



# Key stage 1 English grammar, punctuation and spelling

## Sample questions, mark schemes and commentary for 2016 assessments

### Introduction to sample materials

The new national curriculum will be assessed for the first time in May 2016. This set of sample materials is being published to give teachers an indication of how the new curriculum will be assessed. The materials presented here primarily focus on new areas of the curriculum and how questions assessing those areas might appear.

The examples in this document have not been through the rigorous development process that live tests go through. We will decide on final question formats once we have data from trialling the test materials. This means that some of the question types may not appear in the live tests. We will publish complete sample tests in 2015 that will reflect our findings and will be indicative of the final live tests.

These materials have been reviewed by teachers and their comments have been taken into account.

As the questions have not been trialled in schools, the mark schemes do not consider the full range of acceptable responses or include example pupil responses. They only give a basic indication of the types of response that would be credited.

The questions in the English grammar, punctuation and spelling, mathematics and science tests will appear in order of difficulty, where possible. In English reading, the texts appear in order of difficulty. In these sample materials, the texts and questions are not necessarily in order of difficulty, nor do they reflect the range of question difficulties that will appear in the final tests.

Test frameworks that illustrate the test model, content domain and performance descriptors for the 2016 national curriculum tests are on GOV.UK at [www.gov.uk/sta](http://www.gov.uk/sta). Please note that these sample materials are not designed to match the frameworks in terms of ratios of question/item type or coverage. They do not form complete tests as described by the test frameworks and are, therefore, not sample tests.

We recommend that these materials are not used for assessment purposes.

The key stage 1 tests will, in most instances, contain a small number of practice questions and there will be administration guidance provided where necessary (for example, for task-specific elements).

Some decisions relating to the administration of key stage 1 tests have not yet been confirmed for 2016. It is possible that some of the arrangements may change; for example, there may be a narrower administration window and teachers may have limited time between receiving the tests and administering them. As with the current arrangements, the tests will be internally marked and the results will be used by teachers in order to support teacher assessment. There will be new tests released each year from 2016.

## Key features of the English grammar, punctuation and spelling tests

The questions in the English grammar, punctuation and spelling tests will be linked to specific areas of the national curriculum. These are listed in the test frameworks.

The key stage 1 English grammar, punctuation and spelling test is designed to assess grammar, punctuation, language strategies, handwriting and spelling. Language strategies refer to those parts of the content domain that relate to words and word building, such as the use of prefixes and suffixes.

Most test content is drawn from the statutory appendices of the 2014 national curriculum. However some areas of content are sampled from across the programme of study for English.

The test will consist of three components.

- **Paper 1:** a short written task based on a stimulus and prompt. This component is designed to assess sentence structure and sentence grammar, punctuation and handwriting. The task will be introduced by the teacher. It will involve some teacher-led discussion. Each task will be accompanied by guidance on how to conduct the teacher-led introduction. This will be task specific as some tasks may need more teacher-led discussion than others.
- **Paper 2:** made up of two sections. The first section will be a set of contextual, or themed, questions. The questions may be presented in a variety of ways, as indicated by the following sample questions. For example, the questions may take pupils through a story, or pupils may be presented with a block of text and associated questions.

The second section will be a set of short answer, stand-alone questions.

Both the contextual and short answer sections will use a variety of question types, which will reflect the range of the cognitive demand scales.

- **Paper 3:** a spelling task. This will use pictures and/or dictated sentences as prompts.

All pupils at the end of key stage 1 will be expected to take all three papers.

## Timings for the test

Expected approximate timings for the individual papers are:

- **Paper 1:** 20 minutes
- **Paper 2:** 20 minutes
- **Paper 3:** 15 minutes.

The key stage 1 papers will not be strictly timed. Schools will be given guidance to ensure that pupils have sufficient time to demonstrate what they understand, know and can do without prolonging the test inappropriately. Teachers will be able to choose when, or if, pupils require breaks throughout the assessment or whether to stop the test early if appropriate.

