

2018 national curriculum tests

Key stage 1

English grammar, punctuation and spelling test mark schemes

Paper 1: spelling

Paper 2: questions



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Contents

1. Introduction	3
2. Structure of the test	3
3. Content domain coverage	3
4. Internal moderation procedures	3
5. Paper 1: spelling	4
5.1 Content domain coverage for Paper 1: spelling	4
5.2 General marking guidance for Paper 1: spelling	4
5.3 Pupil version of Paper 1: spelling	5
6. Mark schemes for Paper 1: spelling	6
7. Paper 2: questions	7
7.1 Content domain coverage for Paper 2: questions	7
7.2 General marking guidance for Paper 2: questions	8
7.3 Explanation of the mark schemes for Paper 2: questions	10
8. Mark schemes for Paper 2: questions	11

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 2018 tests assess the national curriculum. This test has been developed to meet the specification set out in the [test framework](#)¹ for English grammar, punctuation and spelling at key stage 1.

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

The key stage 1 tests can be used and marked internally within schools to inform teacher assessment.

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](#)² for the 2018 tests will be published in June 2018.

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 2018 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.

1 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

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;"> Spelling </div>	<p>P. We are going out _____.</p> <p>1. Sharks live in the _____.</p> <p>2. Amy explored the _____ with a torch.</p> <p>3. The _____ made a nest.</p> <p>4. That joke was really _____.</p> <p>5. Protect your _____ from the sun.</p> <p>6. The leaves _____ from the trees.</p> <p>7. We learnt about the _____ river in the country.</p> <p>8. The shop was _____.</p> <p>9. Turn _____ when you get to the park.</p> <p>10. My slippers are soft and _____.</p>	<p>11. I threw the _____ and moved my counter.</p> <p>12. The _____ glided slowly across the pond.</p> <p>13. The _____ was on a secret mission.</p> <p>14. The owl flew _____ the rooftops.</p> <p>15. We put _____ in the fruit salad.</p> <p>16. The _____ came off my toy car.</p> <p>17. Our _____ shop sells vegetables.</p> <p>18. The umbrella is _____ because it is broken.</p> <p>19. A sharp pencil makes it _____ to draw.</p> <p>20. The train left the _____.</p>
	<input type="radio"/>	<input type="radio"/>
	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> End of spelling test </div>	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;"> End of spelling test </div>
	<p>Page 2 of 4</p>	<p>Page 3 of 4</p>

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	sea	1	S36 – homophones and near-homophones	S8 – vowel digraphs and trigraphs
2	cave	1	S4 – the /v/ sound at the end of words	
3	bird	1	S8 – vowel digraphs and trigraphs	
4	funny	1	S9 – words ending in -y (/i:/ or /I/)	
5	skin	1	S11 – using <i>k</i> for the /k/ sound	
6	fall	1	S27 – the /ɔ:/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i>	
7	longest	1	S7 – adding - <i>er</i> and - <i>est</i> to adjectives where no change is needed in the root word	
8	closed	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	
9	right	1	S8 – vowel digraphs and trigraphs	S36 – homophones and near-homophones
10	warm	1	S32 – the /ɔ:/ sound spelt <i>ar</i> after <i>w</i>	
11	dice	1	S15 – the /s/ sound spelt <i>c</i> before <i>e</i> , <i>i</i> and <i>y</i>	
12	swan	1	S30 – the /ɒ/ sound spelt <i>a</i> after <i>w</i> and <i>qu</i>	
13	spy	1	S22 – the /aɪ/ sound spelt - <i>y</i> at the end of words	
14	above	1	S28 – the /ʌ/ sound spelt <i>o</i>	S4 – the /v/ sound at the end of words
15	grapes	1	S5 – adding - <i>s</i> and - <i>es</i> to words (plural of nouns and the third-person singular of verbs)	
16	wheel	1	S10 – new consonant spellings <i>ph</i> and <i>wh</i>	
17	local	1	S20 – the // or /əl/ sound spelt - <i>al</i> at the end of words	
18	useless	1	S34 – the suffixes - <i>ment</i> , - <i>ness</i> , - <i>ful</i> , - <i>less</i> and - <i>ly</i>	
19	easier	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	
20	station	1	S35 – words ending in - <i>tion</i>	
Total marks		20		

