

**2022 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 2022 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 are produced each year.

Scaled score conversion tables are not included in this document. Conversion tables are produced as part of the standards maintenance process. [Scaled score conversion tables](#)<sup>2</sup> for the 2022 tests will be published in June 2022.

The mark schemes should be used to mark pupils' responses. The pupil examples are based on responses gathered from the test trialling process. It is important when marking to refer to the general marking principles, the additional guidance and the exemplars section to ensure marking is accurate and consistent.

## 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 2022 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

## Spelling

**P.** \_\_\_\_\_ is sports day?

**1.** We had a picnic on the \_\_\_\_\_.

**2.** There is a \_\_\_\_\_ in the harbour.

**3.** This \_\_\_\_\_ is delicious.

**4.** We \_\_\_\_\_ to go to the school disco.

**5.** Sam tried to \_\_\_\_\_ his balance on the beam.

**6.** The astronaut went into \_\_\_\_\_.

**7.** I \_\_\_\_\_ milk at playtime.

**8.** The band play the music \_\_\_\_\_.

**9.** My friend can wiggle his \_\_\_\_\_.

**10.** I have to get dressed in a \_\_\_\_\_ if I wake up late.

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**11.** You need a lot of \_\_\_\_\_ to play tennis.

**12.** Ellie loves sitting at the \_\_\_\_\_ of the bus.

**13.** Some children \_\_\_\_\_ to school by bus.

**14.** We put the \_\_\_\_\_ away.

**15.** We measured one \_\_\_\_\_ of the shape.

**16.** Doctor Jones works in a \_\_\_\_\_.

**17.** The smoke went up the \_\_\_\_\_.

**18.** August is often the \_\_\_\_\_ month of the year.

**19.** Danny likes going to \_\_\_\_\_.

**20.** The watch was too big for my \_\_\_\_\_.

End of spelling test

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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	grass	1	S37 – common exception words	
2	boat	1	S8 – vowel digraphs and trigraphs	
3	pie	1	S8 – vowel digraphs and trigraphs	
4	want	1	S30 – the /ɒ/ sound spelt <i>a</i> after <i>w</i> and <i>qu</i>	
5	keep	1	S11 – using <i>k</i> for the /k/ sound	S8 – vowel digraphs and trigraphs
6	space	1	S15 – the /s/ sound spelt <i>c</i> before <i>e</i> , <i>i</i> and <i>y</i>	S8 – vowel digraphs and trigraphs
7	drank	1	S2 – the /ŋ sound spelt <i>n</i> before <i>k</i>	
8	loudly	1	S34 – the suffixes <i>-ment</i> , <i>-ness</i> , <i>-ful</i> , <i>-less</i> and <i>-ly</i>	S8 – vowel digraphs and trigraphs
9	ears	1	S8 – vowel digraphs and trigraphs	S5 – adding <i>-s</i> and <i>-es</i> to words
10	hurry	1	S9 – words ending in <i>-y</i> (/i:/ or /ɪ/)	
11	skill	1	S11 – using <i>k</i> for the /k/ sound	
12	front	1	S28 – the /ʌ/ sound spelt <i>o</i>	
13	travel	1	S19 – the // or /ə/ sound spelt <i>-el</i> at the end of words	
14	dishes	1	S5 – adding <i>-s</i> and <i>-es</i> to words	
15	edge	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>	
16	hospital	1	S20 – the // or /ə/ sound spelt <i>-al</i> at the end of words	
17	chimney	1	S29 – the /i:/ sound spelt <i>-ey</i>	
18	hottest	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	
19	parties	1	S23 – adding <i>-es</i> to nouns and verbs ending in <i>-y</i>	
20	wrist	1	S17 – the /r/ sound spelt <i>wr</i> at the beginning of words	
<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 or word classes	Functions of sentences	Combining words, phrases and clauses	Verb tenses and consistency	Punctuation	Vocabulary
<b>Qu.</b>						
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			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, for example:               <ul style="list-style-type: none"> <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> </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, for example:               <ul style="list-style-type: none"> <li>• the answer is underlined</li> <li>• the answer is enclosed within a box</li> </ul> </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 or 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, for example, it is unclear whether the mark is a comma or full stop</li> </ul>



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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>

