

2019 national curriculum tests

# Key stage 1

## English grammar, punctuation and spelling test mark schemes

Paper 1: spelling

Paper 2: questions



Standards  
& Testing  
Agency

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# 1. Introduction

The Standards and Testing Agency (STA) is responsible for the development and delivery of national tests and assessments. STA is an executive agency of the Department for Education.

The 2019 tests assess the national curriculum. This test has been developed to meet the specification set out in the [test framework](#)<sup>1</sup> for English grammar, punctuation and spelling at key stage 1.

This key stage 1 English grammar, punctuation and spelling test is not statutory. The key stage 1 tests can be marked internally within schools to inform teacher assessment. The evidence from the test can be used to help inform teacher assessment of writing.

A new test and new mark schemes will be produced each year.

Scaled score conversion tables are not included in this document. Conversion tables will be produced as part of the standards maintenance process. [Scaled score conversion tables](#)<sup>2</sup> for the 2019 tests will be published in June 2019.

The mark schemes are provided to use when marking pupils' responses. The pupil examples are based on responses gathered from the test trialling process.

# 2. Structure of the test

The key stage 1 English grammar, punctuation and spelling test materials comprise:

- Paper 1: spelling (20 marks)
- Paper 2: questions (20 marks).

# 3. Content domain coverage

The 2019 test meets the specification in the test framework. Tables 1 and 2 set out the areas of the content domain that are assessed in Papers 1 and 2.

# 4. Internal moderation procedures

We recommend those who are involved in marking the key stage 1 tests undertake moderation activity to ensure marking is consistent across their school.

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1 [www.gov.uk/government/publications/key-stage-1-english-grammar-punctuation-and-spelling-test-framework](http://www.gov.uk/government/publications/key-stage-1-english-grammar-punctuation-and-spelling-test-framework)

2 [www.gov.uk/guidance/scaled-scores-at-key-stage-1](http://www.gov.uk/guidance/scaled-scores-at-key-stage-1)

## 5. Paper 1: spelling

### 5.1 Content domain coverage for Paper 1: spelling

This information is provided in the mark schemes in Table 1.

### 5.2 General marking guidance for Paper 1: spelling

The following guidance applies to all questions in Paper 1. Please read this carefully before applying the individual mark schemes.

- If a pupil makes more than one attempt, it must be clear which answer the pupil wishes to be marked.
- If a pupil makes two or more attempts and it is not clear which answer should be considered, the mark is not awarded.
- Pupils can answer in upper or lower case, or a mixture of the two. The exception to this is for days of the week, which must be written with an initial capital letter for the mark to be awarded.
- If a pupil has answered with the correct sequence of letters but has incorrectly inserted an apostrophe or a hyphen, the mark is not awarded.
- If a pupil has answered with the correct sequence of letters but these have been separated into clearly divided components, with or without a hyphen, the mark is not awarded.
- If a pupil uses a reversed letter, it must be unambiguous for the award of the mark. Markers may refer to the pupil's handwriting in the rest of the paper to decide whether or not the letter is ambiguous.
- Crossed-out answers that have not been replaced by a further attempt should not be awarded the mark.

### 5.3 Pupil version of Paper 1: spelling

<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> <b>Spelling</b> </div>	<p><b>P.</b> We always _____ the rabbits before school.</p> <p><b>1.</b> The display is on the _____.</p> <p><b>2.</b> Amar _____ his teddy a hug.</p> <p><b>3.</b> Matt ate a slice of _____.</p> <p><b>4.</b> Amy moved the _____.</p> <p><b>5.</b> My little _____ is four years old.</p> <p><b>6.</b> My friend has very long _____.</p> <p><b>7.</b> What is all the _____ about?</p> <p><b>8.</b> My cousin is saving up to _____ a scooter.</p> <p><b>9.</b> Please read that story _____.</p> <p><b>10.</b> The _____ came out at night.</p>	<p><b>11.</b> There was a spare _____ on the bus.</p> <p><b>12.</b> The detective found a _____.</p> <p><b>13.</b> That was a _____ film!</p> <p><b>14.</b> We will _____ classrooms next year.</p> <p><b>15.</b> They went the _____ way.</p> <p><b>16.</b> Remember to _____ off the light.</p> <p><b>17.</b> Coins are made out of _____.</p> <p><b>18.</b> In maths, we learnt what a _____ is.</p> <p><b>19.</b> The audience _____ loudly.</p> <p><b>20.</b> Our teacher tells us the _____ stories.</p>
	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> <b>End of spelling test</b> </div>	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> <b>End of spelling test</b> </div>
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## 6. Mark schemes for Paper 1: spelling

Information relating to the content domain reference codes can be found in the key stage 1 English grammar, punctuation and spelling test framework.

