

**STUDY
SQUAD**

KS2 English

SATs Practice Workbook

Ages 10-11

READING



**Answer
BOOK**



Boost test confidence and results with our curriculum-aligned bite-sized revision.

Pages 3-14 - Vocabulary Victor

Fur-tastic Fiction- **Two Little Ducks**

1. **Award 1 mark** for: sped.
2. **Award 1 mark** for: twisted out of shape.
3. **Award 1 mark** for: vacant.
4. **Award 1 mark** for any of the following, up to a maximum of **2 marks**:
 1. merrily
 2. proud.
5. **Award 1 mark** for any of the following, up to a maximum of **2 marks**:
 1. raucous
 2. was ecstatic.

Canine Non-Fiction- **The History of Bicycles**

1. **Award 1 mark** for: unidentified.
2. **Award 1 mark** for any of the following, up to a maximum of **2 marks**:
 1. huge numbers
 2. made bigger.
3. **Award 1 mark** for reference to: an item which is often called another name by many, e.g. something is regularly called something else when many use a different name instead of an item's proper name.

Pupils' own responses, such as: It means when lots of people call something a different name instead of its real name. (1 mark)
4. **Award 1 mark** for: favoured.
5. **Award 1 mark** for: practical aspects.

Pup Poetry- **Two Little Duckstripy Messengers, Swollen Brances: A Spring Cinquain**

1. **Award 1 mark** for reference to: starting again, e.g. when something begins again something that had stopped but has now started up again.

Pupils' own responses, such as: It means something is beginning again. (1 mark)
2. **Award 1 mark** for: yearning.
3. **Award 1 mark** for: foray.
4. **Award 1 mark** for: a sign something will happen.
5. **Award 1 mark** for: surfing on a breeze.
6. **Award 1 mark** for a question which refers to bees being represented as a metaphor, such as:
 1. What phrase describes the bees?
 2. How has the poet referred to the bees?



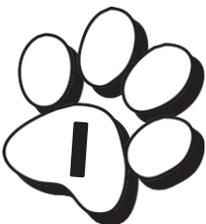
Digging Deeper - **DIG** Response

Please refer to page **27** of **this answer booklet** for guidance on awarding a maximum of **3 marks**.

Award 3 marks for **two** acceptable points ('I'), with at least **one** piece of evidence ('D') that links ('G').

Award 2 marks for either **two** acceptable points or at least **one** acceptable point ('I'), with evidence ('D') that links ('G').

Award 1 mark for **one** acceptable point ('I'), without evidence ('D') or a link ('G').

**Acceptable points:**

AP1: Overdue/welcome/the poet is desperately searching for it.

AP2: The poet sees spring as a busy time.

AP3: Warm/thawed/the poet is warming up again after the winter.

AP4: The poet blushes.

AP5: The poet sees the arrival of spring as a welcome embrace.

**Acceptable points:**

AP1: 'Eager senses'

AP2: 'The year's first busy foray'

AP3: 'The first warm kiss of Spring'

AP4: 'My cheeks blushing'

AP5: 'Search for welcome signs'

**Acceptable points:**

AP1: The poet wants something to happen quickly, which is why she is eager.

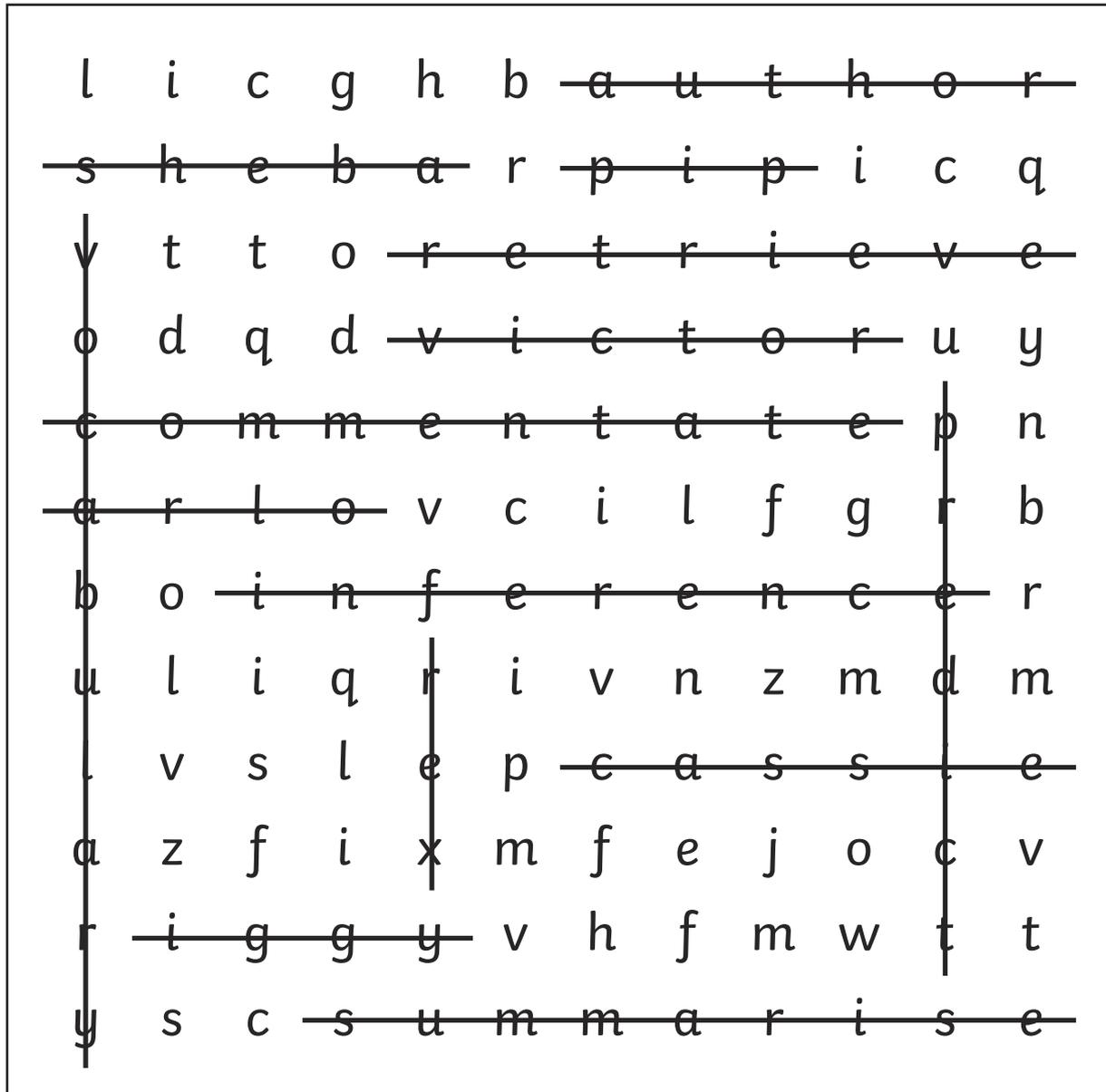
AP2: The poet is looking forward to Spring being busy compared to the stillness of Winter.