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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>Which sentence can be completed with the word <u>or</u>?</p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p>We will go later _____ the sun comes out. <input type="checkbox"/></p> <p>Shall we go for a walk _____ stay at home? <input checked="" type="checkbox"/></p> <p>Can we go out _____ it stops raining? <input type="checkbox"/></p> <p>That is a good idea _____ I don't have a coat. <input type="checkbox"/></p>	1m
2	<p>Which sentence is a <b>command</b>?</p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p>The weather is sunny today. <input type="checkbox"/></p> <p>My cat plays in the sunshine. <input type="checkbox"/></p> <p>Open the door for her. <input checked="" type="checkbox"/></p> <p>She likes to sit outside. <input type="checkbox"/></p>	1m
3	<p>Add a suffix to make the word <u>safe</u> an <b>adverb</b>.</p> <p><b>Award 1 mark</b> for the letters <i>ly</i> written in lower case.</p> <p><i>Josie and her mum crossed the road safe<u>ly</u>.</i></p> <p><b>Also award the mark</b> for <i>safely</i> written out in full and spelt correctly.</p>	1m
4	<p>Circle one <b>full stop</b> that can be replaced with the word <u>because</u>.</p> <p><b>Award 1 mark</b> for the correct full stop identified.</p> <p><i>I want to be a vet. I like animals. Mr Smith says it is hard work. Mum thinks that I will enjoy the job.</i></p>	1m
5	<p>What type of word are Vaz and Harry talking about below?</p> <p>Vaz: <i>It can be someone's name.</i></p> <p>Harry: <i>It can be the name of a place.</i></p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p>an adjective <input type="checkbox"/></p> <p>a verb <input type="checkbox"/></p> <p>a noun <input checked="" type="checkbox"/></p> <p>an adverb <input type="checkbox"/></p>	1m

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Qu.	Requirement	Mark
6	<p>Add an <b>exclamation mark</b> or a <b>question mark</b> to complete each sentence below.</p> <p><b>Award 1 mark</b> for three correct punctuation marks inserted.</p> <p>Football is great fun <input type="text" value="!"/></p> <p>What a good game that was <input type="text" value="!"/></p> <p>Which team are you in <input type="text" value="?"/></p>	1m
7	<p>Tick <b>two</b> suffixes that can be added to the word <u>small</u> to make two different words.</p> <p><b>Award 1 mark</b> for both correct boxes ticked.</p> <p>ful <input type="checkbox"/></p> <p>er <input checked="" type="checkbox"/></p> <p>ly <input type="checkbox"/></p> <p>ment <input type="checkbox"/></p> <p>est <input checked="" type="checkbox"/></p>	1m
8	<p>The underlined verb is in the wrong <b>tense</b>.</p> <p>Write the verb in the correct tense in the box below.</p> <p><b>Award 1 mark</b> for the correct verb inserted.</p> <p><i>After the children made their models, they <u>paint</u> them.</i></p> <p style="text-align: center;">↓</p> <div style="text-align: center; border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <i>Painted</i> </div> <p><b>Also accept</b> other correct past tense forms inserted, i.e. <i>were painting, had painted</i>.</p> <p><b>Do not accept</b> misspellings of the verb.</p> <p><b>Additional guidance:</b></p> <ul style="list-style-type: none"> <li>Answers can be in upper or lower case, or a mixture of the two.</li> </ul>	1m
9	<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><i>The seed grows <u>small</u> roots, followed by a <u>strong</u> stem.</i></p>	1m

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Qu.	Requirement	Mark								
10	<p>Write the words <u>I will</u> as one word, using an <b>apostrophe</b>.</p> <p><b>Award 1 mark</b> for <i>I'll</i> spelt correctly.</p> <p><i>I'll</i></p> <table border="1" data-bbox="229 454 1401 860"> <thead> <tr> <th data-bbox="229 454 815 499">Accept</th> <th data-bbox="815 454 1401 499">Do Not Accept</th> </tr> </thead> <tbody> <tr> <td data-bbox="229 499 815 611"><u>I'll</u></td> <td data-bbox="815 499 1401 611"><u>i'll</u></td> </tr> <tr> <td data-bbox="229 611 815 723"><del>Iv</del> <u>I'll</u></td> <td data-bbox="815 611 1401 723"><u>I'will</u></td> </tr> <tr> <td data-bbox="229 723 815 860"><u>I'll</u></td> <td data-bbox="815 723 1401 860"><del>I'll</del> <u>I'll</u> <u>I'll</u></td> </tr> </tbody> </table> <p><b>Additional guidance:</b></p> <ul style="list-style-type: none"> <li>• Mark positively in relation to the size and position of the apostrophe as some pupils at this age may have uneven handwriting.</li> <li>• The personal pronoun 'I' must be in upper case, but the other letters can be in upper or lower case, or a mixture of the two.</li> </ul>	Accept	Do Not Accept	<u>I'll</u>	<u>i'll</u>	<del>Iv</del> <u>I'll</u>	<u>I'will</u>	<u>I'll</u>	<del>I'll</del> <u>I'll</u> <u>I'll</u>	1m
Accept	Do Not Accept									
<u>I'll</u>	<u>i'll</u>									
<del>Iv</del> <u>I'll</u>	<u>I'will</u>									
<u>I'll</u>	<del>I'll</del> <u>I'll</u> <u>I'll</u>									
11	<p>Circle the verb that is written in the <b>past tense</b>.</p> <p><b>Award 1 mark</b> for the correct word identified.</p> <p>Ben <u>learnt</u> that some whales can hold their breath for two hours.</p>	1m								