## Paper 1: shorter task

This part of the test is a short written task based on a stimulus and prompt designed to assess grammar and sentence structure, punctuation, appropriacy of purpose and handwriting. The task will be different each year. Areas of content will be sampled from across the programme of study for English. The task will be introduced by the teacher and will include some teacher-led discussion. Each short writing task will be accompanied by guidance. This will be task-specific and some tasks may need more teacher-led discussion than others.

Planning time will be optional and will be used at the discretion of the teacher. Up to five minutes will be allowed for planning, with two to three minutes considered adequate. This will be included in the 20 minutes writing time.

It is expected that pupils will need approximately 20 minutes to complete the written task. This excludes time that will be needed for the teacher-led introduction. Teachers will need to use their judgement in order to work out the most appropriate time to give pupils to complete the task.

The task provided here is designed to allow pupils across the ability range to demonstrate their skills.

Teacher-led guidance for this task may include a discussion with pupils about what toys they have at home, which is their favourite and why they like it. The teacher may discuss the features of a selection of real toys.

# My Favourite Toy

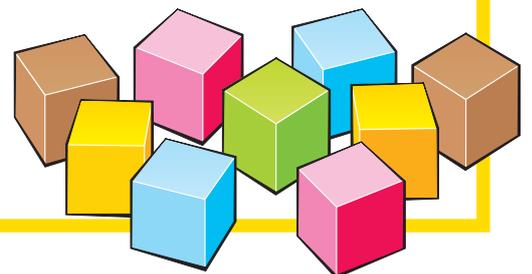
Write about your favourite toy. Choose one from the picture, or one of your own. Your task is to describe the toy and explain why you chose it.



You can use this planning space to write down some ideas.

## Think about:

- describing your toy
- why it is your favourite
- how you play with your toy.





## Paper 1: Shorter task mark scheme – sample

The mark scheme will reflect the statutory requirements, as outlined in the national curriculum, of:

- writing – vocabulary, grammar and punctuation
- writing – appropriacy of purpose
- Appendix 2.

The writing will be assessed according to four strands, made up of: grammar and sentence structure, punctuation, appropriacy of purpose and handwriting.

There will be 15 marks available. This will comprise:

Grammar and sentence structure	6
Punctuation	5
Appropriacy of purpose	2
Handwriting	2
	<b>15</b>

Composition and effect, vocabulary choice and text organisation should **not** be taken into consideration when marking the shorter task.

The mark scheme is not finalised and will be revised following the outcomes of trials. Each mark scheme will be specific to each task.

The mark scheme that follows for *My Favourite Toy* is a **generic draft** mark scheme. It is intended that the mark scheme for the shorter task will be accompanied by annotations of pupils' scripts to give examples of the different mark points.

## Grammar and sentence structure

Up to 6 marks

Marks	Criteria
6	<p>To be awarded 6 marks, the writing must confidently meet ALL aspects of the 'meets expectation' criteria.</p> <p>The pupil response may show some attempt to use the requirements outlined in the key stage 2 programmes of study, eg: appropriate and consistent choice of tense, including the progressive and perfect verb forms, attempts to use fronted adverbials, choosing pronouns appropriately to avoid repetition.</p>
5-4 (Expected standard at end of key stage 1)	<p>Attempts to use a variety of sentence structures.</p> <p>Almost all sentences are grammatically accurate.</p> <p>Sentences with different forms: commands; statements; questions; exclamations, are used as appropriate.</p> <p>Correct use of co-ordinating conjunctions (<i>or, and, but</i>) to join clauses.</p> <p>Some correct use of subordinating conjunctions (<i>when, if, that, because</i>) to join clauses.</p> <p>Tense choice, past and present, (including the progressive form) is appropriate and consistent throughout writing.</p> <p>Adjectives and adverbs are used appropriately.</p> <p>Expanded noun phrases are used for description and specification.</p>
3-2	<p>Most sentences are grammatically accurate.</p> <p>Sentences with different forms: commands; statements; questions; exclamations, are sometimes used appropriately.</p> <p>Some correct use of co-ordinating conjunctions (<i>or, and, but</i>) to join clauses.</p> <p>Some attempt to use subordinating conjunctions (<i>when, if, that, because</i>) to join clauses.</p> <p>Tense choice (past and present, including the progressive form) is mostly appropriate and consistent throughout writing.</p> <p>Adjectives and adverbs are sometimes used.</p> <p>Expanded noun phrases are used for description.</p>
1	<p>Some evidence of sentence-like structures.</p> <p>Evidence of co-ordination: <i>and, so</i> (may be used repetitively).</p> <p>Attempts to use appropriate tense and verb forms.</p> <p>Expanded noun phrases may be used for description.</p>
0	<p>Isolated words or phrases, which do not convey meaning.</p>