AP3: The poet uses the word 'warm' to suggest that the air has changed temperature and is excited about it.

AP4: When cheeks blush, people can feel warm and excited about what is to come and this is how the poet feels.

AP5: The poet wants to spot the welcoming signs so that they feel excited and happy Spring is nearly here.

Paws



vocabulary	summarise	predict	cassie
victor	sheba	pip	author
rex	inference	commentate	arlo
retrieve	iggy		

Pages 15-26 - Rex Retriever

Fur-tastic Fiction- **Panic**

1. **Award 1 mark** for: a camera.
2. **Award 1 mark** for: a gift shop.
3. **Award 1 mark** for reference to any of the following:
 1. a gift shop
 2. a shop that sells memorabilia/helmets/cameras.
4. **Award 1 mark** for any of the following, up to a maximum of **2 marks**:
 1. inquisitive
 2. mischievous.
5. **Award 1 mark** for any of the following, up to a maximum of **2 marks**:
 1. upset
 2. guilty.
6. **Award 1 mark** for a question which refers to the whereabouts of Bobby, such as:
 1. Where was Bobby hiding?
 2. Where could Bobby be found?

Canine Non-Fiction- **The Red Fox**

1. **Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**:
 1. 'reddish-brown coats'
 2. 'bushy tails'
 3. 'pointed, black-tipped ears'
 4. 'white underbelly'
 5. 'tips of their tails are white'.
2. **Award 1 mark** for reference to: the section with the sub-heading 'Diet'.

Do not accept reference to the third paragraph.

3. **Award 1 mark** for reference to: red foxes having specially adapted eyes.

Do not accept: they can see in the dark.

4. **Award 1 mark** for: steps should be taken to keep their population under control.
5. **Award 1 mark** for: illegal.
6. **Award 1 mark** for a question which refers to where red foxes live, such as:
 1. Where do red foxes live?
 2. Where might I find a fox?

Pup Poetry- **Shadow**

1. **Award 2 marks** for reference to **both** the poet's love for Rex and his faithful nature:
 1. the poet's love/ adoration/ care towards the dog
 2. his faithful/ loyal nature.

Pupils' own responses, such as:

The poet really loves his dog and Rex is described as faithful. (2 marks)

Award 1 mark for reference to the poet's love for Rex **or** his faithful nature.

2. **Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**:
 1. the poet says that shadows fill their world and have since they were born
 2. the poet says they imagine colours

3. they say their imagination runs wild for what they cannot see
4. they say they use a stick
5. they have a guide dog.

3. **Award 1 mark** for **three** correct or **2 marks** for **all four** correct.

1. True
2. False
3. True
4. True

4. **Award 1 mark** for: light.

5. **Award 1 mark** for reference to: greeting him at the door with a warm, soft touch.

6. **Award 1 mark** for: faithful.



Acceptable points:

AP1: 'nocturnal animals'.

AP2: 'scavenge for food waste'.

AP3: 'scramble over 1.8m fence'.

AP4: 'parents raise the cubs together'.



Acceptable points:

AP1: Foxes are sly.

AP2: Foxes are clever.

AP3: Foxes are mischievous.

AP4: Foxes are loving.

Digging Deeper - **DIG** Response

Please refer to page **27 of this answer booklet** for guidance on awarding a maximum of **3 marks**.

Award 3 marks for **two** acceptable points ('**I**'), with at least **one** piece of evidence ('**D**') that links ('**G**').

Award 2 marks for either **two** acceptable points or at least **one** acceptable point ('**I**'), with evidence ('**D**') that links ('**G**').

Award 1 mark for **one** acceptable point ('**I**'), without evidence ('**D**') or a link ('**G**').



Acceptable points:

AP1: Foxes tend to only be seen at night, which is when they can be the most sneaky as they won't be seen.

AP2: Foxes know they do not need to hunt their prey, when they can find food in people's rubbish, which suggests they are clever.

AP3: Being able to escape over a fence at such a height suggests that foxes are familiar with running away.

AP4: By having cubs every year and both parents staying to raise them, tells me that foxes can be loving and gentle in nature.

Pages 27-38 - Summarising Sheba

Fur-tastic Fiction- **The Observer**

1. **Award 1 mark** for **three** correct or **2 marks** for **all four** correct.

1. False
2. True
3. False
4. False

2. **Award 1 mark** for the correct answer.

5, 2, 1, 4, 3

3. **Award 1 mark** for reference to **both** of the following in 20 words or less:

1. Amrit is the Prime Minister's daughter
2. Amrit sees a mysterious figure outside her house who eventually beckons to her.

Pupils' own responses such as: The Prime Minister's daughter Amrit sees a strange man outside her house, who calls to her. (1 mark)

4. **Award 1 mark** for reference to any of the following with an appropriate explanation:

1. The Mysterious/Strange/Eerie/Peculiar/ Figure/Man
2. The Prime Minister's daughter.

Pupils' own responses such as: The Mysterious Man because the story is about an unknown figure outside Amrit's house. (1 mark)

5. **Acceptable points:**

1. a spooky tone, e.g. 'eerie feeling'
2. a mysterious tone, e.g. 'obscure his face'.

Award 2 marks for **one** acceptable point **with evidence**. **Award 1 mark** for one acceptable point **without evidence**.

