under pressure. Better to give them chance to practise, know what to expect and go into the test confident that they can do their best.

5 Questions to Discuss with Your Child When Reading Together

These are some examples of questions that will enable your child to use the five reading skills outlined above. You can ask these questions about texts that your child is reading either to you or independently, but it may also be worthwhile to ask questions about more challenging texts that you may be reading with your child.

Vocabulary Questions

Why did the author use the word to describe ?

How does this word/description make you feel about ?

Which words has the author used which make you feel ?

Can you use that word in a different sentence?

Can you find a word in the text that means the same as ?



Retrieval Questions

Where/when is this story set?

Who is/are the main character(s)?

Who is the goodie/baddie? How can you tell?

How does the story end?



- What is the problem that has to be solved in this story?
- How are the problems solved?
- Which is your favourite part of the story? Why?
- What did you find out from reading this (non-fiction) text?
- Can you explain... (non-fiction subject matter) in your own words?
- Who is telling this story?
- Why does this story have that title?
- Could you think of a different title for the story?
- Can you think of another story that is similar to this one?

Sequence Questions

- How/where does the story start?
- Who do we meet first?
- What happens in the middle/at the end of the story?
- What information did you find out first?
- What is the first/second/last step in these instructions?
- Make a story map to show the order things happen in this story.
- Write four sentences to sum up what happens in this story.



Inference Questions

- What do you think is thinking/feeling at this point? Why?
- Why does the author use the word here?
- What effect did the author want to create by ?
- How do you think the author feels about ? Find words/sentences to back this up.
- I wonder why ?
- Can you explain why ?
- Why do you think ?
- How do you think ?
- When do you think ?
- Where do you think ?



Prediction Questions

What do you think will happen next?

Where do you think will go next?

What do you think will say/do next?

How do you think this story will end?

What sort of features do you expect to find in this type of story/non-fiction text?

Can you think of any other stories that start like this? How do they end? Do you think this one will end the same way?

Write 3 questions you would like to find the answer to in this text.



6 Using the Practice Tests in This Booklet

This booklet contains extracts of both fiction and non-fiction texts. Every extract is accompanied by a set of colour-coded questions that relate to the question types/reading skills outlined above.

Look at the guidance on page 10 to see how the tests are normally administered in school and try to recreate this with your child. Make sure your child is not hungry, thirsty, tired or in need of some 'down time' before starting to work.

Let your child work at his or her own pace. If a break is needed, take one. Try to make the experience an enjoyable opportunity to read some interesting texts.

Afterwards, go through your child's answers and discuss any they found difficult as well as those they answered really well. Praise their effort and perseverance.

Each question has a colour coded symbol next to it to show which aspect of the reading skills is being tested:

Vocabulary **V**

Retrieval **R**

Sequencing **S**

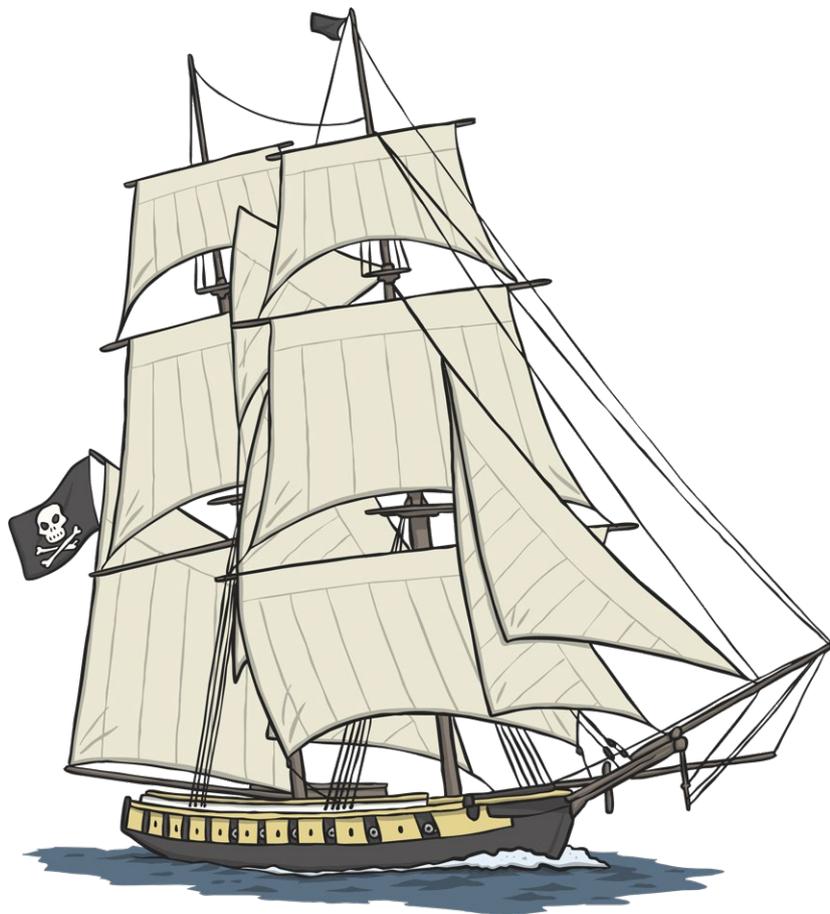
Inference **I**

Prediction **P**

Have a look at the types of question your child is finding trickier and focus on asking more of these kinds of questions when reading together with your child.

Sample Reading Paper 1 - Fiction

Walk the Plank



Useful words:

treasure

skull and crossbones

gunpowder

Walk the Plank

Isabel was playing in the park with her brothers. They were playing on the pirate ship climbing frame. Max was always the captain because he was the oldest. Sam was always the first mate because he was the second oldest. Isabel was the youngest. Her brothers always made her walk the plank when they played pirates. She sometimes asked if she could be captain but they always said no.

1. What were the children playing on?

R

2. Write the names of the children in order in the table, from oldest to youngest:

R

	Isabel	Max	Sam
Oldest			
Second oldest			
Youngest			

3. Why didn't Isabel ever get to be the captain?

I

One day, Isabel was being made to walk the plank because she hadn't washed the decks clean. Captain Max had been out burying his treasure. He had stomped back onto the ship with mud all over his boots. What a mess he had made! Isabel had tried to clean the decks but she couldn't clean up the mud. Both of her brothers laughed when she jumped off the edge of the pirate ship climbing frame. She landed with a bump.

4. Why was Isabel being made to walk the plank? Tick **one** box.

R

She had got mud on the deck. She jumped off the climbing frame.

She hadn't washed the decks. She had mud on her boots.

5. Find and copy one word that shows how Max walked back onto the ship.

V

6. Why did Isabel's brothers laugh when she jumped off the climbing frame?

I



She looked up at her brothers laughing at her and then she saw something odd. Underneath the climbing frame was a strange drawing. It was a skull and crossbones. She reached out and touched the drawing. There was a flash of light and Isabel was suddenly inside a ship at sea! She could feel the ship tipping from side to side.

7. 'She looked up at her brothers laughing at her.' How do you think Isabel felt at this point?

I

8. 'There was a flash of light and Isabel was suddenly inside a ship at sea!' Why does the author use an exclamation mark at the end of this sentence?

I

9. Why was the ship tipping from side to side?

I

Isabel looked around in amazement. She saw something moving behind a barrel of gunpowder in the corner. Sam and Max's heads slowly popped up. Just then, a real-life pirate appeared. He grabbed the children and marched them to the captain. The captain shouted at them to walk the plank. Isabel was angry. She wasn't being forced to walk the plank again! She grabbed a sword and ran towards the captain.

10. Why was Isabel angry with the captain?

R

The captain was shocked. He grabbed his sword to try and stop Isabel but she was so angry that she pushed him straight off the ship. The other pirates cheered. The captain had been a cruel man. They made Isabel their new captain and they sailed to Pirate's Gold Island to find some new treasure.

11. Why did the other pirates cheer when the captain fell off the ship?

I

12. Write the numbers 1 to 4 in the boxes to sequence the events in the story.

S

Isabel finds herself on a pirate ship.

Isabel falls off the climbing frame.

The pirate captain is pushed off the ship.

The pirates sail to Pirate's Gold Island.