## 2022 key stage 1 English grammar, punctuation and spelling test mark schemes

Qu.	Requirement	Mark															
12	<p>Which sentence uses a <b>comma</b> correctly?</p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p>Bring a pencil a ruler and, a book to school. <input type="checkbox"/></p> <p>Bring a pencil a ruler, and a book to school. <input type="checkbox"/></p> <p>Bring, a pencil a ruler and a book to school. <input type="checkbox"/></p> <p>Bring a pencil, a ruler and a book to school. <input checked="" type="checkbox"/></p>	1m															
13	<p>Draw a line to match each word to a <b>suffix</b> to make a different word.</p> <p><b>Award 1 mark</b> for all <b>four</b> lines correctly drawn.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 50%;">Word</th> <th style="width: 20%;"></th> <th style="text-align: center; width: 50%;">Suffix</th> </tr> </thead> <tbody> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">enjoy</td> <td style="text-align: center;">●</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">es</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">bunch</td> <td style="text-align: center;">●</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">est</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">hope</td> <td style="text-align: center;">●</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">ment</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">slow</td> <td style="text-align: center;">●</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">ful</td> </tr> </tbody> </table> <p><i>(Note: Lines are drawn from enjoy to est, bunch to ful, hope to ment, and slow to es.)</i></p>	Word		Suffix	enjoy	●	es	bunch	●	est	hope	●	ment	slow	●	ful	1m
Word		Suffix															
enjoy	●	es															
bunch	●	est															
hope	●	ment															
slow	●	ful															
14	<p>Add a <b>full stop</b> and a <b>capital letter</b> to mark the two sentences below.</p> <p><b>Award 1 mark</b> for a full stop after <i>cloudy</i> and a capital letter on, above or below the word <i>it</i>.</p> <p><i>It is very cloudy. It might rain later on today.</i></p>	1m															
15	<p>Which word should have an <b>apostrophe</b>?</p> <p><b>Award 1 mark</b> for the correct box ticked.</p> <p><i>The boys parents were checking his homework.</i></p> <p style="text-align: center;"> <input checked="" type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/>   <input type="checkbox"/> </p>	1m															
16	<p>Circle the <b>verb</b> in the sentence below.</p> <p><b>Award 1 mark</b> for the correct word identified.</p> <p><i>Hiba (took) some pictures for her project.</i></p>	1m															

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Qu.	Requirement	Mark
17	<p>Ava made a robot.</p> <p>Write a <b>question</b> you could ask Ava about the robot.</p> <p>Remember to use correct punctuation.</p> <p><b>Award 2 marks</b> for an appropriate, grammatically correct question with correct punctuation (see additional guidance), for example:</p> <ul style="list-style-type: none"> <li>• <i>Is it a robot?</i></li> <li>• <i>Please can you show me how to make one?</i></li> <li>• <i>Can the robot speak?</i></li> <li>• <i>How mutch seletape did you use?</i></li> <li>• <i>What is it's name?</i></li> <li>• <i>Ava what is your robot made of?</i></li> </ul> <p><b>Also award 2 marks</b> for a plausible response that uses a question tag and is correctly punctuated.</p> <ul style="list-style-type: none"> <li>• <i>That's a robot, isn't it?</i></li> </ul> <p><b>Award 1 mark</b> for an appropriate, grammatically correct question with incorrect punctuation (see additional guidance), for example:</p> <ul style="list-style-type: none"> <li>• <i>Is it a Robot?</i></li> <li>• <i>did you make it</i></li> <li>• <i>That's a robot isn't it</i></li> <li>• <i>Did you draw the face with a felt pen</i></li> <li>• <i>How did she make it and when.</i></li> <li>• <i>Can it fliy</i></li> <li>• <i>is your robot made out of cardboard?</i></li> </ul> <p><b>Do not accept</b> a question that is grammatically incorrect or written with non-Standard English verb forms or adverbs, for example:</p> <ul style="list-style-type: none"> <li>• <i>How did you make?</i></li> <li>• <i>What its name?</i></li> <li>• <i>Who did you make it?</i></li> </ul> <p><b>Additional guidance</b></p> <ul style="list-style-type: none"> <li>• Correct punctuation refers to the correct use of capital letters, full stops and / or question marks throughout the sentence – other incorrect or omitted punctuation should not be penalised.</li> <li>• Incorrect spelling should not be penalised.</li> <li>• Attempts to punctuate the whole sentence as direct speech should not be penalised.</li> <li>• Markers are encouraged to credit imaginative interpretations of the context.</li> </ul>	Up to 2m

## 2022 key stage 1 English grammar, punctuation and spelling test mark schemes

Qu.	Requirement	Mark
18	<p>Circle the <b>two</b> nouns in the sentence below.</p> <p><b>Award 1 mark</b> for the two correct words identified.</p> <p>My favourite <u>place</u> to sit is under the old <u>tree</u>.</p>	1m
19	<p>Circle all the words that need a <b>capital letter</b> in the sentence below.</p> <p><b>Award 1 mark</b> for the three correct words identified.</p> <p><u>my</u> cousin <u>mary</u> is meeting us at the park for a picnic on <u>saturday</u>.</p>	1m



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2022 key stage 1 English grammar, punctuation and spelling test mark schemes  
Paper 1: spelling and Paper 2: questions  
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