## Punctuation

Up to 5 marks

Marks	Criteria
5	<p>To be awarded 5 marks, the writing must confidently meet ALL aspects of the 'meets expectation' criteria.</p> <p>The pupil response may show some attempt to use the requirements outlined in the key stage 2 programmes of study, eg: some correct use of inverted commas where direct speech is attempted, attempts to use commas after fronted adverbials.</p>
4-3 (Expected standard at end of key stage 1)	<p>Capital letters are used at the beginning of almost all sentences.</p> <p>Sentence boundaries are almost always recognised and are correctly demarcated.</p> <p>Full stops, question marks and exclamation marks are almost always used appropriately, where required.</p> <p>Capital letters are used to indicate almost all proper nouns and the personal pronoun <i>I</i>.</p> <p>Commas are used to separate items in a list.</p> <p>Apostrophes correctly mark some contracted forms and some singular possession in nouns.</p>
2	<p>Capital letters are used at the beginning of most sentences.</p> <p>Most sentences are correctly demarcated.</p> <p>Full stops, question marks and exclamation marks are mostly used appropriately, where required.</p> <p>Capital letters are used to indicate some proper nouns and the personal pronoun <i>I</i>.</p> <p>Commas are sometimes used to separate items in a list.</p> <p>Some attempt to use apostrophes to mark contracted forms and singular possession in nouns.</p>
1	<p>Some attempt to use capital letters and/or full stops to demarcate sentences.</p> <p>Limited evidence of other sentence punctuation.</p>
0	<p>For a response that does not attempt to use any punctuation to mark sentence boundaries, or where punctuation used is entirely incorrect.</p>

## Appropriacy of purpose

Up to 2 marks

Marks	Criteria
2 (Expected standard at end of key stage 1)	For a response that shows recognition of the purpose of the task. Adopts and maintains an appropriate form throughout.
1	For a response that shows recognition of the purpose of the task, either initially or inconsistently throughout the text.
0	For a response not appropriate to the task.

## Handwriting

Up to 2 marks

Marks	Criteria
2 (Expected standard at end of key stage 1)	<p>Almost all letters are correctly formed and orientated.</p> <p>Almost all letters are neat and regular in size.</p> <p>There is some use of diagonal and horizontal strokes to join letters.</p> <p>Upper and lower case letters are not mixed within a word.</p> <p>The spacing between words is almost always appropriate and consistent.</p>
1	<p>Most letters are correctly formed and orientated.</p> <p>Across the piece of writing, there is some consistency in the size of letters.</p> <p>Upper and lower case letters may be mixed within a word.</p> <p>The spacing between words is mostly consistent.</p>
0	<p>Some upper and lower case letters are correctly formed.</p> <p>The spacing of words and letters within words may be inconsistent.</p>

## Paper 2: question booklet

The question booklet will consist of two sections:

### **1. The first section will be a set of contextual, or themed, questions.**

The context, or theme, will be different each year. The questions may be presented in a variety of ways, as indicated by the sample questions. Any or all parts of the test can be read to pupils to ensure that they can access the questions.