Sample Reading Paper 1 – Non-Fiction

Staying Healthy



Useful Words

vitamins

starchy

portion

protein

Staying Healthy

There are lots of things that we can do to stay healthy and keep illnesses away. Changing what we eat and how much we exercise can help us to improve our health. Read on for lots of facts and tips to help you to be the healthiest you can be.

Food and Drink

All living things need some form of food and drink to survive. The type of foods we eat and the type of drinks we have, are important.

Food Types

There are six different food groups. These are:

- fruit and vegetables;
- starchy foods;
- meat, fish and beans (proteins);
- dairy products;
- fats;
- sugary foods.

Some of these foods are better for us than others.

R

1. What do all living things need to survive? Tick **two**.

food

exercise

illness

drink

2. Name three different food groups.

R

1. _____

2. _____

3. _____

Fruit and Vegetables

These foods are very good for us because they contain vitamins, which help to keep our bodies fit and healthy. We should try to eat five portions of fruit and vegetables every day, e.g. apples, carrots and broccoli.

Starchy Food

In this group, we find rice, pasta, cereals, bread and potatoes. These foods are important because they give us energy so that we can work, learn and play every day. We should try to eat starchy foods three times a day – once with every main meal.

3. What do vitamins do?

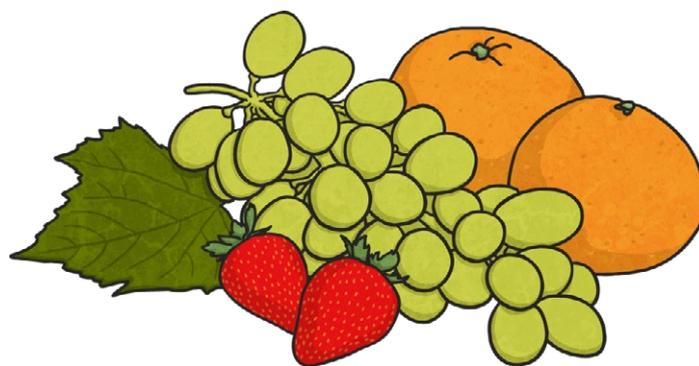
R

4. Draw lines to show which food group these foods belong in.

R

apple
potatoes
bread
carrots

starchy foods
fruit and vegetables



The first one has been done for you.

Meat, Fish, Eggs, Beans (Proteins) and Dairy Products

Meat, fish, beans and dairy products are important to keep us healthy as they help our bodies to grow and also to mend if they are hurt or injured. Dairy products are things such as milk, cheese and yoghurt. They are also important as they help to keep our bones and teeth strong. We should try to eat meat, fish, eggs, beans or dairy products 2 to 3 times a day.

Fats and Sugar

Foods with lots of sugar and fat in, are not good for us and we should not eat them too often. Food like crisps, chocolate and ice cream are all high in sugar or fat, or both. They should only be eaten as a treat and no more than once a day. Sugary treats are also bad for our teeth

R

5. What types of food do we need to eat to keep our bones and teeth healthy?

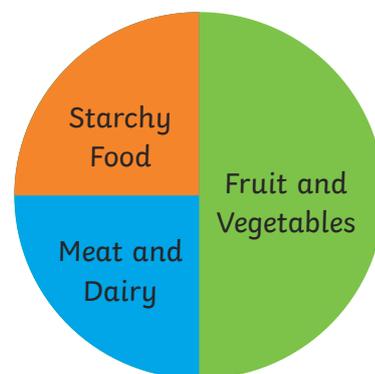
R

6. How often should we eat food with lots of fat or sugar?

The Healthy Plate

A healthy meal should have more fruit, vegetables and starchy food than any other type of food. This picture of a 'healthy plate' shows how much of each food should be on your plate.

My Healthy Plate



V

7. Why does the author use the word 'healthy' to describe the 'healthy plate'?

Drinks

The best drinks for us are water and milk. Fruit juice can be good too but it has lots of sugar in it so we shouldn't drink too much. Many fizzy drinks are not good for us as they usually have lots of sugar in them.