**Table 1: Mark schemes and content domain references for Paper 1**

Qu.	Spelling	M.	Primary content domain reference	Secondary content domain reference
1	wall	1	S27 – the /ɔ:/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i>	
2	gave	1	S4 – the /v/ sound at the end of words	
3	bread	1	S8 – vowel digraphs and trigraphs	S36 – homophones and near-homophones
4	boxes	1	S5 – adding <i>-s</i> and <i>-es</i> to words (plural of nouns and the third-person singular of verbs)	
5	brother	1	S28 – the /ʌ/ sound spelt <i>o</i>	
6	hair	1	S8 – vowel digraphs and trigraphs	S36 – homophones and near-homophones
7	fuss	1	S1 – the sounds /f/, /ll/, /s/, /z/ and /k/ spelt <i>ff</i> , <i>ll</i> , <i>ss</i> , <i>zz</i> and <i>ck</i>	
8	buy	1	S36 – homophones and near-homophones	
9	again	1	S37 – common exception words	
10	mice	1	S15 – the /s/ sound spelt <i>c</i> before <i>e</i> , <i>i</i> and <i>y</i>	
11	seat	1	S8 – vowel digraphs and trigraphs	
12	footprint	1	S12 – compound words	S8 – vowel digraphs and trigraphs
13	scary	1	S25 – adding the endings <i>-ing</i> , <i>-ed</i> , <i>-er</i> , <i>-est</i> and <i>-y</i> to words ending in <i>-e</i> with a consonant before it	
14	change	1	S14 – the /dʒ/ sound spelt as <i>-ge</i> and <i>-dge</i> at the end of words, and sometimes spelt as <i>g</i> elsewhere in words before <i>e</i> , <i>i</i> and <i>y</i>	
15	wrong	1	S17 – the /r/ sound spelt <i>wr</i> at the beginning of words	
16	switch	1	S3 – <i>-tch</i>	
17	metal	1	S20 – the /l/ or /əl/ sound spelt <i>-al</i> at the end of words	
18	fraction	1	S35 – words ending in <i>-tion</i>	
19	clapped	1	S26 – adding <i>-ing</i> , <i>-ed</i> , <i>-er</i> , <i>-est</i> and <i>-y</i> to words of one syllable ending in a single consonant letter after a single vowel letter	
20	funniest	1	S24 – adding <i>-ed</i> , <i>-ing</i> , <i>-er</i> and <i>-est</i> to a root word ending in <i>-y</i> with a consonant before it	
<b>Total marks</b>		<b>20</b>		

## 7. Paper 2: questions

### 7.1 Content domain coverage for Paper 2: questions

Table 2 sets out the content domain coverage for Paper 2. Information relating to these codes can be found in the key stage 1 English grammar, punctuation and spelling test framework.

**Table 2: Content domain coverage for Paper 2**

	<b>G1</b>	<b>G2</b>	<b>G3</b>	<b>G4</b>	<b>G5</b>	<b>G6</b>
	Grammatical terms / word classes	Functions of sentences	Combining words, phrases and clauses	Verb tenses and consistency	Punctuation	Vocabulary
1						1
2		1				
3			1			
4					1	
5						1
6			1			
7					1	
8				1		
9					1	
10	1					
11					1	
12	1					
13	1					
14					1	
15	1					
16		1			1	
17					1	
18				1		
19				1		

## 7.2 General marking guidance for Paper 2: questions

To ensure consistency of marking, the most frequent procedural queries are listed in Table 3, along with the action you should take. The following guidance applies to all questions in Paper 2. Please read this carefully before applying the individual mark schemes.

