

2017 national curriculum tests

Key stage 1

English grammar, punctuation and spelling test mark schemes

Paper 1: spelling
and Paper 2: questions



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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 2017 test assesses the 2014 national curriculum. The test has been developed to meet the specification set out in the test framework for English grammar, punctuation and spelling at key stage 1. The test frameworks are on the GOV.UK website at www.gov.uk/government/collections/national-curriculum-assessments-test-frameworks.

A new test and 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 for the 2017 tests will be published at www.gov.uk/guidance/scaled-scores-at-key-stage-1 in June 2017.

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 key stage 1 English grammar, punctuation and spelling 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 2017 test meets the specification set out 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.

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 guidance on marking Paper 1: spelling

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

- If more than one attempt is made, it must be clear which version the pupil wishes to be marked. If two or more attempts are made and it is not clear which answer should be considered, the mark is not awarded.
- Spellings can be written 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 word has been written with the correct sequence of letters but an apostrophe or hyphen has been incorrectly inserted, the mark is not awarded.
- If a word has been written 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 reversed letter has been used, 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: 10px; padding: 5px; display: inline-block;"> Spelling </div>	<p>P. The _____ covered the branches.</p> <p>1. Remember to _____ your hands before cooking.</p> <p>2. I ride my _____ to school.</p> <p>3. The Moon looks _____ as it is so far away.</p> <p>4. My sister is learning to _____.</p> <p>5. Jo is playing in the _____.</p> <p>6. The dentist told me to open my _____.</p> <p>7. Where is the _____?</p> <p>8. The hamster's _____ needs cleaning.</p> <p>9. Dan is _____ on his project.</p> <p>10. My older brother _____ our fence.</p>	<p>11. The quiz team _____ all of the answers.</p> <p>12. Lots of people were _____ at the party.</p> <p>13. Sonia ran around the football _____.</p> <p>14. The _____ held his breath under the water.</p> <p>15. I solved the _____ quickly.</p> <p>16. I saw a _____ at the farm.</p> <p>17. The _____ leapt out of the sea.</p> <p>18. The daffodils look _____.</p> <p>19. The netball team won their _____ game.</p> <p>20. The pirates found the _____.</p>
	<div style="border: 1px solid black; border-radius: 10px; 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	wash	1	S30 – the /ɒ/ sound spelt <i>a</i> after <i>w</i> and <i>qu</i>	
2	bike	1	S8 – vowel digraphs and trigraphs	
3	small	1	S27 – the /ɔ:/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i>	
4	drive	1	S4 – the /v/ sound at the end of words	
5	garden	1	S8 – vowel digraphs and trigraphs	
6	mouth	1	S8 – vowel digraphs and trigraphs	
7	bathroom	1	S12 – compound words	S8 – vowel digraphs and trigraphs
8	cage	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>	
9	working	1	S31 – the /ɜ:/ sound spelt <i>or</i> after <i>w</i>	S6 – adding the endings <i>-ing</i> , <i>-ed</i> and <i>-er</i> to verbs where no change is needed in the root word
10	fixed	1	S6 – adding the endings <i>-ing</i> , <i>-ed</i> and <i>-er</i> to verbs where no change is needed in the root word	
11	know	1	S16 – the /n/ sound spelt <i>kn-</i> and (less often) <i>gn-</i> at the beginning of words	S36 – homophones and near-homophones
12	dancing	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	S15 – the /s/ sound spelt <i>c</i> before <i>e</i> , <i>i</i> and <i>y</i>
13	pitch	1	S3 – <i>tch</i>	
14	swimmer	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	
15	puzzle	1	S18 – the // or /ə// sound spelt <i>-e</i> at the end of words	S1 – the sounds /f/, //, /s/, /z/ and /k/ spelt <i>ff</i> , <i>ll</i> , <i>ss</i> , <i>zz</i> and <i>ck</i>
16	turkey	1	S29 – the /i:/ sound spelt <i>-ey</i>	S8 – vowel digraphs and trigraphs
17	dolphin	1	S10 – new consonant spellings <i>ph</i> and <i>wh</i>	
18	pretty	1	S37 – common exception words	
19	final	1	S20 – the // or /ə// sound spelt <i>-al</i> at the end of words	
20	treasure	1	S33 – the /ʒ/ sound spelt <i>s</i>	S8 – vowel digraphs and trigraphs
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	
15a				1		
15b				1		
16			1		1	
17						1
18				1		

7.2 General guidance on marking Paper 2: questions

The following guidance applies to all questions in Paper 2. Please read this carefully before applying the individual mark schemes.