Pupils' own responses, such as:

1. I think the tone is creepy because the man gave Amrit 'an eerie feeling'. (2 marks)
2. I think the tone is full of mystery. (1 mark)



Canine Non-Fiction- **Alan Turing**Pup Poetry- **Message**

1. **Award 1 mark** for: the life of Alan Turing.
2. **Award 1 mark** for correct answer.
2, 4, 1, 5, 3
3. **Award 1 mark** for three correct or 2 marks for all four correct.
 1. False
 2. True
 3. False
 4. True
4. **Award 2 marks** for reference to **all** of the following, written in three short sentences:
 1. Alan Turing was a gifted scientist/mathematician
 2. He invented a machine which is arguably the basis for the modern computer
 3. He was able to crack German military code and helped end the Second World War.

Pupils' own responses such as: Alan Turing was a very smart mathematician. He invented the Universal Machine. He helped end the Second World War by cracking German military code. (2 marks)

Award 1 mark for reference to **two** of the above.

5. **Award 1 mark** for reference to Alan Turing's ability to crack codes:
 1. Codebreaker
 2. Cracking the code

Do not accept reference to his childhood or working at Bletchley Park.

1. **Award 1 mark** for the correct answer.
3, 5, 2, 4, 1
2. **Award 1 mark** for reference to the different ways people have communicated with each other throughout history, written in two sentences:
 1. the poem is about the many ways we have communicated over time
 2. the poem tells us about the history of humans communicating with each other from prehistoric times to modern day.

Pupils' own responses such as: This poem is about the different ways people have communicated with each other. It goes from cave paintings right up to modern day email. (1 mark)

3. **Award 1 mark** for reference to communication or talking.
 1. Communication
 2. Talk
 3. The History of Communication.

Pupils' own responses, such as: Communication because the poem is about how people have communicated over time. (1 mark)

4. (a) **Award 1 mark** for reference to: face-to-face communication being the best form of communication over all others.

Pupils' own responses such as: The message in the poem is that although the different forms of communication are good, talking face-to-face with someone is the best method of communication. (1 mark) **Do not accept** reference to communication is good between people only.

Pup Poetry- **Message**

4. (b) **Award 1 mark** for an acceptable answer, which links appropriately with part a).

Pupils' own responses such as: I agree because talking to someone in person is more personable than speaking to them online or on a device. (1 mark)

5. **Award 1 mark** for a question which refers to how the poet feels, such as:
1. How does the poet feel about communication?
 2. How could you summarise the poet's feelings?

AP4: 'unable to resist the urge'

AP5: 'an invisible force drawing her towards the unknown'



Acceptable points:

AP1: Amrit is an important person.

AP2: Amrit is sensible.

AP3: Amrit is intuitive.

AP4: Amrit gives in to temptation.

AP5: Amrit is brave.

Digging Deeper - **DIG Response**

Please refer to page **27 of this answer booklet** for guidance on awarding a maximum of **3 marks**.

Award 3 marks for **two** acceptable points ('I'), with at least **one** piece of evidence ('D') that links ('G').

Award 2 marks for either **two** acceptable points or at least **one** acceptable point ('I'), with evidence ('D') that links ('G').

Award 1 mark for **one** acceptable point ('I'), without evidence ('D') or a link ('G').



Acceptable points:

AP1: By being the daughter of the Prime Minister, Amrit is easily recognised.

AP2: Amrit knows that the figure is suspicious and therefore warns security to keep herself and everyone else safe.

AP3: As the figure returns every day, Amrit senses that the figure is for her and is therefore curious of what they may want.

AP4: Amrit is too curious and wants to find out what the figure wants so is unable to resist.

AP5: Even though the figure kept its face hidden, wears dark clothing and could be dangerous, Amrit is courageous by approaching them.



Acceptable points:

AP1: 'the daughter of the Prime Minister'

AP2: 'alerted her mother's security team'

AP3: 'an eerie feeling that he was there for her'

Pages 39-50 - Inference Iggy

Fur-tastic Fiction- The Holiday

1. **Award 1 mark** for: impatient.
2. **Award 1 mark** for: She felt as though his comment didn't warrant an answer.
3. **Award 1 mark** for reference to any of the following:
 1. the family has constant bad luck, e.g. the power cut that had stopped the alarm from going off, Mum and Dad had been searching for their lost passports.
 2. the family have never been successful in attending a booking on time, e.g. they have always been late for a reservation, appointment or holiday.

Pupils' own responses, such as: The narrator feels as though the family is cursed because they are always late for events. (1 mark)

4. **Award 1 mark** for reference to any of the following, up to a maximum of **3 marks**:
 1. the sharp tooting of a taxi horn
 2. the taxi driver was being impatient
 3. Dad screeching, "Quick, everyone! Grab a bag and go, go, go!"
 4. a sudden sense of calm implies that there was chaos previously
 5. within three minutes, they had managed to get into the taxi.

Pupils' own responses, such as: Dad screeching with panic for everyone to hurry up, whilst the taxi driver tooted his horn impatiently. (3 marks)

5. **Acceptable points:**

1. they move too slowly, e.g. 'hurry up' (said Dad)
2. they are prone to panicking, e.g. 'the house was clouded by a fog of panic'
3. they have bad luck or are cursed, e.g. 'our family had rotten luck'
4. the children wind up their parents, e.g. 'Max loudly stated the obvious'
5. they try to take too many things with them on holiday, e.g. 'the suitcase bulged at the seams'
6. they are forgetful and uncareful, e.g. 'unaware we had forgotten the tickets'.

Award 3 marks for **two** acceptable points with at least **one** piece of evidence.

Award 2 marks for either **two** acceptable points or at least **one** acceptable point with evidence.

Award 1 mark for **one** acceptable point without evidence.

Pupils' own responses, such as:

The family are careless and unorganised as they were unaware that they had forgotten the tickets. They also did not seem to get things ready very quickly. (3 marks)

The 'suitcase bulged at the seams', which shows that they were trying to take too many things on holiday with them. (2 marks)

The family appear to panic at things and their children like to wind up their parents. (2 marks)

They get bad luck and are cursed. (1 mark)

Canine Non-Fiction- **The History of Women's Football**

1. **Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**:
 1. 'some matches made huge profits'
 2. 'The Munitionettes Cup was established'
 3. 'Many famous women's football teams drew impressive crowds'
 4. 'regular attendance of up to 53,000 spectators, which was a common sight'
 5. 'women's football teams became well known with recognisable players'
 6. 'crowds continued to attend the matches' even after men returned home from war
 7. 'women's football remains an increasingly popular sport today'.