**Table 3: General marking principles for Paper 2**

Question type	Accept	Do not accept
<b>Tick boxes and tables</b>	<ul style="list-style-type: none"> <li>any unambiguous indication of the correct answer, e.g.</li> <li>the box is crossed rather than ticked</li> <li>the correct answer is circled rather than ticked</li> <li>correct answers that replace a crossed-out attempt</li> </ul>	<ul style="list-style-type: none"> <li>answers in which more than the required number of boxes have been ticked</li> </ul>
<b>Circling of the answer</b>	<ul style="list-style-type: none"> <li>any unambiguous indication of the correct answer, e.g.</li> <li>the answer is underlined</li> <li>the answer is enclosed within a box</li> </ul>	<ul style="list-style-type: none"> <li>answers in which more than the required number of words have been circled</li> <li>answers in which the correct answer is circled, together with more than half of any surrounding words</li> </ul>
<b>Drawing lines to 'match' boxes</b>	<ul style="list-style-type: none"> <li>lines that do not touch the boxes, provided the intention is clear</li> </ul>	<ul style="list-style-type: none"> <li>multiple lines drawn to/from the same box (unless this is a question requirement)</li> </ul>
<b>Writing or inserting punctuation</b>	<ul style="list-style-type: none"> <li>correctly formed punctuation that is clear, unambiguous and recognisable as the required punctuation mark</li> </ul>	<ul style="list-style-type: none"> <li>punctuation that is ambiguous, e.g. it is unclear whether the mark is a comma or full stop</li> </ul>



Question type	Accept	Do not accept
<b>Additional punctuation</b>	<ul style="list-style-type: none"> <li>answers that are punctuated correctly according to the mark scheme, even if additional punctuation has been attempted incorrectly</li> </ul> <p>Pupils may try to use inverted commas around spoken words. This is beyond the key stage 1 programme of study and should not be taken into account when considering whether the answer is correct according to the mark scheme.</p>	<ul style="list-style-type: none"> <li>answers that do not meet the mark scheme criteria</li> </ul>
<b>Spelling (in Paper 2 only)</b>	<ul style="list-style-type: none"> <li>incorrect spellings of the correct answer, unless specific mark scheme guidance is given to require a correct spelling</li> </ul>	<ul style="list-style-type: none"> <li>incorrect spellings of answers for which the mark scheme requires correct spelling</li> </ul> <p>For questions assessing contracted forms, verb forms, plurals, prefixes and suffixes, correct spelling is generally required.</p>
<b>Answers outside the expected space</b>	<ul style="list-style-type: none"> <li>a correct answer given somewhere other than the answer space, provided it is not contradicted by another answer written elsewhere</li> <li>correct answers that are written in the 'blank' within a question, rather than in the expected space below it</li> <li>correct answers in which the pupil has written out a word or sentence that is already provided</li> </ul>	<ul style="list-style-type: none"> <li>answers that are given outside the expected space and are contradicted by another answer written elsewhere</li> </ul>
<b>More than one answer given</b>	<ul style="list-style-type: none"> <li>multiple answers that are all correct according to the mark scheme</li> </ul>	<ul style="list-style-type: none"> <li>both correct and incorrect responses given</li> </ul>

Question type	Accept	Do not accept
<b>Handwriting</b>	<ul style="list-style-type: none"> <li>answers that are clear, unambiguous and recognisable, including letters that have been reversed, but which are still clearly identifiable to the marker</li> </ul>	<ul style="list-style-type: none"> <li>answers that are unclear or ambiguous</li> </ul>
<b>Capital letters</b>	<ul style="list-style-type: none"> <li>capital letters that are clear and unambiguous</li> </ul> <p>Where letters do not have unique capital letter forms, the height of the capital letter will be the same as, or greater than, that of letters with ascenders.</p> <p>Markers may refer to the pupil's handwriting in the rest of the paper to distinguish between upper and lower case letters.</p>	<ul style="list-style-type: none"> <li>answers in which capital letters are omitted or placed inappropriately in a sentence, or where an entire word is capitalised</li> </ul> <p>Where a pupil needs to write, rewrite or complete a sentence, the correct use of capital letters is required.</p>
<b>Crossed-out answers</b>	<ul style="list-style-type: none"> <li>correct answers that replace a crossed-out attempt</li> </ul>	<ul style="list-style-type: none"> <li>crossed-out answers</li> </ul>