In the contextual questions shown in the following pages, the first context is a story, while the second set comprises questions based on the theme of tigers.

### **2. The second section will be a set of short answer, stand-alone questions.**

Any or all parts of the test can be read to pupils to ensure that they can access the questions.

The sample materials show the different ways the questions may be presented and the variety of question types that pupils should expect to see in the question booklet. This is not an exhaustive selection. Both the contextual and short answer sections will present a variety of question types, which will reflect the range of the cognitive demand scales, as specified in the test framework.

There will be 20 marks available across the whole booklet. Some of these marks will be made up of 2-mark questions.

# Morning on the Farm

John, watch out!  
Don't drop the eggs.

How terrible! I've broken an  
egg. How will I get another  
for our breakfast?  
I'll have to eat porridge.



**Mary**

**John**

1 Draw lines to match each sentence with its correct type.

The first one has been done for you.

How terrible!	Question
Don't drop the eggs.	Exclamation
I've broken an egg.	Command
How will I get another for our breakfast?	Statement

2 Look at what Mary and John are saying. The words *Don't*, *I've* and *I'll* all have an **apostrophe** ( ' ).

In the table, write in full each of the words with an apostrophe.

The first one has been done for you.

Word with an apostrophe	Words in full
Don't	Do not
I've	
I'll	

Qu	Question and mark scheme	Allocation								
1	<p>Draw lines to match each sentence with its correct type.</p> <p>The first one has been done for you.</p> <table border="0" style="width: 100%;"> <tr> <td style="border: 1px solid black; padding: 5px;">How terrible!</td> <td style="border: 1px solid black; padding: 5px;">Question</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Don't drop the eggs.</td> <td style="border: 1px solid black; padding: 5px;">Exclamation</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">I've broken an egg.</td> <td style="border: 1px solid black; padding: 5px;">Command</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">How will I get another for our breakfast?</td> <td style="border: 1px solid black; padding: 5px;">Statement</td> </tr> </table> <p>Award <b>1 mark</b> for all three matched correctly.</p>	How terrible!	Question	Don't drop the eggs.	Exclamation	I've broken an egg.	Command	How will I get another for our breakfast?	Statement	1 mark
How terrible!	Question									
Don't drop the eggs.	Exclamation									
I've broken an egg.	Command									
How will I get another for our breakfast?	Statement									

**Content domain:** G2 - functions of sentences

Qu	Question and mark scheme	Allocation								
2	<p>Look at what Mary and John are saying. The words <i>Don't</i>, <i>I've</i> and <i>I'll</i> all have an <b>apostrophe</b> (').</p> <p>In the table, write in full each of the words with an apostrophe.</p> <p>The first one has been done for you.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Word with an apostrophe</th> <th style="text-align: left;">Words in full</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Don't</td> <td style="padding: 5px;">Do not</td> </tr> <tr> <td style="padding: 5px;">I've</td> <td style="padding: 5px;">I have</td> </tr> <tr> <td style="padding: 5px;">I'll</td> <td style="padding: 5px;">I will</td> </tr> </tbody> </table> <p>Award <b>2 marks</b> for both contractions correctly written in full. Award <b>1 mark</b> for one contraction correctly written in full.</p>	Word with an apostrophe	Words in full	Don't	Do not	I've	I have	I'll	I will	2 marks
Word with an apostrophe	Words in full									
Don't	Do not									
I've	I have									
I'll	I will									

**Content domain:** G6.8 - apostrophes to mark contracted forms



3

Look at the next part of the story in the box below. It is missing **capital letters** and a **full stop**.

a) **Write** a full stop in the correct place.

b) Circle **three** words that must have a capital letter.

mary and john are waiting for their  
breakfast in the kitchen they want a  
boiled egg and a glass of fresh milk.