Pupils' own responses, such as: Women's football was extremely popular because lots of people would attend the matches, where huge amounts of money was taken. (2 marks)

2. **Award 1 mark** for **three** correct or **2 marks** for **all four** correct
 1. Fact
 2. Opinion
 3. Opinion
 4. Opinion
3. (a) **Award 1 mark** for reference to: the women were only needed in both work and sport whilst the men were away.

Pupils' own responses, such as: Women were only needed whilst the men were away so some people might think it was a good idea for them to make space for the returning men to take their jobs and football careers back. (1 mark)

- (b) **Award 1 mark** for reference to: the sport had become popular and people were enjoying women's football.

Pupils' own responses, such as: The women who played for Blyth Spartans were so dedicated and determined that it would be unfair to stop them from playing a sport they so fervently enjoyed and were good at. (1 mark)

4. **Award 2 marks** for reference to any of the following, with evidence:
 1. the players were dedicated to the sport, e.g. 'dedicated and determined to win', 'encouraged to stop their factory and football careers'
 2. people wanted to be a part of the crowd, e.g. 'teams drew impressive crowds'
 3. players were beginning to be famous, e.g. 'teams became well known with recognisable players'.

Pupils' own responses, such as: People continued to attend women's football matches as the players were becoming more well known. In the text it says, 'recognisable players'. (2 marks)

Award 1 mark for reference to any of the above, without evidence.



Pup Poetry- **Elevation**

1. **Award 2 marks** for the following, with evidence: a mountain, e.g. 'stood high in the sky', 'snowy peaks', 'compared to the small green hills', 'to reach the top', 'the journey would be nothing but cruel'.

Pupils' own responses, such as: I think the poem is about a mountain. I think this because it says that it stands high in the sky (like a mountain does) and it is bigger than the small green hills of the poet's home. (2 marks)

Award 1 mark for reference to the above, without evidence.

2. **Award 2 marks** for the following, with evidence:
1. a beautiful view / scenery, e.g. 'her snowy peaks glistening diamonds', 'an ancient goddess sent from the heavens'.

Pupils' own responses, such as: I think the delight the poet is being promised is a beautiful view at the top because the poem says that the snowy peaks of the mountain look like glistening diamonds. (2 marks)

Award 1 mark for reference to the above, without evidence.

3. **Award 1 mark** for reference to any of the following:
1. the size of the mountain, e.g. it is towering and almost touches the heavens
 2. the age of the mountain, e.g. the goddess is ancient, which suggests that the mountain is too.

Pupils' own responses, such as: I think the elevation is described as a goddess because it is so vast and towering that it almost reaches up to the heavens, which is a place that goddesses are said to come from. (1 mark)

4. **Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**:
1. it is cold
 2. it has recently snowed and may still be doing so
 3. it has become warmer as the snow is beginning to melt
 4. it is sunny because the light is making the snow glisten.

Pupils' own responses, such as: The weather is cold but it is also sunny. (2 marks)



Digging Deeper - **DIG** Response

Please refer to page **27 of this answer booklet** for guidance on awarding a maximum of **3 marks**.

Award 3 marks for **two** acceptable points ('I'), with at least **one** piece of evidence ('D') that links ('G').

Award 2 marks for either **two** acceptable points or at least **one** acceptable point ('I'), with evidence ('D') that links ('G').

Award 1 mark for **one** acceptable point ('I'), without evidence ('D') or a link ('G').

**Acceptable points:**

AP1: 'looking down at me'

AP2: 'She stood high'

AP3: 'snowy peaks'

AP4: 'Compared to the small green hills of home'

AP5: 'An ancient goddess'

AP6: 'To reach the top, just a tantalising dream'

AP7: 'the journey would be nothing but cruel'

**Acceptable points:**

AP1: It is very tall.

AP2: It has human-like features or qualities.

AP3: It is cold at the top of the mountains.

AP4: It is larger than the hills the poet is used to.

AP5: It is very old and beautiful.

AP6: It is impossible to scale.

AP7: Conditions on the mountain are treacherous.

**Acceptable points:**

AP1: This tells me that the height of the mountain is a lot taller than a human.

AP2: By standing high, it gives the mountain human characteristics as this is what it appears like to the poet.

AP3: It suggests that the top of the mountain is very cold as there is snow.

AP4: The poet compares the large mountain to the familiar small hills they are used to.

AP5: This tells us that the mountain is picturesque and has been there for a long time.

AP6: The poet implies that the mountain would be impossible to climb.

AP7: This demonstrates that the mountain is dangerous to ascend.

Pages 51-62 - Predicting Pip

Fur-tastic Fiction- **The Holiday**

1. **Award 2 marks** for reference to Ned going into the building to locate Alice and his Mum, with at least one piece of evidence, e.g. 'Ned staggered past thinking only of Alice and Mum', 'Ned couldn't hear him', 'he had to find Alice and Mum before it was too late'.

Pupils' own responses, such as: I predict that Ned will find a way into the building to look for Alice and his Mum because the text says 'he had to find Alice and Mum', which shows that he was determined. (2 marks)

Award 1 mark for reference to Ned going into the building to locate Alice and his Mum, without evidence.

2. **Acceptable points:**

1. the emergency services arrive, e.g. 'blue lights approached'
2. people will look for their possessions, e.g. 'remnants of people's possessions'
3. crowds use their phones to share the news, e.g. 'hordes of people had begun to gather'
4. people help with the aftermath, e.g. 'others busied themselves with practical tasks'

Award 3 marks for **two** acceptable points with at least one piece of evidence.

Award 2 marks for either **two** acceptable points or at least one acceptable point with evidence.

Award 1 mark for one acceptable point without evidence.

Pupils' own responses, such as: I think the emergency services will arrive at the soup kitchen as 'blue lights approached', and people will begin to help others in need. (3 marks)

I think people will share the news on social media and see if anyone needs any help. (2 marks)

I think people will try to find their belongings. (1 mark)

3. **Award 2 marks** for an appropriate explanation, with at least **one** piece of evidence.