Table 3: General guidance for Paper 2

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

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Question type	Accept...	Do not accept...
Additional punctuation	<p>answers that are punctuated correctly according to the mark scheme, even if additional punctuation has been attempted incorrectly.</p> <p>For example, 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>	<p>answers that do not meet the mark scheme criteria.</p>
Spelling (in Paper 2 only)	<p>incorrect spellings of the correct answer, unless specific mark scheme guidance is given to require a correct spelling.</p>	<p>incorrect spellings of answers for which the mark scheme requires correct spelling.</p> <p>Correct spelling is generally required for questions assessing contracted forms, verb forms, plurals, prefixes and suffixes.</p>
Answers outside the expected space	<p>a correct answer given somewhere other than the answer space, provided it is not contradicted by another answer written elsewhere.</p> <p>correct answers that are written in the 'blank' within a question, rather than in the expected space below it.</p> <p>correct answers in which the pupil has written out a word or sentence that is already provided.</p>	<p>answers that are given outside the expected space and are contradicted by another answer written elsewhere.</p>
More than one answer given	<p>multiple answers that are all correct according to the mark scheme.</p>	<p>both correct and incorrect responses given.</p>

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Question type	Accept...	Do not accept...
Handwriting	answers that are clear, unambiguous and recognisable, including letters that have been reversed, but which are still clearly identifiable to the marker.	answers that are unclear or ambiguous.
Capital letters	capital letters that are clear and unambiguous. 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. Markers may refer to the pupil's handwriting in the rest of the paper to distinguish between upper and lower case letters.	answers in which capital letters are omitted or placed inappropriately in a sentence, or where an entire word is capitalised. The correct use of capital letters is required where a pupil needs to write, rewrite or complete a sentence.
Crossed-out answers	correct answers that have not been crossed out. correct answers that replace a crossed-out attempt.	crossed-out answers.

7.3 Explanation of the mark schemes for Paper 2: questions

Markers should familiarise themselves with the marking guidance in section 7.2 of this document before applying the mark schemes that follow.

The mark schemes contain the following information for each question:

- a 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 question-specific additional guidance.

8. Mark schemes for Paper 2: questions

Qu.	Requirement	Mark
1	<p>Tick the correct word to complete the sentence below.</p> <p><i>Sasha was running to school _____ she was late.</i></p> <p>Award 1 mark for the correct box ticked.</p> <p>if <input type="checkbox"/></p> <p>or <input type="checkbox"/></p> <p>that <input type="checkbox"/></p> <p>because <input checked="" 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>Tick one word to complete the sentence below.</p> <p><i>Potatoes are good for you, _____ you should not eat chips too often.</i></p> <p>Award 1 mark for the correct box ticked.</p> <p>that <input type="checkbox"/></p> <p>but <input checked="" type="checkbox"/></p> <p>when <input type="checkbox"/></p> <p>or <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

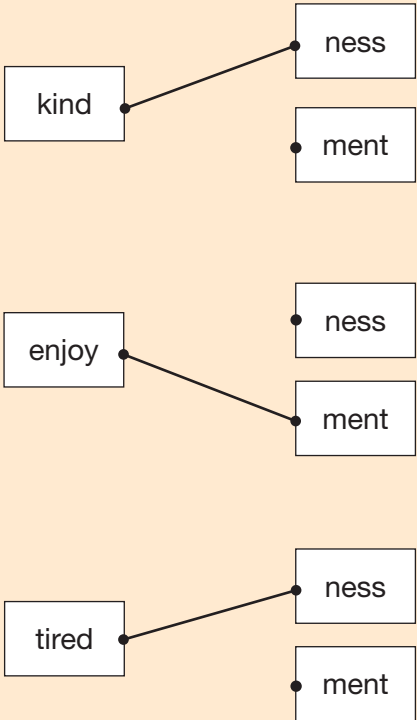
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Qu.	Requirement	Mark
3	<p>Why does the underlined word start with a capital letter in the sentence below?</p> <p><i>Dad cleaned the kitchen and <u>Joe</u> helped.</i></p> <p>Award 1 mark for a response that explains that the word starts with a capital letter because it is a name, e.g.</p> <ul style="list-style-type: none"> • <i>because it's a name</i> • <i>a name needs a capital</i> • <i>names start with a capital letter</i> • <i>because Joe is a name and it's a noun</i> <p>Also award the mark for a response that refers to the word being a proper noun, e.g.</p> <ul style="list-style-type: none"> • <i>it is a proper noun</i> <p>Do not accept a general response, e.g.</p> <ul style="list-style-type: none"> • <i>it is a noun</i> • <i>because it is in the middle</i> • <i>because it is important</i> <p>Additional guidance:</p> <ul style="list-style-type: none"> • Spelling should not be assessed for the award of this mark. • Grammar and punctuation in the pupil's explanation should not be assessed for the award of this mark. 	1m
4	<p>Look at where the arrow is pointing.</p> <p><i>Archie the hamster eats seeds <u>nuts</u> and dried peas every day.</i></p> <p style="text-align: center;">↑</p> <p>Which punctuation mark is needed?</p> <p>Award 1 mark for the correct box ticked.</p> <p>an apostrophe <input type="checkbox"/></p> <p>a comma <input checked="" type="checkbox"/></p> <p>a full stop <input type="checkbox"/></p> <p>a question mark <input type="checkbox"/></p>	1m