Qu	Question and mark scheme	Allocation
3	<p>Look at the next part of the story in the box below. It is missing <b>capital letters</b> and a <b>full stop</b>.</p> <p>a) <b>Write</b> a full stop in the correct place.</p> <p>b) Circle <b>three</b> words that must have a capital letter.</p> <p><i>mary and john are waiting for their breakfast in the kitchen they want a boiled egg and a glass of fresh milk.</i></p> <p>(mary) and (john) are waiting for their breakfast in the kitchen. (they) want a boiled egg and a glass of fresh milk.</p> <p>a) Award <b>1 mark</b> for the full stop in the correct place.</p> <p>b) Award <b>2 marks</b> for all three capital letters identified. Award <b>1 mark</b> for one or two capital letters identified.</p>	<p><b>1 mark</b></p> <p><b>up to 2 marks</b></p>

**Content domain:**

- a) G6.2 - full stops
- b) G6.1 - capital letters

4

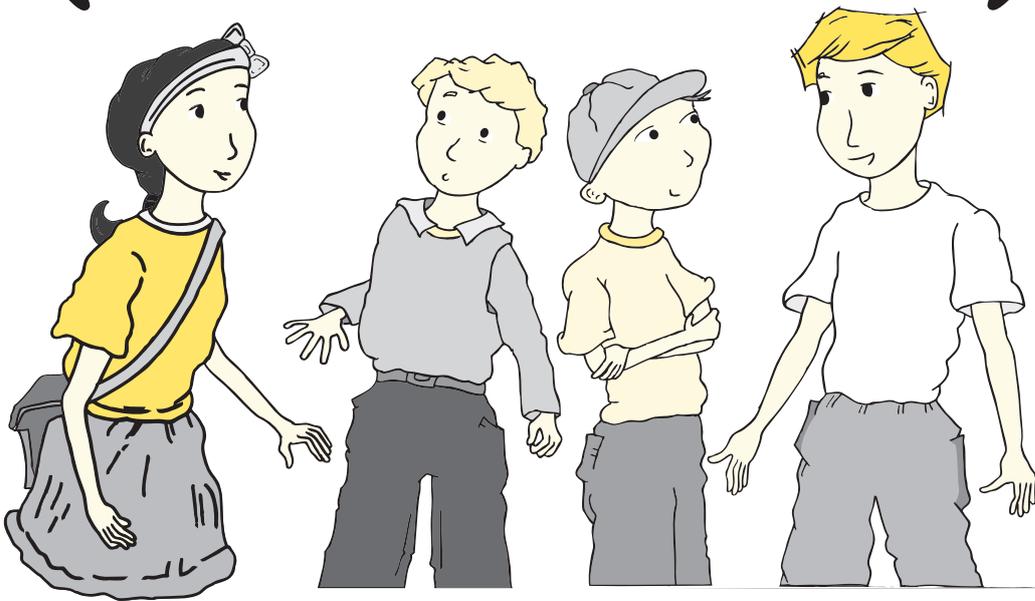
At school, Mary and John are explaining to their friends what happened in the morning.

Write **one joining word** in the space to complete what Mary is saying.

Now, write **one joining word** in the space to complete what John is saying.

Today I had an egg for  
breakfast \_\_\_\_\_  
John had porridge.

I could not have an egg  
for my breakfast \_\_\_\_\_  
I dropped it on my boot.

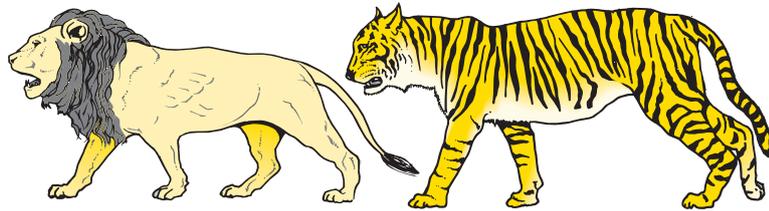


Qu	Question and mark scheme	Allocation
4	<p>At school, Mary and John are explaining to their friends what happened in the morning.</p> <p>Write <b>one joining word</b> in the space to complete what Mary is saying.</p> <p>Now, write <b>one joining word</b> in the space to complete what John is saying.</p> <p><i>Mary</i> Award <b>1 mark</b> for a suitable conjunction: <i>and, but, so, because, when</i></p> <p><i>John</i> Award <b>1 mark</b> for the subordinating conjunction: <i>because</i></p>	<b>2 marks</b>

**Content domain:** G3.3 - subordinating conjunctions and G3.4 - co-ordinating conjunctions

## Contextual questions sample 2

# Tigers



Choose the best option to complete each sentence.