R

8. Why shouldn't we drink too much fruit juice?

R

9. Which of these drinks are the healthiest? Tick **two**.

milk

lemonade

water

fruit juice

R

10. Fill in this table to show how many times a day we should eat

Food group	Number of times a day
Fruit and vegetables	
Starchy food	
Meat, fish, eggs, beans and dairy	
Fat and sugar	

Sample Reading Paper 2
Reading Booklet

The Gingerbread Man



Useful words:

gingerbread

colourful

peckish

The Gingerbread Man

Once upon a time, there was a little old man and a little old woman. The little old woman loved to bake and one day she made a gingerbread man.

He had black raisins for eyes, a bow tie and three colourful buttons. The little old woman smiled when she saw him.

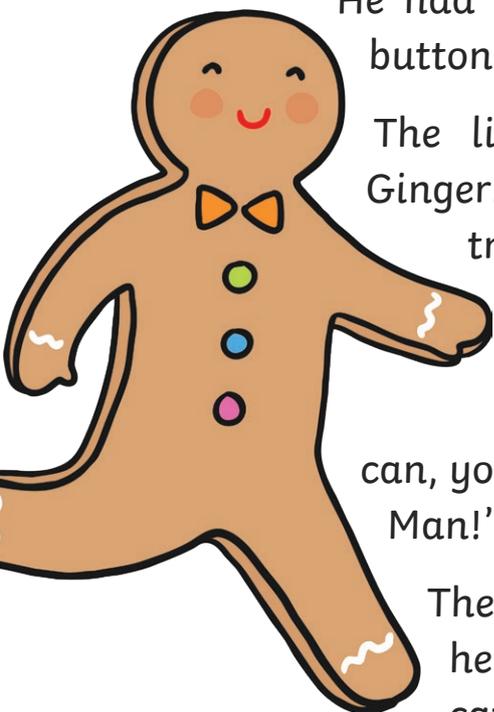
The little old woman opened the oven door when the Gingerbread Man was ready but he jumped up off the baking tray and ran out of the house. The little old man and the little old woman ran after the Gingerbread Man and shouted for him to stop but they could not catch him.

The Gingerbread Man called, 'Run, run as fast as you can, you can't catch me, I'm the Gingerbread Man!'

The Gingerbread Man ran on until he came to a small, ginger cat. The cat licked her lips when she saw the Gingerbread Man but he just laughed and called, 'Run, run as fast as you can, you can't catch me, I'm the Gingerbread Man!'

The Gingerbread Man ran on until he came to a large, shaggy dog. The dog felt peckish and licked his lips but the Gingerbread Man called, 'Run, run as fast as you can, you can't catch me, I'm the Gingerbread Man!'

The Gingerbread Man ran on until he came to a greedy, pink pig. The pig grunted greedily but the Gingerbread Man just called, 'Run, run as fast as you can, you can't catch me, I'm the Gingerbread Man!'



The Gingerbread Man ran on until he came to a river. How could he get across it? He could not swim. Just then a sly fox came up to the Gingerbread Man and said, 'I will carry you across the river on my back.' The Gingerbread Man saw the others coming and knew that if he did not cross the river he would be eaten.

The Gingerbread Man climbed onto the fox's bushy tail and they set off across the river. The water started to get deep and the fox told the Gingerbread Man to jump onto his back so he didn't get wet. The water got deeper still and the fox told the Gingerbread Man to jump onto his nose so he didn't get wet. The Gingerbread Man climbed right onto the tip of the fox's shiny, black nose. The fox tipped back his head and the Gingerbread Man flew up into the air. The fox opened his mouth and SNAP! What a cunning fox he was!

That was the end of the Gingerbread Man.



How to Make a Papier-Mache Globe



Useful words:

papier-mache

globe

continent

ocean

How to make a Papier-Mache Globe

Are you learning about the continents of the world? Read on to discover how to make a papier mâché globe of your own to help you to remember where they are.

You will need:

- A round balloon
- Lots of strips of newspaper about 2cm wide
- A bowl of water and flour mixture (2 cups of water to 1 cup of flour)
- An atlas
- A Continents of the World sheet
- Blue paint
- Paintbrushes
- Felt-tip pens
- Glue
- Scissors

1. First of all, gently blow up the balloon. Be careful not to let it burst! Ask a grown-up to help you to tie the balloon if it is tricky.
2. Dip the strips of newspaper in the flour and water mix and slowly wrap the strips around the balloon until it is covered.
3. Cover the balloon in at least 3 or 4 layers of newspaper.
4. Leave the balloon to dry and go solid. Place it in a warm, dry place.
5. Next, paint the whole globe blue to show the oceans and leave it to dry.