Pupils' own responses, such as: Yes. The text shows that Ned is determined to go back into the dangerous soup kitchen to find them because 'he had to find Alice and Mum before it was too late'. (2 marks)

Award 1 mark for an appropriate explanation, without evidence.

Do not accept: a choice with no explanation.

4. **Award 1 mark** for a question which refers to a prediction about the future of the soup kitchen, such as:

1. What will happen to the soup kitchen after the fire?
2. What will the future be for the soup kitchen now?

Canine Non-Fiction- **The Abominable Snowman: Fact or Fiction?**

1. **Award 2 marks** for an appropriate explanation, with at least **one** piece of evidence.

Pupils' own responses, such as: No. I don't think that they will stop searching because the text says that they have 'tirelessly tried' to prove his existence so they sound quite determined. (2 marks)

Award 1 mark for an appropriate explanation, without evidence.

Do not accept: a choice with no explanation.

2. **Award 2 marks** for an appropriate explanation, with at least **one** piece of evidence.

Pupils' own responses, such as: Yes. I think scientists will discover evidence to prove the Abominable Snowman's existence because they have tirelessly tried to prove his existence and may find evidence as they continue to track the unusual reversed footprints that they have been measuring. (2 marks)

Award 1 mark for an appropriate explanation, without evidence.

Do not accept: a choice with no explanation.

3. **Award 1 mark** for reference to any of the following, up to a maximum of **2 marks:**
1. more explorers would search for them
 2. they may get captured
 3. put on display in zoos

4. be used in scientific experiments
5. the Himalaya's would become a tourist attraction.

Pupils' own responses, such as: I think that they could be caught in traps and then put in zoos for other people to see. (2 marks)



Pup Poetry- **The Playground**

1. **Award 2 marks** for an appropriate explanation, with at least one piece of evidence.

Pupils' own responses, such as: Yes. The poet describes the playground as a 'laughter fabricator' and an 'entertainment creator' which shows that they have fun there. (2 marks)

Award 1 mark for an appropriate explanation, without evidence.

Do not accept: a choice with no explanation.

2. **Acceptable points:**

1. people meeting other people, e.g. 'companion maker', 'group chatterer', 'best friend cuddler', 'agreement shaker'
2. people enjoying themselves, e.g. 'entertainment creator', 'boredom breaker'
3. people taking a break, e.g. 'day dreamer', 'between-meals snacker'
4. people laughing, e.g. 'laughter fabricator'
5. people keeping fit, e.g. 'an exercise tracker'
6. rubbish on the floor, e.g. 'litter gatherer'.

Award 3 marks for **two** acceptable points with at least one piece of evidence.

Award 2 marks for **either two** acceptable points or at least one acceptable point with evidence.

Award 1 mark for **one** acceptable point without evidence.

Pupils' own responses, such as: I think I would see people laughing as the poet says the playground is a 'laughter fabricator' and I might also see people having fun. (3 marks)

I think I would see people running around the playground and climbing on the equipment to keep fit whilst enjoying themselves. (2 marks)

I think I would see rubbish on the ground. (1 mark)

3. **Award 2 marks** for an appropriate explanation, with at least **one** piece of evidence.

Pupils' own responses, such as: Yes. There are lots of references to having friends in the poem and it says that the playground is a 'companion maker' which means that the new person should find it easy to make a new friend. (2 marks)

Award 1 mark for an appropriate explanation, without evidence.

Do not accept: a choice with no explanation.



Digging Deeper - **DIG** Response

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Award 3 marks for **two** acceptable points ('I'), with at least **one** piece of evidence ('D') that links ('G').

Award 2 marks for either **two** acceptable points or at least **one** acceptable point ('I'), with evidence ('D') that links ('G').

Award 1 mark for **one** acceptable point ('I'), without evidence ('D') or a link ('G').

**Acceptable points:**

AP1: 'Ned staggered past'

AP2: 'thinking only of Alice and Mum'

AP3: 'knew he had to find Alice and Mum'

AP4: 'Ned gingerly raised himself up'

AP5: 'Ned couldn't hear him'

**Acceptable points:**

AP1: Ned is brave.

AP2: Ned is determined.

AP3: Ned is selfless and thoughtful.

AP4: Ned is cautious.

AP5: Ned is not afraid to take risks.

**Acceptable points:**

AP1: Even though Ned appeared to be hurt, he was prepared to go back into the building.

AP2: He wants to save his family and nothing will stop him.

AP3: He was willing to risk his life to save others.

AP4: He was unsure of what had happened so was cautious before standing in case he was still in danger.

AP5: The fire fighter had warned him of the danger but Ned was focused on saving his family and willing to take the risk.

Paws

1. vocabulary
2. pip
3. author
4. arlo
5. inference
6. sheba
7. retriever
8. summarising

Pages 63-74 - Cassie the Commentator

Fur-tastic Fiction- **Identical**

1. **Award 1 mark** for reference to any of the following, up to a maximum of 2 marks:

1. Josie was rude / sarcastic / angry
2. Cleo was shy / embarrassed / uncomfortable.

Pupils' own responses, such as: Josie is wrong for being rude, but Cleo should be more confident explaining that they are not identical. (2 marks)

2. **Award 1 mark** for reference to: Josie is frustrated / angry with people asking the same question.

Pupils' own responses, such as: The author has used the words 'sarcastically retorted' to show that Josie gets annoyed with people and she is not afraid to show it. (1 mark)

3. **Award 1 mark** for all correctly matched.

1. Setting - Piles of dirty clothes, empty crisps packets and used damp towels,
2. Past events - The question had always exasperated their mum
3. Action- She pulled Josie away.

4. **Award 1 mark** for: a comparison to a story that includes siblings who are very different from each other.

Pupils' own responses, such as: In the stories of Horrid Henry, Henry, who is mischievous, has a younger brother Peter, who is perfect. (1 mark)

5. **Award 1 mark** for reference to any of the following:

1. They may enjoy reading about families
2. They are a twin or know someone who is.

Pupils' own responses, such as:

Someone might choose to read this story because they have a friend who is an identical twin. (1 mark)

Canine Non-Fiction- **Katherine Johnson-Super Computer!**

1. **Award 2 marks** for reference to any of the following with an appropriate explanation:

1. the use of subheadings, makes the information easier to access
2. the events are in chronological order, easier to understand the life of Katherine Johnson.