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Qu.	Requirement	Mark
5	<p>Circle the noun in the sentence below.</p> <p>Award 1 mark for the noun identified.</p> <p>The <u>shoes</u> were shiny.</p>	1m
6	<p>Add a full stop or a question mark to complete each sentence below.</p> <p>Award 1 mark for all three correct.</p> <p>There is a pony in the field <input type="text" value="."/></p> <p>Are we going swimming <input type="text" value="?"/>?</p> <p>Have you seen my hat and gloves <input type="text" value="?"/>?</p> <p>Do not accept the insertion of additional punctuation.</p>	1m
7	<p>Circle the adjective in the sentence below.</p> <p>Award 1 mark for the adjective identified.</p> <p>Take a <u>blue</u> crayon from the box to colour in the sky.</p>	1m
8	<p>Add two full stops in the correct places below.</p> <p>Award 1 mark for a full stop after <i>mum</i> and <i>them</i>.</p> <p><i>Jamie walks to school with his mum. Alex joins them.</i></p> <p>Do not accept the insertion of additional punctuation, e.g.</p> <ul style="list-style-type: none"> • <i>Jamie walks to school. with his mum. Alex joins them.</i> • <i>Jamie walks, to school with his mum. Alex joins them.</i> <p>Additional guidance:</p> <ul style="list-style-type: none"> • Disregard attempts to use inverted commas around the whole sentence. 	1m

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Qu.	Requirement	Mark
9	<p>Draw a line to match each word to the suffix that turns it into a noun.</p> <p>Award 1 mark for all three matched correctly.</p> <p>Word Suffix</p>  <p>Additional guidance:</p> <ul style="list-style-type: none"> • Provided it is correct, any suffix box can be used (more than once). 	1m


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Qu.	Requirement	Mark
10	<p>Write one adverb to complete the sentence below.</p> <p><i>We cut out the shapes _____.</i></p> <p>Award 1 mark for one plausible <i>-ly</i> adverb, e.g.</p> <ul style="list-style-type: none"> • <i>carefully</i> • <i>slowly</i> • <i>happily</i> • <i>gently</i> • <i>badly</i> <p>Also award the mark for one plausible adverb that does not end in <i>-ly</i>, e.g.</p> <ul style="list-style-type: none"> • <i>today</i> • <i>together</i> • <i>too</i> • <i>often</i> <p>Additional guidance:</p> <ul style="list-style-type: none"> • Spelling should not be assessed for the award of this mark. 	1m
11	<p>Which sentence uses an exclamation mark correctly?</p> <p>Award 1 mark for the correct box ticked.</p> <p>What a beautiful picture you've drawn! <input checked="" type="checkbox"/></p> <p>Do you like art! <input type="checkbox"/></p> <p>How did you make the colour so bright! <input type="checkbox"/></p> <p>Can you help Samir finish his painting! <input type="checkbox"/></p>	1m