- Using felt-tip pens, neatly colour in the seven continents on the activity sheet.
- Carefully cut out the continents and stick them in the correct place on the globe. Use an atlas to help you.
- Label the oceans and carefully draw a line for the equator.
- Finally, label the continents of Europe, North America, South America, Asia, Australasia, Africa and Antarctica.



Sample Reading Paper 2

Question Booklet

Questions 1-9 are about 'The Gingerbread Man'.

1. How many buttons did the Gingerbread Man have?

R

2. 'The little old woman smiled when she saw him.' Why did the little old woman smile when she saw the Gingerbread Man?

I

3. Use lines to join the animals with their descriptions.

R

cat

large, shaggy

dog

sly, cunning

pig

pink, greedy

fox

small, ginger

4. 'The cat licked her lips when she saw the Gingerbread Man.' Why do you think the cat licked her lips?

I

5. The dog felt peckish and licked his lips. What does peckish mean?

V

6. Find and copy a question from the story.

V

7. What would happen if the Gingerbread Man didn't cross the river?

R

8. Explain in your own words how the fox tricked the Gingerbread Man.

R

9. 'The fox opened his mouth and SNAP!'
Why is the word 'SNAP' written in capital letters?

V

Questions 10-18 are about 'How to make a Papier-Mache Globe'

10. 'How to Make a Papier-Mache Globe'. What do we call this part of the text? Tick **one** box.

R

sub-heading title
equipment list instructions

11. Why is it helpful to have all of the equipment listed at the start?

I

12. How many cups of water do you need to make the flour and water mix?

R

13. Why are the instructions numbered?

R

14. Find and copy two adverbs from the text

V

15. Why do you think you should place the balloon in a warm, dry place?

I

16. Name three continents.

R

1. _____
2. _____
3. _____

17. Number these steps from 1 to 4 in the order that you should do them.

S

- | | |
|--------------------------------|--------------------------|
| Paint the balloon blue. | <input type="checkbox"/> |
| Cut out the continents. | <input type="checkbox"/> |
| Wrap the balloon in newspaper. | <input type="checkbox"/> |
| Draw the equator. | <input type="checkbox"/> |

18. The last instruction says, 'Finally, label the continents of Europe, North America, South America, Asia, Australasia, Africa and Antarctica.' If you were to write one more instruction, what would it be?

P

Last of all, _____

Answers

Sample Reading Paper 1 - Fiction

Walk the Plank

1. What were the children playing on?

The children were playing on the pirate ship climbing frame.

2. Write the names of the children in order in the table, from oldest to youngest:

Isabel	Max	Sam
Oldest	Max	
Second oldest	Sam	
Youngest	Isabel	

3. Why didn't Isabel ever get to be captain?

Isabel didn't get to be captain because she was the youngest/because her brothers were mean to her. (Either answer acceptable.)

4. Why was Isabel being made to walk the plank? Tick one box.

She had got mud on the deck. She jumped off the climbing frame.

She hadn't washed the decks. She had mud on her boots.

5. Find and copy one word that shows how Joe walked back onto the ship.

stomped

6. Why did Isabel's brothers laugh when she jumped off the climbing frame?

Isabel's brothers laughed because she had fallen/because she landed with a bump/because she hadn't cleaned up the mud properly/because she had to walk the plank again (any answer acceptable).

7. 'She looked up at her brothers laughing at her.' How do you think Isabel felt at this point?

She felt unhappy/angry/embarrassed. (Any answer acceptable that shows Isabel has been teased and humiliated by her brothers.)

8. 'There was a flash of light and Isabel was suddenly inside a ship at sea!' Why does the author use an exclamation mark at the end of this sentence?

The author uses an exclamation mark because something unusual/strange/amazing has happened so he wants to show that this is a shock or exciting.

9. Why was the ship tipping from side to side?

The ship is tipping from side to side because it is on the sea and the waves are making it move.

