

2023 national curriculum tests

Key stage 2

English grammar, punctuation and spelling test mark schemes

Paper 1: questions

Paper 2: spelling



Standards
& Testing
Agency

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1. Introduction

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

The 2023 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 2.

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

Key stage 2 tests are marked by external markers, who receive training to ensure the mark schemes are applied consistently and fairly. The mark schemes are provided to show teachers how the tests are marked. The pupil examples are based on responses gathered from the test trialling process.

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 2023 tests will be published in July 2023. The standards confirmation meeting will take place in June 2023.

2. Structure of the test

The key stage 2 English grammar, punctuation and spelling test comprises:

- Paper 1: questions (50 marks)
- Paper 2: spelling (20 marks)

3. Content domain coverage

The 2023 test meets the specification in the test framework. Tables 1 and 3 set out the areas of the content domain that are assessed in Paper 1 and Paper 2.

¹ www.gov.uk/government/publications/key-stage-2-english-grammar-punctuation-and-spelling-test-framework

² www.gov.uk/guidance/scaled-scores-at-key-stage-2

4. Paper 1: questions

4.1 Content domain coverage for Paper 1: questions

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

Table 1: Content domain coverage for questions in Paper 1

Qu.	G1	G2	G3	G4	G5	G6	G7
	Grammatical terms or word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tenses and consistency	Punctuation	Vocabulary	Standard English and formality
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			
20	1						
21					1		
22	1						

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Qu.	G1	G2	G3	G4	G5	G6	G7
	Grammatical terms or word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tenses and consistency	Punctuation	Vocabulary	Standard English and formality
23		1					
24					1		
25	1						
26					1		
27		1					
28					1		
29					1		
30			1				
31					1		
32	1						
33			1				
34					1		
35	1						
36	1						
37					1		
38					1		
39			1				
40	1						
41						1	
42	1						
43					1		
44			1				
45						1	
46	1						
47				1			
48	1						
49				1			
50	1						

4.2 General marking guidance for Paper 1: questions

To ensure consistency of marking, the most frequent procedural queries are listed in Table 2, along with the action the marker will take.

Recording marks awarded

Marking takes place on screen, with markers viewing scanned images of pupils' responses. Marks are entered into the marking system in accordance with the guidance for the on-screen marking software.

For each question, markers record the award of 1 or 0 marks as appropriate, according to the mark scheme criteria. There is provision in the software to record questions not attempted. The software aggregates marks automatically.

The following guidance applies to all questions in Paper 1.

Table 2: General marking principles for Paper 1

Question Type	Accept	Do not accept
Tick boxes and tables	<ul style="list-style-type: none"> any unambiguous indication of the correct answer, for example: <ul style="list-style-type: none"> the box is crossed rather than ticked the correct answer is circled rather than ticked 	<ul style="list-style-type: none"> answers in which more than the required number of boxes have been ticked
Circling or underlining of the answer	<ul style="list-style-type: none"> any unambiguous indication of the correct answer, such as the answer being enclosed within a box 	<ul style="list-style-type: none"> answers in which more than the required number of words have been circled or underlined answers in which the correct answer is circled or underlined, together with 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 or from the same box (unless this is a question requirement)
Labelling	<ul style="list-style-type: none"> clear labels, whether they use the full vocabulary required by the question or an unambiguous abbreviation, for example, 'V' for 'verb' 	<ul style="list-style-type: none"> ambiguity in labelling, for example, the use of 'AD' or 'A' where a distinction is required between 'adjective' and 'adverb'

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Question Type	Accept	Do not accept
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, for example, if it is unclear whether the mark is a comma or full stop
Sentences and capital letters	<ul style="list-style-type: none"> a sentence that has an initial capital letter and an appropriate punctuation mark indicating the end of the sentence 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 equal to, or greater than, that of letters with ascenders.</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
Spelling	<ul style="list-style-type: none"> incorrect spellings of the correct response if no specific mark scheme guidance is given 	<ul style="list-style-type: none"> incorrect spellings of answers for which the mark scheme requires correct spelling <p>Correct spelling is required for the award of the mark for the majority of questions in Paper 1, especially for questions assessing contracted forms, verb forms, plurals, prefixes and suffixes.</p>

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Question Type	Accept	Do not accept
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 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"> • responses where both correct and incorrect answers are given
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
Crossed-out answers	<ul style="list-style-type: none"> • correct answers that replace a crossed-out attempt 	<ul style="list-style-type: none"> • crossed-out answers

4.3 Explanation of the mark schemes for Paper 1: questions

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 the question
- any additional guidance that may be relevant
- the content domain reference