5 Tigers are generally  than lions.

Tick **one**.

large

largest

larger

most large



Qu	Question and mark scheme	Allocation
5	<p>Chose the best option to complete each sentence.</p> <p><i>Tigers are generally _____ than lions.</i></p> <p>larger <input checked="" type="checkbox"/></p>	1 mark

Content domain: G1.3 - adjectives

**6** Tigers \_\_\_\_\_ golden coats with black stripes.

Tick **one**.

has

have

are having

will have



Qu	Question and mark scheme	Allocation
6	Tigers _____ golden coats with black stripes. have <input checked="" type="checkbox"/>	1 mark

**Content domain:** G1.2 - verbs

7

Did you know that the skin of a tiger is also striped, \_\_\_\_\_

Tick **one**.

not just the coat

not just the coat.

not just the coat?

not just the coat!



Qu	Question and mark scheme	Allocation
7	Did you know that the skin of a tiger is also striped, _____ not just the coat? <input checked="" type="checkbox"/>	1 mark

**Content domain:** G6.3 - question marks to demarcate sentences

8

\_\_\_\_\_ tigers live on grassy plains, the stripes help to hide them in the grass.

Tick **one**.

Or

That

But

Because



Qu	Question and mark scheme	Allocation
8	_____ tigers live on grassy plains, the stripes help to hide them in the grass. Because <input checked="" type="checkbox"/>	1 mark

**Content domain:** G3.3 - subordinating conjunctions

## Short answer question samples

9 Tick **two** sentences that are correct.

The children is waiting for the rain to stop.

Holly is waiting for another turn on the swings.

I am waiting until lunchtime.

He are waiting for the bus every day.

Tick **two**.

10 Write the **past tense** of the verb *borrow* in the space.

I borrow three books from the library.

I \_\_\_\_\_ three books from the library.

11 Circle the correct word to complete the sentence.

George \_\_\_\_\_ running late for practice but we started anyway.

am

are

were

was

Qu	Question and mark scheme	Allocation
9	<p>Tick <b>two</b> sentences that are correct.</p> <p>Holly is waiting for another turn on the swings. <input checked="" type="checkbox"/></p> <p>I am waiting until lunchtime. <input checked="" type="checkbox"/></p>	1 mark

**Content domain:** G4.3 - subject-verb agreement

Qu	Question and mark scheme	Allocation
10	<p>Write the <b>past tense</b> of the verb <i>borrow</i> in the space.</p> <p><i>I borrow three books from the library.</i></p> <p><i>I _____ three books from the library.</i></p> <p>Award <b>1 mark</b> for: borrowed.</p> <p><b>Also accept:</b> have borrowed.</p>	1 mark

**Content domain:** G4.2 - tense agreement

Qu	Question and mark scheme	Allocation
11	<p>Circle the correct word to complete the sentence.</p> <p><i>George _____ running late for practice but we started anyway.</i></p> <p>am      are      were      <b>was</b></p>	1 mark

**Content domain:** G4.3 - subject-verb agreement

12

Which word correctly completes the sentence?

We were \_\_\_\_\_ outside with our friends.

Tick **one**.

played

plays

playing

play



13

What type of word is '**branch**' in the sentence below?

The bird flew to the top branch of the tree.