10. Why was Isabel angry with the captain?

Isabel was angry with the captain because she didn't want to be made to walk the plank again/she had had enough of being told to walk the plank.

11. Why did the other pirates cheer when the captain fell off the ship?

The other pirates cheered because the captain was a cruel man and they didn't like him so they were glad he had gone. (Pupils need to make the link between the captain being cruel and this leading to the crew's dislike of him).

12. Write the numbers 1 to 4 in the boxes to sequence the events in the story.

Isabel finds herself on a pirate ship.

Isabel falls off the climbing frame.

The pirate captain is pushed off the ship.

The pirates sail to Pirate's Gold Island

Sample Reading Paper 1 – Non-Fiction

Staying Healthy

13. What do all living things need to survive? Tick two.

- | | |
|---------|----------|
| food | exercise |
| illness | drink |

14. Name three different food groups.

Any three from

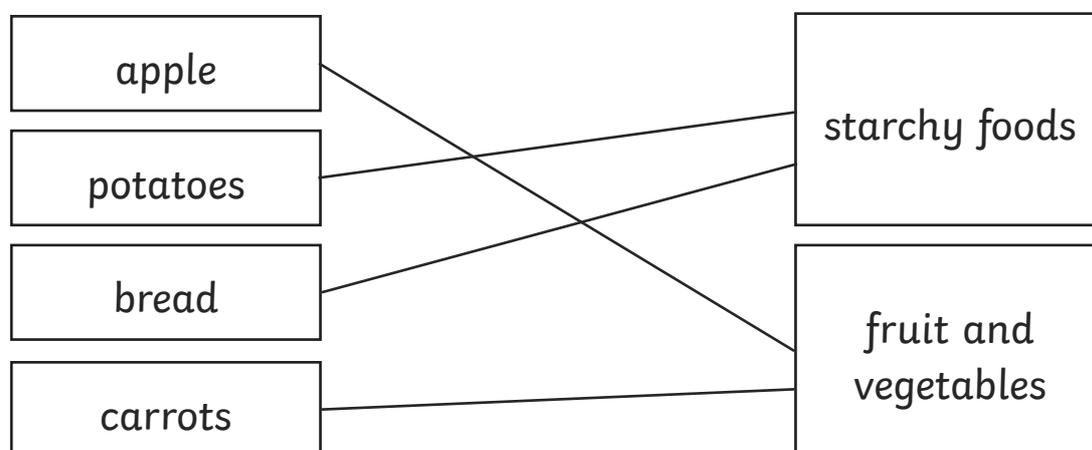
- fruit and vegetables
- starchy foods
- meat, fish, eggs and beans
- dairy
- fat
- sugary foods

Don't accept fruit, vegetables, meat, fish, eggs or beans on their own as separate categories.

15. What do vitamins do?

They help to keep our bodies fit and healthy.

16. Draw lines to show which food group these foods belong in. The first one has been done for you.



17. What types of food do we need to eat to keep our bones and teeth healthy?

Dairy products. Also accept 'milk, cheese and yoghurt'.

18. How often should we eat food with lots of fat or sugar?

No more than once a day.

19. Why does the author use the word 'healthy' to describe the 'healthy plate'?

The author uses the word 'healthy' because the food on the plate is what is right for us to eat to keep healthy.

Accept any answer which shows an understanding that the food on the plate is in the right quantities for a healthy diet.

20. Why shouldn't we drink too much fruit juice?

We shouldn't drink too much fruit juice because it has lots of sugar in it and sugar is not good for us.

21. Which of these drinks are the healthiest? Tick **two**.

milk

lemonade

water

fruit juice

22. Fill in this table to show how many times a day we should eat each food group.

Food group	Number of times a day
Fruit and vegetables	5
Starchy food	3
Meat, fish, eggs, beans and dairy	2 to 3
Fat and sugar	(no more than) 1

Sample Reading Paper 2 – Fiction

Questions 1-9 are about 'The Gingerbread Man'.