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

	G1	G2	G3	G4	G5	G6
	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	
17				1		
18					1	
19		1			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
Tick boxes and tables	<ul style="list-style-type: none"> any unambiguous indication of the correct answer, e.g. the box is crossed rather than ticked the correct answer is circled rather than ticked correct answers that replace a crossed-out attempt 	<ul style="list-style-type: none"> answers in which more than the required number of boxes have been ticked
Circling of the answer	<ul style="list-style-type: none"> any unambiguous indication of the correct answer, e.g. the answer is underlined the answer is enclosed within a box 	<ul style="list-style-type: none"> answers in which more than the required number of words have been circled answers in which the correct answer is encircled, together with more than half of any surrounding words
Drawing lines to 'match' boxes	<ul style="list-style-type: none"> lines that do not touch the boxes, provided the intention is clear 	<ul style="list-style-type: none"> multiple lines drawn to/from the same box (unless this is a question requirement)
Writing or inserting punctuation	<ul style="list-style-type: none"> correctly formed punctuation that is clear, unambiguous and recognisable as the required punctuation mark 	<ul style="list-style-type: none"> punctuation that is ambiguous, e.g. it is unclear whether the mark is a comma or full stop incorrectly formed punctuation marks, e.g. an inverted or reversed question mark

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

Question type	Accept	Do not accept
Handwriting	<ul style="list-style-type: none"> answers that are clear, unambiguous and recognisable, including letters that have been reversed, but which are still clearly identifiable to the marker 	<ul style="list-style-type: none"> answers that are unclear or ambiguous
Capital letters	<ul style="list-style-type: none"> capital letters that are clear and unambiguous <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"> answers in which capital letters are omitted or placed inappropriately in a sentence, or where an entire word is capitalised <p>Where a pupil needs to write, rewrite or complete a sentence, the correct use of capital letters is required.</p>
Crossed-out answers	<ul style="list-style-type: none"> correct answers that have not been crossed out correct answers that replace a crossed-out attempt 	<ul style="list-style-type: none"> crossed-out answers

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>Tick the correct word to complete the sentence below.</p> <p><i>It was raining heavily, _____ Fatima went out to play.</i></p> <p>Award 1 mark for the correct box ticked.</p> <p>but <input checked="" type="checkbox"/></p> <p>if <input type="checkbox"/></p> <p>or <input type="checkbox"/></p> <p>that <input type="checkbox"/></p> <p>Additional guidance:</p> <ul style="list-style-type: none"> If a box is ticked and an answer is written on the line, mark only the response in the box. 	1m
2	<p>Circle the adjective in the sentence below.</p> <p>Award 1 mark for the adjective identified.</p> <p><i>The tree was <u>taller</u> than the house.</i></p>	1m
3	<p>What type of word is underlined in the sentence below?</p> <p><i>We saw the <u>boat</u> move across the pond.</i></p> <p>Award 1 mark for the correct box ticked.</p> <p>a verb <input type="checkbox"/></p> <p>a noun <input checked="" type="checkbox"/></p> <p>an adjective <input type="checkbox"/></p> <p>an adverb <input type="checkbox"/></p>	1m
4	<p>Add two letters to the word <u>happy</u> to make a word that means <u>not happy</u>.</p> <p>Award 1 mark for the letters <i>un</i> written in lower case.</p> <p><i>We went to a football game. Our team lost and I was very <u>un</u>happy.</i></p> <p>Also award the mark for <i>unhappy</i> written out in full and spelt correctly.</p>	1m