### 7.3 Explanation of the mark schemes for Paper 2: questions

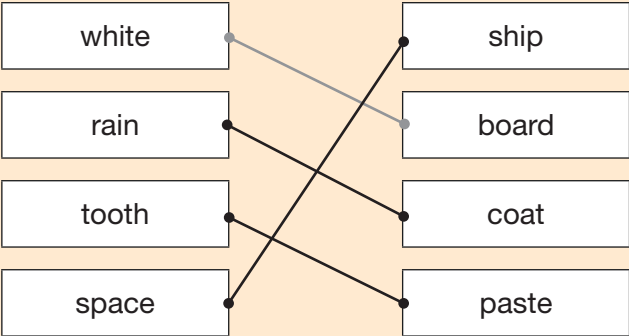
Those marking the tests should familiarise themselves with the marking guidance in section 7.2 of this document before applying the mark schemes.

The practice questions are not marked as they are completed by the pupils together with the test administrator as an introduction to the test.

The mark schemes contain the following information for each question:

- the question number
- the question from the test paper
- what is required to answer each question – either a correct answer or examples of different types of creditworthy response
- how many marks are available for this question
- any additional guidance that may be relevant.

## 8. Mark schemes for Paper 2: questions

Qu.	Requirement	Mark
1	<p>Draw lines to join two words that can become one word.</p> <p>One has been done for you.</p> <p><b>Award 1 mark</b> for all <b>three</b> lines correctly drawn.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p><b>Word 1</b></p> <div style="border: 1px solid black; padding: 5px; width: 100px; margin-bottom: 5px;">white</div> <div style="border: 1px solid black; padding: 5px; width: 100px; margin-bottom: 5px;">rain</div> <div style="border: 1px solid black; padding: 5px; width: 100px; margin-bottom: 5px;">tooth</div> <div style="border: 1px solid black; padding: 5px; width: 100px;">space</div> </div> <div style="text-align: center;"> <p><b>Word 2</b></p> <div style="border: 1px solid black; padding: 5px; width: 100px; margin-bottom: 5px;">ship</div> <div style="border: 1px solid black; padding: 5px; width: 100px; margin-bottom: 5px;">board</div> <div style="border: 1px solid black; padding: 5px; width: 100px; margin-bottom: 5px;">coat</div> <div style="border: 1px solid black; padding: 5px; width: 100px;">paste</div> </div> </div> 	1m
2	<p>The sentences below have their punctuation marks covered.</p> <p>Which sentence is a <b>question</b>?</p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p>I have finished my puzzle <input type="checkbox"/></p> <p>Find me a new puzzle <input type="checkbox"/></p> <p>Where is my puzzle <input checked="" type="checkbox"/></p> <p>What a tricky puzzle this is <input type="checkbox"/></p> <p><b>Also accept</b> an unambiguous indication of the answer, e.g. a question mark inserted at the end of the sentence.</p>	1m
3	<p>Tick the correct word to complete the sentence below.</p> <p><i>We will go cycling _____ we arrive home in time.</i></p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p>that <input type="checkbox"/></p> <p>or <input type="checkbox"/></p> <p>but <input type="checkbox"/></p> <p>if <input checked="" type="checkbox"/></p> <p><b>Additional guidance:</b></p> <ul style="list-style-type: none"> <li>If a box is ticked and an answer is written on the line, mark only the response in the box.</li> </ul>	1m