Award 1 mark for reference to any of the above without an appropriate explanation.

Pupils' own responses, such as:

The author has made the text easier to navigate by using subheadings.

(2 marks)

They have put her life events in order. (1 mark)

2. **Award 1 mark** for reference to: the title creates curiosity as it has called a person a computer.

Pupils' own responses, such as: It is interesting that someone has been called a computer and it makes the

reader want to find out why. (1 mark)

3. **Award 1 mark** for reference to the following with an appropriate explanation: people who are interested in the history of space exploration.

Pupils' own responses, such as: The author has written this text for people who enjoy finding out more information about space exploration because Katherine Johnson was and still is an important figure in NASA. (1 mark)

Do not accept: a response without an appropriate explanation.

4. **Award 1 mark** for reference to:
1. putting the information on a timeline
 2. using illustrations / images / pictures / photographs to support explanation.

Do not accept: include pictures.

5. **Award 1 mark** for all correctly matched.
1. The Computers - Introduces Katherine Johnson
 2. Origins - Details Katherine's early life
 3. Summa Cum Laude - Details Katherine's educational achievements

Pup Poetry- **The Playground**

1. (a) **Award 1 mark** for any of the following, up to a maximum of **2 marks**:
1. hope
 2. appears.
- (b) **Award 1 mark** for reference to: at the start the poet felt hopeless but then they began to feel peace.

Do not accept: They felt sad and then they felt happy.

2. **Award 1 mark** for reference to any of the following:
1. a mythical bird
 2. a new beginning / a fresh start / hope
 3. to be powerful / successful again.

Pupils' own responses, such as: The title suggests that it could be about someone who rises from the ashes like a phoenix. (1 mark)

3. **Award 1 mark** for reference to the following:
1. a comparison to an event where fireworks are used, e.g. Bonfire Night, new year celebrations, e.g. Chinese New Year, religious festivals, e.g. Diwali or Eid, Celebrations, e.g. weddings or birthdays.

Pupils' own responses, such as: The poem says that the phoenix rises with 'flashes of colour' and I have seen that happen on Bonfire Night when the fireworks rise into the sky. (1 mark)

Also accept general reference to a comparison of an event where something new has been created from something negative.

4. **Award 1 mark** for reference to any of the following:
1. negative feelings can be overcome
 2. hard times will not last forever
 3. keep going when things are tough.

Pupils' own responses, such as: The theme of this poem is hope. The key message is that no matter how difficult

something may be, there will always be something positive to find. (1 mark)

5. **Award 1 mark** for the following with an appropriate explanation:
a comparison to a character / someone they know who has faced hard times but who has not given up hope.

Pupils' own responses, such as: The character that the speaker reminds me of is Matilda. She was not loved by her parents but she was determined to go to school, which she did. (1 mark)

Do not accept: a response that does not include an appropriate explanation.

Digging Deeper - **DIG** Response

Please refer to page **27** of **this answer booklet** for guidance on awarding a maximum of **3 marks**.

Award 3 marks for **two** acceptable points ('I'), with at least **one** piece of evidence ('D') that links ('G').

Award 2 marks for either **two** acceptable points or at least **one** acceptable point ('I'), with evidence ('D') that links ('G').

Award 1 mark for **one** acceptable point ('I'), without evidence ('D') or a link ('G').



Acceptable points:

AP1: 'her dark brown eyes are totally the same as my pale green ones'

AP2: 'sarcastically retorted'

AP3: 'she pulled Josie away'

AP4: 'they should be mortified for asking'

AP5: 'piles of dirty clothes, empty crisps packets'



Acceptable points:

AP1: Josie is sarcastic.

AP2: Josie is impatient.

AP3: Josie is argumentative.

AP4: Josie is confident.

AP5: Josie is unorganised and messy.



Acceptable points:

AP1: This shows that Josie finds it annoying that everyone always ask if they are identical.

AP2: Instantly Josie responds sarcastically in a sneering manner.

AP3: This demonstrates that Josie is not afraid to share her opinion and will argue to prove her point.

AP4: This suggests that Josie is not afraid in telling people how she feels.

AP5: Josie is the opposite to Cleo, where her room is messy and chaotic.

Pages 75-86 - Arlo the Author

Fur-tastic Fiction- **Noises in the Darkness**

1. **Award 1 mark** for: she was feeling uncertain.
2. **Award 1 mark** for any of the following, up to a maximum of **2 marks**:
 1. [in the midst of] a bleak January cold snap
 2. [the evenings were] intimidatingly dark
 3. [the] bitterly cold wind [howled like a wolf]
3. **Award 1 mark** for reference to any of the following:
 1. Jack felt embarrassed
 2. Jack felt uncomfortable
 3. Jack was regretful.

Pupils' own responses, such as: Jack was worried that he could have hurt Andrea as he couldn't stop his scooter. (1 mark)

4. **Award 1 mark** for any of the following, up to a maximum of **2 marks**:
 1. she was expecting the worst
 2. she thought someone or something was about to crash into her
 3. she feared that she may get hurt
 4. she stiffened up quickly as she expected an impact.

Pupils' own responses, such as: This tells me that Andrea thought she was about to get hurt so prepared herself for the bump. (2 marks)

5. **Award 1 mark** for any of the following, up to a maximum of **3 marks**:
 1. [she] tentatively tried to quicken her steps

2. [her] high-heeled boots didn't have much grip
3. ["It's so slippery [that I can barely control this thing!"]
4. leaving a winding trail [on the glistening pathway]

Canine Non-Fiction- **The Channel Tunnel**

1. **Award 1 mark** for reference to any of the following:
 1. a sense of surprise
 2. a haunting feeling
 3. a historical artefact for the future.

Pupils' own responses, such as: It gives you the impression that the buried machines are an unexpected sight to see in such an unusual place. (1 mark)

2. **Award 1 mark** for any of the following, up to a maximum of **2 marks**:
 1. disbelievers
 2. scoffed at the plans
 3. questioned the safety
 4. 'a tunnel under the sea'.
3. **Award 1 mark** for reference to any of the following:
 1. it was a pioneering idea
 2. the plan was forward thinking
 3. the project was innovative.