Qu.	Requirement	Mark																								
5	<p>Circle the adverb in the sentence below.</p> <p>Award 1 mark for the adverb identified.</p> <p><i>We all sang <u>loudly</u> in assembly.</i></p>	1m																								
6	<p>Tick the name of the punctuation mark that should complete each sentence.</p> <p>Award 1 mark for all three correct.</p> <table border="1" data-bbox="229 633 1003 943"> <thead> <tr> <th>Sentence</th> <th>Full stop</th> <th>Question mark</th> </tr> </thead> <tbody> <tr> <td>When will we get to London</td> <td></td> <td>✓</td> </tr> <tr> <td>When should I start cooking the dinner</td> <td></td> <td>✓</td> </tr> <tr> <td>When the bell rings, it will be lunchtime</td> <td>✓</td> <td></td> </tr> </tbody> </table> <p>Also award the mark for the correct punctuation mark drawn at the end of the sentence or in the corresponding box, e.g.</p> <table border="1" data-bbox="229 1061 1011 1370"> <thead> <tr> <th>Sentence</th> <th>Full stop</th> <th>Question mark</th> </tr> </thead> <tbody> <tr> <td>When will we get to London?</td> <td></td> <td></td> </tr> <tr> <td>When should I start cooking the dinner</td> <td></td> <td>?</td> </tr> <tr> <td>When the bell rings, it will be lunchtime</td> <td>.</td> <td></td> </tr> </tbody> </table>	Sentence	Full stop	Question mark	When will we get to London		✓	When should I start cooking the dinner		✓	When the bell rings, it will be lunchtime	✓		Sentence	Full stop	Question mark	When will we get to London?			When should I start cooking the dinner		?	When the bell rings, it will be lunchtime	.		1m
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When the bell rings, it will be lunchtime	.																									
7	<p>Tick the two nouns in the sentence below.</p> <p>Award 1 mark for the two correct boxes ticked.</p> <p><i>We played with our cat in the garden.</i></p> <p style="text-align: center;"> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> </p>	1m																								
8	<p>Look at the parts of the words in bold.</p> <p><i>cheerful helped hopeless kindness</i></p> <p>What is the name for this part of the word?</p> <p>Award 1 mark for the correct box ticked.</p> <p>an adverb <input type="checkbox"/></p> <p>a noun phrase <input type="checkbox"/></p> <p>a suffix <input checked="" type="checkbox"/></p> <p>a verb <input type="checkbox"/></p>	1m																								

Qu.	Requirement	Mark
9	<p>Circle one word in the sentence below that can be replaced with the word <u>if</u>.</p> <p>Award 1 mark for the correct word identified.</p> <p><i>My friend and I ride our bikes to school (when) the weather is good.</i></p> <p>Also award the mark for <i>if</i> written above or below the word <i>when</i>.</p>	1m
10	<p>Which punctuation mark is needed in the sentence below?</p> <p><i>Charlie read a story a poem and a letter.</i></p> <p>Award 1 mark for the correct box ticked.</p> <p>a comma <input checked="" type="checkbox"/></p> <p>an apostrophe <input type="checkbox"/></p> <p>a question mark <input type="checkbox"/></p> <p>an exclamation mark <input type="checkbox"/></p>	1m
11	<p>Which option is punctuated correctly?</p> <p>Award 1 mark for the correct box ticked.</p> <p>My sister loves netball she plays every Saturday <input type="checkbox"/></p> <p>my sister loves netball She plays every Saturday. <input type="checkbox"/></p> <p>My sister loves netball. She plays every Saturday. <input checked="" type="checkbox"/></p> <p>my sister loves netball. she plays every Saturday <input type="checkbox"/></p>	1m
12	<p>The sentence below should all be in the past tense.</p> <p>Circle one word that needs to be changed.</p> <p>Award 1 mark for the correct word identified.</p> <p><i>The swimming pool was closed so Ted (plays) in the park.</i></p>	1m

Qu.	Requirement	Mark
13	<p>What is the sentence below? The end punctuation is covered.</p> <p><i>What a fantastic piece of work that is</i> ■</p> <p>Award 1 mark for the correct box ticked.</p> <p>a statement <input type="checkbox"/></p> <p>a command <input type="checkbox"/></p> <p>an exclamation <input checked="" type="checkbox"/></p> <p>a question <input type="checkbox"/></p>	1m
14	<p>Circle the verb in the sentence below.</p> <p>Award 1 mark for the verb identified.</p> <p><i>Lisa (sticks) all the pictures in her big scrapbook.</i></p>	1m
15	<p>Tick the sentence that shows what the teacher is doing <u>now</u>.</p> <p>Award 1 mark for the correct box ticked.</p> <p>The teacher wrote on the board. <input type="checkbox"/></p> <p>The teacher is looking at the paintings. <input checked="" type="checkbox"/></p> <p>The teacher asked the class to tidy up. <input type="checkbox"/></p> <p>The teacher was reading a story. <input type="checkbox"/></p>	1m
16	<p>Circle the two words that need a capital letter in the sentence below.</p> <p>Award 1 mark for the two correct words identified.</p> <p><i>(last) week (i) visited the zoo with my brother.</i></p>	1m