Qu.	Requirement	Mark
4	<p>Which sentence is punctuated correctly?</p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p>There are some foxes living in the woods <input type="checkbox"/></p> <p>there are some foxes living in the woods <input type="checkbox"/></p> <p>There are some foxes living in the woods. <input checked="" type="checkbox"/></p> <p>there are some foxes living in the woods. <input type="checkbox"/></p>	1m
5	<p>Which word can have the letters <u>un</u> in front of it to make another word?</p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p>tie <input checked="" type="checkbox"/></p> <p>big <input type="checkbox"/></p> <p>hot <input type="checkbox"/></p> <p>sit <input type="checkbox"/></p>	1m
6	<p>Circle <b>one</b> word in the sentence below that can be replaced with the word <u>but</u>.</p> <p><b>Award 1 mark</b> for the correct word identified.</p> <p><i>Paul and Anil went to music club (and) Joe went home.</i></p> <p><b>Also award the mark</b> for <i>but</i> written above or below the word <i>and</i>.</p>	1m
7	<p>Add one <b>exclamation mark</b> in the correct place below.</p> <p><b>Award 1 mark</b> for an exclamation mark after <i>amazing</i>.</p> <p><i>Our school play was amazing! I loved the costumes.</i></p>	1m
8	<p>Rewrite the verb in the box to complete the sentence in the correct <b>tense</b>.</p> <p><b>Award 1 mark</b> for the correct verb inserted.</p> <p><i>Emily <u>ran</u> to school and met Li at the gate.</i></p> <p style="text-align: center;">↑</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">run</div> <p><b>Do not accept</b> misspellings of the verb.</p>	1m
9	<p>Tick the sentence with the correct punctuation.</p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p>We saw sheep cows, and birds on our walk. <input type="checkbox"/></p> <p>We saw sheep, cows and birds on our walk. <input checked="" type="checkbox"/></p> <p>We saw sheep cows and birds, on our walk. <input type="checkbox"/></p> <p>We saw, sheep cows and birds on our walk. <input type="checkbox"/></p>	1m

Qu.	Requirement	Mark
10	<p>Circle the <b>two</b> adjectives in the sentence below.</p> <p><b>Award 1 mark</b> for the two correct words identified.</p> <p>The <u>new</u> supermarket is the <u>biggest</u> in town.</p>	1m
11	<p>Which sentence needs one more <b>capital letter</b>?</p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p>They moved house last March. <input type="checkbox"/></p> <p>They live in a city called Chester. <input type="checkbox"/></p> <p>Their friend is called ben Edwards. <input checked="" type="checkbox"/></p> <p>Their school play is on Tuesday. <input type="checkbox"/></p>	1m
12	<p>Circle the <b>noun</b> in the sentence below.</p> <p><b>Award 1 mark</b> for the correct word identified.</p> <p>The talented <u>dancer</u> moved gracefully.</p>	1m
13	<p>What type of word is <u>flew</u> in the sentence below?</p> <p>The green parrot <u>flew</u> to the top of the tree.</p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p>an adjective <input type="checkbox"/></p> <p>a noun <input type="checkbox"/></p> <p>an adverb <input type="checkbox"/></p> <p>a verb <input checked="" type="checkbox"/></p>	1m
14	<p>Add one <b>question mark</b> and one <b>full stop</b> in the correct places below.</p> <p><b>Award 1 mark</b> for a question mark after <i>yet</i> and a full stop after <i>float</i>.</p> <p>Can you swim yet? Tom can swim without a float.</p> <p><b>Do not accept</b> the insertion of additional punctuation.</p>	1m
15	<p>Add a suffix to the word <u>light</u> in the sentence below to make an <b>adverb</b>.</p> <p><b>Award 1 mark</b> for the letters <i>ly</i> written in lower case.</p> <p>It was raining light <u>ly</u> at playtime today.</p> <p><b>Also award the mark</b> for <i>lightly</i> written out in full and spelt correctly.</p>	1m