Pupils' own responses, such as: It was something that had never been attempted before. (1 mark)

4. **Award 1 mark** for reference to any of the following:
 1. the author believed the tunnel was

- an extraordinary structure
- 2. they felt it was a revolutionary accomplishment
- 3. the tunnel was difficult to construct
- 4. it proved many people wrong.

Pupils' own responses, such as: The author used this phrase to show that the construction of the tunnel was challenging, but they were successful. (1 mark)

5. **Award 2 marks** for reference to the author using adjectives to emphasise the speed of the Channel Tunnel trains, with at least **one** piece of evidence, e.g. 'high-speed', 'astonishing', 'swift'

Pupils' own responses, such as: The author has used adjectives to emphasise how fast the trains are, e.g. 'astonishing' and 'swift'. (2 marks)

Award 1 mark for reference author using adjectives to emphasise the speed of the Channel Tunnel trains, without evidence.

Pup Poetry- **The Longest Journey**

1. **Award 1 mark** for reference to: the trees have lost their leaves.

Pupils' own responses, such as: The poet uses personification to make the trees seem like a shivering person who is naked without their leaves. (1 mark)

Do not accept: The trees are cold. / To compare to a human.

2. **Award 1 mark** for reference to any of the following, up to a maximum of **2 marks:**

- 1. the hail storm appears violent
- 2. it seems powerful

- 3. it could cause damage
- 4. rapid-firing hailstones.

Pupils' own responses, such as: It gives you the impression that the hail showers are fierce and that they will destroy everything in their path. (2 marks)

3. **Award 1 mark** for any of the following, up to a maximum of **5 marks:**

- 1. desperate dances
- 2. hands clap a hesitant beat
- 3. wasted weekends
- 4. reluctant dog walks
- 5. slow, soggy Sundays
- 6. countdown calendar
- 7. striking days like a gloomy prisoner
- 8. reluctant traveller
- 9. wishing the long journey would finally end
- 10. give me a year of spring and summer
- 11. winter is not my friend

4. **Award 1 mark** for reference to any of the following, up to a maximum of **2 marks:**

- 1. the poet's breath seems like smoke
- 2. the poet's breath is warm.

Pupils' own responses, such as: It gives you the impression that the poet's breath is the smoke from the fire in their throat when actually it is condensation from their hot breath. (2 marks)

5. **Award 2 marks** for reference to the author disliking winter, with at least **one** piece of evidence, e.g.

- 1. 'give me a year of spring and summer'
- 2. 'winter is not my friend.'

Also accept: other pieces of evidence from the text, e.g. those that can be

found in the answer for question 3.

Pupils' own responses, such as: The poet is not keen on winter as he uses the phrase 'winter is not my friend'. (2 marks)

Award 1 mark for reference to the author disliking winter, without evidence.

Digging Deeper - DIG Response

Please refer to page **27 of this answer booklet** for guidance on awarding a maximum of **3 marks**.

Award 3 marks for **two** acceptable points ('I'), with at least **one** piece of evidence ('D') that links ('G').

Award 2 marks for either **two** acceptable points or at least **one** acceptable point ('I'), with evidence ('D') that links ('G').

Award 1 mark for **one** acceptable point ('I'), without evidence ('D') or a link ('G').



Acceptable points:

AP1: 'slapped red'

AP2: 'first morning's chill'

AP3: 'bouncing bullets'

AP4: 'highwaymen in hoods and scarves'

AP5: 'colour retreats'

AP6: 'leaf-greedy'

AP7: 'wasted weekends'



Acceptable points:

AP1: It is violent.

AP2: It is cold.

AP3: It causes pain/harm.

AP4: It makes people unable to recognise/trust each other.

AP5: It lacks colour/light/vibrancy.

AP6: It is hungry.

AP7: It ruins people's weekends.



Acceptable points:

AP1: The poem gives the impression that the weather is violent as

the cheeks were slapped, which suggests that it was at some force.

AP2: By having a chill first thing in the morning, it implies that the temperature is uncomfortable and clothes are needed to keep warm.

AP3: The choice of using the word 'bullet' tells me that the weather wants to create a sense of danger.

AP4: To keep warm in the winter months, people tend to wrap up warm with many layers, which can cover most of their skin including their face.

AP5: This implies that winter is very dull and the once colourful gardens are no more.

AP6: By describing the weather as leaf-greedy, it emphasises the loss of

leaves and the wind blowing them all over the ground.

AP7: Due to the unappealing weather, people do not want to venture outside and therefore tend to stay indoors.

Paws

1. reading
2. snow white
3. chapters
4. black beauty
5. peter pan
6. mary poppins
7. author
8. dictionary
9. oliver twist
10. charlie bucket



Pages 103-104 - Mini Test One

1. **Award 1 mark** for: essential.
2. **Award 1 mark** for reference to any of the following, up to a maximum of 2 marks:
 1. it struggled
 2. it made sudden bursts for freedom.
3. **Award 1 mark** for all correctly matched.
 1. setting - Having been found at the waters edge...
 2. past events - ... not after last time.
 3. action - It made sudden burts for freedom...
4. **Award 1 mark** for reference to: someone's hands.
Do not accept: quivering hands.
5. **Acceptable points:**
 1. the nugget is small, e.g. 'held captive in my quivering hands', 'impossible to grip'
 2. the nugget is scared, e.g. 'being held against its will, it struggled', 'sudden bursts for freedom'
 3. the nugget is beautiful, e.g. 'sunbeams appeared to dance and play on its surface', 'created a pearlescent aura'
 4. the nugget is special, e.g. 'remarkable nugget', 'mysterious discovery', 'absolutely essential that I didn't let it go'.

Award 3 marks for **two** acceptable points with at least one piece of evidence.

Award 2 marks for either **two** acceptable points or at least one acceptable point with evidence.

Award 1 mark for **one** acceptable point without evidence.