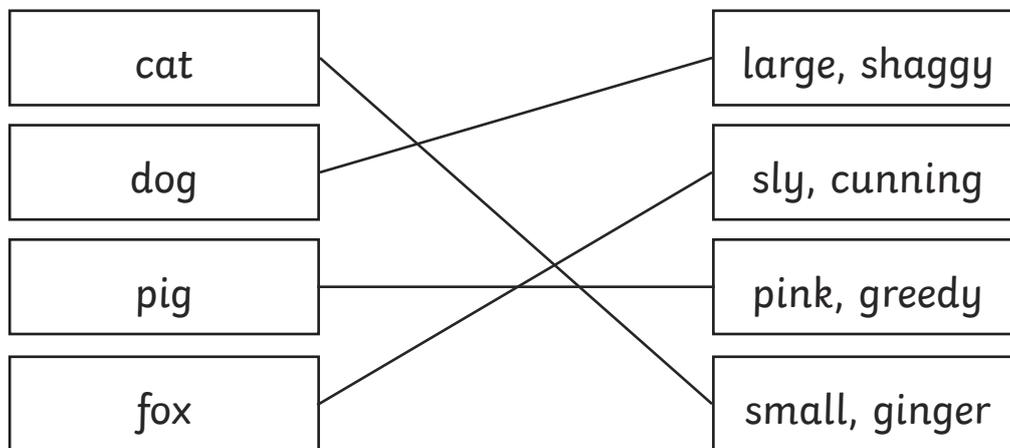
1. How many buttons did the Gingerbread Man have?

The Gingerbread Man had three buttons.

2. 'The little old woman smiled when she saw him.' Why did the little old woman smile when she saw the Gingerbread man?

Answers should focus on the little old woman smiling because she was pleased or happy with what she had made, maybe because he looked nice or because she wanted to eat him.

3. Use lines to join the animals with the descriptions.



4. 'The cat licked her lips when she saw the Gingerbread Man.' Why do you think the cat licked her lips?

The cat licked her lips because she wanted to eat the Gingerbread Man.

5. 'The dog felt peckish and licked his lips.' What does peckish mean?

'Peckish' means hungry.

6. Find and copy a question from the story.

How could he get across it?

7. What would happen if the Gingerbread Man didn't cross the river?

If he didn't cross the river he would get eaten by the people and the animals who were chasing him.

8. Explain in your own words how the fox tricked the Gingerbread Man.

He tricked the Gingerbread Man by pretending to help him cross the river. When the water got deeper he told him to jump onto his back and then onto his nose. Once the Gingerbread Man was on his nose he could easily get him into his mouth and eat him.

(Any explanation is acceptable as long as it focusses on the fox pretending to help and encouraging the Gingerbread Man to move closer and closer to his mouth so he could then eat him.)

9. 'The fox opened his mouth and SNAP!' Why is the word 'SNAP' written in capital letters?

This word is written in capital letters to show that it was a loud snap, or to show that it takes everybody by surprise.

Sample Reading Paper 2 – Non-Fiction

Questions 10-18 are about 'How to Make a Papier-Mache Globe'.

10. 'How to Make a Papier-Mache Globe'. What do we call this part of the text? Tick one box.

sub-heading

title

equipment list

instructions

11. Why is it helpful to have all of the equipment listed at the start?

It is useful to have the equipment listed because then you can get everything that you need ready before you start.

(Accept answers that indicate that the list helps you to know what you need and to get it all ready)

12. How many cups of water do you need to make the flour and water mix?

You need 2 cups of water.

13. Why are the instructions numbered?

The instructions are numbered so that you know what order to do things in.

14. Find and copy two adverbs from the text.

Any two from: first, gently, slowly, neatly, carefully, finally

15. Why do you think you should place the balloon in a warm, dry place?

You should place the balloon in a warm, dry place because this will help it to dry (more quickly).

16. Name three continents.

Any three from: Europe, North America, South America, Asia, Australasia, Africa and Antarctica.

17. Number these steps from 1 to 4 in the order that you should do them.

Paint the balloon blue.

2

Cut out the continents.

3

Wrap the balloon in newspaper.

1

Draw the equator.

4

18. The last instruction says, 'Finally, label the continents of Europe, North America, South America, Asia, Australasia, Africa and Antarctica.' If you were to write one more instruction, what would it be?

Accept any answer which shows understanding of what might happen next in the process. For example, 'Last of all, use your globe to help you learn about the continents,' or 'Last of all, hang your globe up so everyone can see it.'