Qu.	Requirement	Mark
16	<p>Use only the words in the box below to write a <b>statement</b>.</p> <div data-bbox="229 349 716 409" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p><i>flower the grow will</i></p> </div> <p>Remember to use correct punctuation.</p> <p><b>Award 2 marks</b> for a grammatically correct statement using only the words given with correct punctuation (see additional guidance), e.g.</p> <ul style="list-style-type: none"> <li>• <i>The flower will grow.</i></li> <li>• <i>The flower will grow!</i></li> <li>• <i>The flower will grow...</i></li> </ul> <p><b>Also award 2 marks</b> for a grammatically correct statement with variations in suffixes or determiners with correct punctuation, e.g.</p> <ul style="list-style-type: none"> <li>• <i>The flowers will grow.</i></li> <li>• <i>Will grows the flower.</i></li> </ul> <p><b>Award 1 mark</b> for a grammatically correct statement using only the words given with incorrect punctuation (see additional guidance), e.g.</p> <ul style="list-style-type: none"> <li>• <i>The flower will grow</i></li> <li>• <i>The flower will grow?</i></li> <li>• <i>The Flower will grow!</i></li> </ul> <p><b>Also award 1 mark</b> for a grammatically correct statement with variations in suffixes or determiners with incorrect punctuation, e.g.</p> <ul style="list-style-type: none"> <li>• <i>the flowers will grow</i></li> </ul> <p><b>Do not accept</b> other sentence types, e.g.</p> <ul style="list-style-type: none"> <li>• <i>Will the flower grow?</i></li> <li>• <i>Grow the flower, Will!</i></li> </ul> <p><b>Additional guidance:</b></p> <ul style="list-style-type: none"> <li>• Correct punctuation refers to correct use of sentence demarcation in the sentence – other incorrect or omitted punctuation should not be penalised.</li> <li>• Incorrect spelling should not be penalised, unless a misspelling creates a grammatically incorrect sentence, e.g. <i>The flower will grows.</i></li> <li>• Attempts to punctuate the whole sentence as direct speech should not be penalised.</li> </ul>	Up to 2m

Qu.	Requirement	Mark												
17	<p>Circle the correct option in each box to complete the sentences.</p> <p><b>Award 1 mark</b> for all <b>three</b> correct words identified.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">                 Were  <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">We're</span> </div> <div style="text-align: center;">                 going on a treasure hunt.             </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">                 Shall we start looking for             </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">clues</span>                  clue's             </div> <div style="text-align: center;">                 ?             </div> </div> <div style="display: flex; justify-content: space-around; align-items: flex-start; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">                 Robs  <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">Rob's</span> </div> <div style="text-align: center;">                 team found the treasure first.             </div> </div>	1m												
18	<p>Write one <b>verb</b> to complete the sentence below.</p> <p><i>Fred is _____ to the teacher.</i></p> <p><b>Award 1 mark</b> for a plausible present participle written in lower case, e.g.</p> <ul style="list-style-type: none"> <li>• <i>Fred is <u>talking</u> to the teacher.</i></li> <li>• <i>Fred is <u>listening</u> to the teacher.</i></li> <li>• <i>Fred is <u>running</u> to the teacher.</i></li> </ul> <p><b>Also award 1 mark</b> for a plausible past participle written in lower case, e.g.</p> <ul style="list-style-type: none"> <li>• <i>Fred is <u>taken</u> to the teacher.</i></li> <li>• <i>Fred is <u>sent</u> to the teacher.</i></li> </ul> <p><b>Also award 1 mark</b> for a plausible phrasal verb written in lower case, e.g.</p> <ul style="list-style-type: none"> <li>• <i>Fred is <u>showing off</u> to the teacher.</i></li> </ul> <p><b>Do not accept</b> misspellings of the verb.</p> <p><b>Do not accept</b> another word class written, e.g.</p> <ul style="list-style-type: none"> <li>• <i>Fred is <u>next</u> to the teacher.</i></li> <li>• <i>Fred is <u>polite</u> to the teacher.</i></li> </ul> <p><b>Additional guidance:</b></p> <ul style="list-style-type: none"> <li>• Markers are encouraged to credit imaginative interpretations of the prompt, e.g. <i>Fred is <u>flying</u> to the teacher.</i></li> </ul>	1m												
19	<p>Tick to show whether each sentence is in the <b>past tense</b> or the <b>present tense</b>.</p> <p><b>Award 1 mark</b> for all <b>three</b> correct.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">Sentence</th> <th style="width: 30%;">Past tense</th> <th style="width: 30%;">Present tense</th> </tr> </thead> <tbody> <tr> <td><i>Samir enjoys cooking.</i></td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td><i>Eva laughed at the joke.</i></td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td><i>Poppy caught the ball.</i></td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table>	Sentence	Past tense	Present tense	<i>Samir enjoys cooking.</i>		✓	<i>Eva laughed at the joke.</i>	✓		<i>Poppy caught the ball.</i>	✓		1m
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Paper 1: spelling and Paper 2: questions  
Electronic PDF version product code: STA/19/8206/e ISBN: 978-1-78957-021-2

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