Qu.	Requirement	Mark								
17	<p>Circle the word that shows the sentence below is in the present tense.</p> <p>Award 1 mark for the correct word identified.</p> <p><i>The drink(is)very hot.</i></p>	1m								
18	<p>Write the words <u>could not</u> as one word, using an apostrophe.</p> <p><i>The king <u>could not</u> decide which present he liked best.</i></p> <p>Award 1 mark for <i>couldn't</i> spelt correctly.</p> <p>Example responses:</p> <table border="1" data-bbox="229 734 987 1142"> <thead> <tr> <th data-bbox="229 734 609 801">Accept</th> <th data-bbox="609 734 987 801">Do not accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="229 801 609 913"><i>couldn't</i></td> <td data-bbox="609 801 987 913"><i>couldn't</i></td> </tr> <tr> <td data-bbox="229 913 609 1025"><i>couldn't</i></td> <td data-bbox="609 913 987 1025"><i>couldn't</i></td> </tr> <tr> <td data-bbox="229 1025 609 1142"><i>couldn't</i></td> <td data-bbox="609 1025 987 1142"><i>couldn't</i></td> </tr> </tbody> </table> <p>Additional guidance:</p> <ul style="list-style-type: none"> • Mark positively in relation to the size and position of the apostrophe as some pupils at this age may have uneven handwriting. • The response can be written in upper or lower case or a mixture of the two. 	Accept	Do not accept	<i>couldn't</i>	<i>couldn't</i>	<i>couldn't</i>	<i>couldn't</i>	<i>couldn't</i>	<i>couldn't</i>	1m
Accept	Do not accept									
<i>couldn't</i>	<i>couldn't</i>									
<i>couldn't</i>	<i>couldn't</i>									
<i>couldn't</i>	<i>couldn't</i>									

Qu.	Requirement	Mark
19	<p>Write a command a teacher could say at the end of playtime.</p> <p>Remember to use correct punctuation.</p> <p>Award 2 marks for an appropriate, grammatically correct command using an imperative verb in a main clause with correct punctuation (see additional guidance), e.g.</p> <ul style="list-style-type: none"> • <i>Stop!</i> • <i>Line up.</i> • <i>Stand still!</i> • <i>Everybody stop now.</i> • <i>Please go inside.</i> • <i>Take your shoes off and put your slippers on.</i> • <i>Remember to line up quietly.</i> • <i>Hang up your coats, sit on the carpet and listen.</i> <p>Award 1 mark for an appropriate, grammatically correct command using an imperative verb in a main clause with incorrect punctuation (see additional guidance), e.g.</p> <ul style="list-style-type: none"> • <i>LINE UP NOW.</i> • <i>Stop what you're doing</i> • <i>year 2 line up, please</i> • <i>when the bell rings go to your line.</i> • <i>Walk sensibly Back into class.</i> <p>Do not accept a command that is grammatically incorrect or written with non-Standard English verb forms or adverbs, e.g.</p> <ul style="list-style-type: none"> • <i>Please sit down quiet and sensible.</i> • <i>Go to you line.</i> <p>Do not accept other sentence types, e.g.</p> <ul style="list-style-type: none"> • <i>I command you to sit on the carpet.</i> • <i>You must line up right now.</i> • <i>Can you come back please?</i> • <i>You can ring the bell.</i> • <i>Time to clear up everyone.</i> <p>Do not accept more than one sentence type, e.g.</p> <ul style="list-style-type: none"> • <i>Stop playing. Playtime is over.</i> <p>Additional guidance:</p> <ul style="list-style-type: none"> • Correct punctuation refers to the correct use of capital letters, full stops and/or exclamation marks throughout the sentence – other incorrect or omitted punctuation should not be penalised. • Incorrect spelling should not be penalised. • Attempts to punctuate the whole sentence as direct speech should not be penalised. • Markers are encouraged to credit imaginative interpretations of the context. 	Up to 2m

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2018 key stage 1 English grammar, punctuation and spelling test mark schemes
Paper 1: spelling and Paper 2: questions
Electronic PDF version product code: STA/18/7979/e ISBN: 978-1-78644-636-7

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