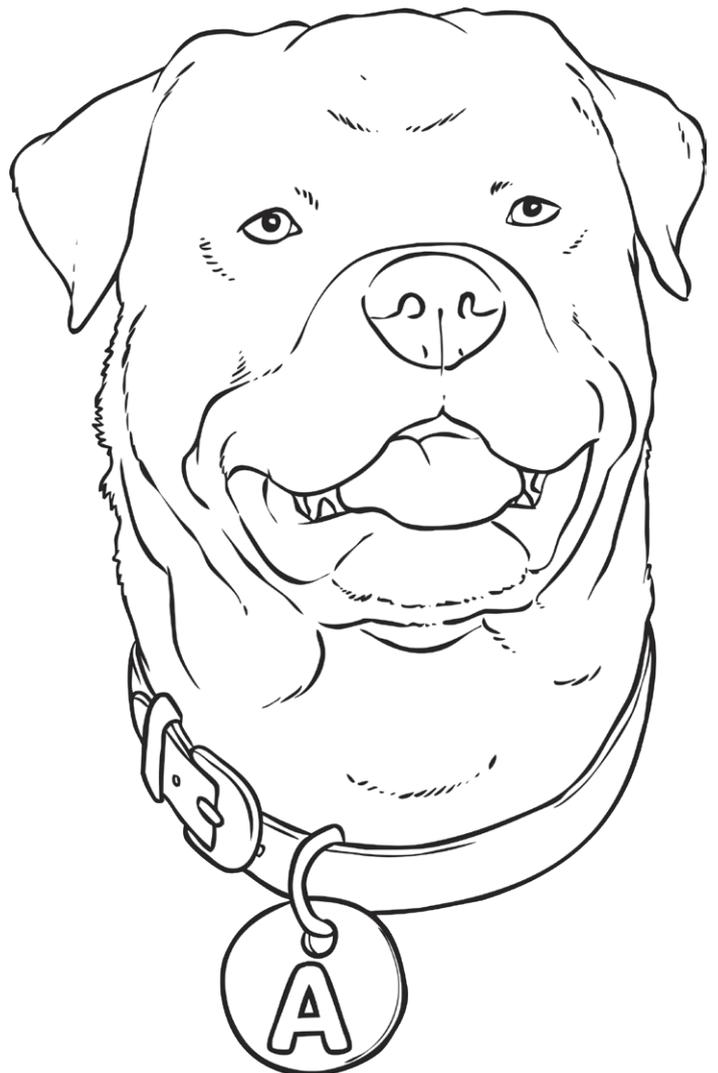
Pupils' own responses, such as:

The nugget is small as it was held in someone's hands. It was also special as the narrator did not want to let it go. (3 marks)

The nugget is beautiful and special. (2 marks)

'Sudden bursts for freedom' tells me the nugget was scared. (2 marks)

The nugget was tiny. (1 mark)



Pages 105-106 - Mini Test Two

1. **Award 1 mark** for: Hypotheses about Hammerheads.

2. **Award 1 mark** for: nervous.

3. **Award 1 mark** for reference to: the ticket being unwanted.

Pupils' own responses, such as:

He didn't want the ticket. / Not wanted. (1 mark)

4. **Award 1 mark** for: I don't want to be hypnotised.

5. **Award 2 marks** for an appropriate prediction with at least one event from the text.

Award 1 mark for an appropriate prediction without an event from the text.

Pupils' own responses, such as: I think that Chimbu will be hypnotised and Howard will make him think that he is swimming with sharks because, in the text, it says that 'the sharks would have been less terrifying'. (2 marks)

I think that Chimbu will feel pressured by the audience. (1 mark)

Pages 107-108 - Mini Test Three

1. **Award 1 mark** for reference to: the Internet.

2. **Award 1 mark** for: computers are an important part of everyday life.

3. **Award 1 mark** for reference to any of the following, up to a maximum of **2 marks**:

1. the first computers were bigger
2. they were more expensive
3. they were not in homes
4. they were not for entertainment
5. they were only for convenience
6. they were slower.

4. **Award 1 mark** for two correct or **2 marks** for **all three** correct

1. False

2. True

3. True

5. **Award 1 mark** for: information about the history of computers.



Pages 109-110 - Mini Test Four

1. **Award 1 mark** for: fields.
2. **Award 1 mark** for reference to piglets, e.g. baby pigs, Ethel's babies.
3. **Award 1 mark** for reference to any of the following:
 1. George snoozes his alarm clock, e.g. 'George pressed the snooze button'
 2. He uses a pillow, e.g. 'he pressed his pillow to his ears'

3. He wanted to block out the noise, e.g. 'tried to block out the obnoxious grunting'.
4. **Award 1 mark** for: George will look for the eighth pink dot.
5. **Award 1 mark** for: the sea.

Pages 111-112 - Mini Test Five

1. **Award 1 mark** for:
the well-known melody.
Do not accept: the melody or melody.
2. **Award 1 mark** for: powerful.
3. **Award 1 mark** for reference to composing a symphony, e.g. composed music, created a symphony
Pupils' own responses, such as: The poet tells us that the lonely instrument had written a piece of music. (1 mark)
Do not accept: It is lonely.
4. **Award 1 mark** for: [that] cries out [for].
5. **Award 2 marks** for reference to the verse describing thirst, with at least one piece of evidence, e.g: 'Crumbling plaster', 'Cracked skin', 'Squeak of a hinge'
Pupils' own responses, such as:
Crumbling plaster and the squeak of a

hinge can all be used to describe thirst. (2 marks)

Award 1 mark for reference to the verse describing thirst, without evidence, e.g:

Pupils' own responses, such as: The poet is letting you know all of the unpleasant things that can describe thirst.



DIG Response Guide

See below for guidance on awarding a maximum of **3 marks** for the **DIG Response**.

Award 3 marks for **two** acceptable points ('I'), with at least **one** piece of evidence ('D') that links ('G'), e.g.

	Point One	Point Two			Point One	Point Two		
		AP1	AP5			_____	AP5	
		AP1	AP5			AP1	AP5	
		AP1	AP5			_____	AP5	

Award 2 marks for either **two** acceptable points or at least **one** acceptable point ('I'), with evidence ('D') that links ('G'), e.g.

	Point One	Point Two			Point One	Point Two		
		_____	_____			AP1	_____	
		AP1	AP5			AP1	_____	
		_____	_____			AP1	_____	

Award 1 mark for **one** acceptable point ('I'), without evidence ('D') or a link ('G'), e.g.

	Point One	Point Two		
		_____	_____	
		AP1	AP5	
		_____	_____	