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Qu.	Requirement	Mark								
12	<p>Tick the noun phrase below.</p> <p>Award 1 mark for the correct box ticked.</p> <p>the tiny insect <input checked="" type="checkbox"/></p> <p>so quickly <input type="checkbox"/></p> <p>had been eating <input type="checkbox"/></p> <p>very colourful <input type="checkbox"/></p>	1m								
13	<p>Circle all the verbs in the sentence below.</p> <p>Award 1 mark for the two verbs identified.</p> <p><i>Anna (washed) the grapes and (shared) them with her friends.</i></p>	1m								
14	<p>Write an apostrophe in the correct place in the sentence below.</p> <p>Award 1 mark for one apostrophe between <i>m</i> and <i>s</i>.</p> <p><i>Those are Jim's books.</i></p> <p>Do not accept the insertion of additional punctuation, e.g.</p> <ul style="list-style-type: none"> • <i>Those are Jim's books!</i> • <i>Those are Jim's book's.</i> <p>Example responses:</p> <table border="1"> <thead> <tr> <th>Accept</th> <th>Do not accept</th> </tr> </thead> <tbody> <tr> <td>Jim`s</td> <td>Jim[!]s</td> </tr> <tr> <td>Jim's</td> <td>Jim,s</td> </tr> <tr> <td>Jim·s</td> <td>Jim s book's</td> </tr> </tbody> </table> <p>Additional guidance:</p> <ul style="list-style-type: none"> • Disregard attempts to use inverted commas around the whole sentence. 	Accept	Do not accept	Jim`s	Jim [!] s	Jim's	Jim,s	Jim·s	Jim s book's	1m
Accept	Do not accept									
Jim`s	Jim [!] s									
Jim's	Jim,s									
Jim·s	Jim s book's									

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Qu.	Requirement	Mark
16	<p>Write one sentence to describe something you see in the picture.</p> <p>Remember to use correct punctuation.</p>  <p>Award 2 marks for an appropriate, grammatically correct sentence, with correct use of capital letters and end punctuation, e.g.</p> <ul style="list-style-type: none"> • <i>The children were playing in the park.</i> • <i>This playground looks very happy!</i> • <i>I can see a beautiful swing.</i> • <i>There is a happy boy on the shiny, metal slide.</i> • <i>Do you want to go on the swings?</i> • <i>It was a sunny day.</i> • <i>The grass is green.</i> <p>Award 1 mark for an appropriate, grammatically correct sentence, with incorrect use of capital letters and / or end punctuation, e.g.</p> <ul style="list-style-type: none"> • <i>boys and girls are in the park</i> • <i>She whooshed through the air</i> • <i>a boy is going down the slide.</i> • <i>The big children played on the Fantastic swings.</i> • <i>I can see hassan.</i> <p>Do not accept a phrase (with or without correct punctuation), e.g.</p> <ul style="list-style-type: none"> • <i>a fun slide</i> • <i>children playing in the park</i> • <i>the playful good children</i> • <i>two swings and a slide</i> 	Up to 2m

Mark scheme entry continues on next page.

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Qu.	Requirement	Mark												
16 (cont.)	<p>Do not accept sentences that are grammatically incorrect or written with non-Standard English verb forms or adverbs, e.g.</p> <ul style="list-style-type: none"> • <i>I slided down.</i> • <i>They are swing on the swing.</i> • <i>The children is playing.</i> • <i>The children are playing happy.</i> • <i>I can see two swings, one slide and two childrens.</i> • <i>The children was playing in the park.</i> <p>Additional guidance:</p> <ul style="list-style-type: none"> • Spelling should not be assessed for the award of this mark. • Incorrect use of internal punctuation, other than capital letters, 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 picture. 													
17	<p>Tick to show whether each noun is singular or plural.</p> <p>Award 1 mark for all three correct.</p> <table border="1" data-bbox="229 1070 724 1339"> <thead> <tr> <th>Noun</th> <th>Singular</th> <th>Plural</th> </tr> </thead> <tbody> <tr> <td>dress</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>house</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>socks</td> <td></td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>	Noun	Singular	Plural	dress	✓		house	✓		socks		✓	1m
Noun	Singular	Plural												
dress	✓													
house	✓													
socks		✓												
18	<p>Which sentence is written in the present tense?</p> <p>Award 1 mark for the correct box ticked.</p> <p>Mum took Ella breakfast in bed. <input type="checkbox"/></p> <p>Mum makes Ella a hot drink. <input checked="" type="checkbox"/></p> <p>Mum gave Ella a book. <input type="checkbox"/></p> <p>Mum told Ella a story. <input type="checkbox"/></p>	1m												



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