Tick **one**.

a noun

a verb

an adjective

an adverb



Qu	Question and mark scheme	Allocation
12	<p>Which word correctly completes the sentence?</p> <p><i>We were _____ outside with our friends.</i></p> <p>playing <input checked="" type="checkbox"/></p>	1 mark

**Content domain:** G8.3 - suffixes

Qu	Question and mark scheme	Allocation
13	<p>What type of word is '<b>branch</b>' in the sentence below?</p> <p><i>The bird flew to the top branch of the tree.</i></p> <p>a noun <input checked="" type="checkbox"/></p>	1 mark

**Content domain:** G1.1 - nouns

14

Tick the punctuation mark that should complete each sentence.

Sentence	Full stop	Question mark
When we left home it was very windy		
When will we get to London		
When should I start cooking		
When the bell rings it will be lunchtime		

15

Which sentence has the correct punctuation?

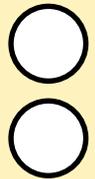
Tick **one**.

Mum has made a cake for tea

Mum has made a cake for tea.

mum has made a cake for tea.

mum has made a cake for tea



Qu	Question and mark scheme	Allocation															
14	<p>Tick the punctuation mark that should complete each sentence.</p> <table border="1"> <thead> <tr> <th>Sentence</th> <th>Full stop</th> <th>Question mark</th> </tr> </thead> <tbody> <tr> <td>When we left home it was very windy</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>When will we get to London</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>When should I start cooking</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>When the bell rings it will be lunchtime</td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table> <p>Award <b>2 marks</b> for all four correct. Award <b>1 mark</b> for two or three correct.</p>	Sentence	Full stop	Question mark	When we left home it was very windy	✓		When will we get to London		✓	When should I start cooking		✓	When the bell rings it will be lunchtime	✓		2 marks
Sentence	Full stop	Question mark															
When we left home it was very windy	✓																
When will we get to London		✓															
When should I start cooking		✓															
When the bell rings it will be lunchtime	✓																

**Content domain:** G6.2 - full stops and G6.3 - question marks

Qu	Question and mark scheme	Allocation
15	<p>Which sentence has the correct punctuation?</p> <p>Mum has made a cake for tea. <input checked="" type="checkbox"/></p>	1 mark

**Content domain:** G4.1 - sentences

16

Tick the correct word to complete the sentence.

My family loves to go on picnics.

We go to a pretty park \_\_\_\_\_ has a pond.

Tick **one**.

when

and

or

that



Qu	Question and mark scheme	Allocation
16	<p>Tick the correct word to complete the sentence.</p> <p><i>My family loves to go on picnics.</i></p> <p><i>We go to a pretty park _____ has a pond.</i></p> <p>that <input checked="" type="checkbox"/></p>	1 mark

**Content domain:** G3.3 - subordinating conjunctions

17

Look at this picture.



Complete the **noun phrase** below to describe the boot.

the \_\_\_\_\_, \_\_\_\_\_ boot



Qu	Question and mark scheme	Allocation
17	<p>Complete the <b>noun phrase</b> below to describe the boot.</p> <p>the _____, _____ boot</p> <p>Award <b>1 mark</b> for a noun phrase, eg:</p> <ul style="list-style-type: none"> <li>• the old, pointy boot</li> <li>• the spotty, magic boot</li> </ul>	<b>1 mark</b>

**Content domain:** G3.2 - noun phrase

## Paper 3: spelling test

There are two components to the spelling test: the first comprises 10 picture items, and the second is made up of 10 target words contained in sentences. The format of this test should be familiar to those who have administered key stage 1 previously.

Each spelling will be marked as either correct or incorrect. The raw score, i.e. the number of correct spellings, will be converted to a spelling mark.

We have not provided a sample of the spelling component here. The spelling test will be similar in format to that used in the current key stage 1 materials. Sample spelling questions will be provided in summer 2015.

For more information, please contact the national curriculum assessments helpline on 0300 303 3013 or email [assessments@education.gov.uk](mailto:assessments@education.gov.uk).

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Key stage 1 English grammar, punctuation and spelling sample questions, mark schemes and commentary

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