5. Mark schemes for Paper 1: questions

Qu.	Requirement	Mark															
1 G2.3	<div style="text-align: right;"> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> </div> Run as fast as you can.	1m															
2 G2.4 G2.2	<p>Award 1 mark for all four correct.</p> <table border="1"> <thead> <tr> <th>Sentence</th> <th>Exclamation</th> <th>Question</th> </tr> </thead> <tbody> <tr> <td>How disappointing it was that it rained on sports day</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>How many times have you been to the swimming pool this week</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>How will you spend your summer holidays</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>How kind you are to give me this present</td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table>	Sentence	Exclamation	Question	How disappointing it was that it rained on sports day	✓		How many times have you been to the swimming pool this week		✓	How will you spend your summer holidays		✓	How kind you are to give me this present	✓		1m
Sentence	Exclamation	Question															
How disappointing it was that it rained on sports day	✓																
How many times have you been to the swimming pool this week		✓															
How will you spend your summer holidays		✓															
How kind you are to give me this present	✓																
3 G6.3	<p>Award 1 mark for all four correct.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Word</th> <th style="text-align: center;">Suffix</th> </tr> </thead> <tbody> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">social</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">ish</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">relation</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">al</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">child</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">ise</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">season</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">ship</td> </tr> </tbody> </table>	Word	Suffix	social	ish	relation	al	child	ise	season	ship	1m					
Word	Suffix																
social	ish																
relation	al																
child	ise																
season	ship																
4 G5.5	<p>Award 1 mark for a correctly placed comma.</p> We will be planting seeds, making a pond and looking for snails.	1m															

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Qu.	Requirement	Mark
5 G7.1	<p>Award 1 mark for all three correct.</p> <p>The autumn leaves <u>was</u> / <u>were</u> crunching beneath our feet as we walked along.</p> <p>We <u>done</u> / <u>did</u> a great job in picking the juiciest fruit for our pie.</p> <p>My brother didn't do <u>anything</u> / <u>nothing</u> to help us.</p>	1m
6 G6.1 G6.4	<p style="text-align: right;"><input type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p> <p>proper improper <input checked="" type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p>	1m
7 G4.1c	<p>Lara will go swimming on Saturday. <input checked="" type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p>	1m
8 G5.9	<p>Award 1 mark for a correctly placed pair of brackets.</p> <p>Charlotte (who usually hated getting wet) loved splashing about in the sea.</p>	1m
9 G7.2 G7.3	<p style="text-align: right;"><input type="checkbox"/></p> <p>It is essential that you take all your belongings with you. <input checked="" type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p>	1m
10 G6.1	<p>Award 1 mark for the correct words circled.</p> <p>Rita was <u>overjoyed</u> when she won the competition with her exceptional drawing – her mum was <u>delighted</u> too!</p>	1m
11 G5.9	<p style="text-align: right;"><input type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p> <p>Charlie's party, which was at the ice rink, was really enjoyable. <input checked="" type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p>	1m
12 G1.2	<p style="text-align: right;"><input type="checkbox"/></p> <p>The children <u>plant</u> beans in the school garden. <input checked="" type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p>	1m

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Qu.	Requirement	Mark												
13 G5.10 G3.1	Award 1 mark for a correctly placed colon. Dipti is keen to practise the drums: she wants to play in the school band.	1m												
14 G7.3 G7.4 G7.2	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 80%;"> <p>I requested that he telephone me on arrival.</p> </div> <div style="width: 15%;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> </div> </div>	1m												
15 G4.1a G1.2	<p>Award 1 mark for both correct.</p> <p>I usually <u>feed</u> my cat before I <u>eat</u> breakfast.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>↓</p> <div style="border: 1px solid black; padding: 2px 10px;">fed</div> </div> <div style="text-align: center;"> <p>↓</p> <div style="border: 1px solid black; padding: 2px 10px;">ate</div> </div> </div> <p>Do not accept misspellings.</p> <p>There are no capitalisation requirements for this question.</p>	1m												
16 G5.12 G3.1	Award 1 mark for a correctly placed dash. The house was in need of repair – the windows were broken and the roof was leaking.	1m												
17 G5.8	<p>Award 1 mark for all three correct.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 40%;">Sentence</th> <th style="width: 30%;">Apostrophe for a contracted form</th> <th style="width: 30%;">Apostrophe for possession</th> </tr> </thead> <tbody> <tr> <td>Let's hope it warms up soon.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>The teachers' coats were hanging in the staffroom.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>The children wear their scarves when it's cold.</td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table>	Sentence	Apostrophe for a contracted form	Apostrophe for possession	Let's hope it warms up soon.	✓		The teachers' coats were hanging in the staffroom.		✓	The children wear their scarves when it's cold.	✓		1m
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18 G4.1d	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 80%;"> <p>am uploading</p> </div> <div style="width: 15%;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> </div> </div>	1m												

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Qu.	Requirement	Mark																
19 G4.2	<p style="text-align: right;"><input type="checkbox"/></p> <p>My friends thought the film was good, but I don't like thrillers.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p>	1m																
20 G1.5	<p>Award 1 mark for both correct.</p> <p>Maggie and Helena wanted to visit the museum. <u>Maggie and Helena</u> <div style="text-align: center;">↓ <div style="border: 1px solid black; padding: 2px; display: inline-block;">They</div></div></p> <p>tried to go after school but <u>the museum</u> was closed. <div style="text-align: center;">↓ <div style="border: 1px solid black; padding: 2px; display: inline-block;">it</div></div></p> <p>Also accept a response of <i>Both</i> in the first box.</p> <p>Do not accept misspellings.</p> <p>There are no capitalisation requirements for this question.</p>	1m																
21 G5.7	<p>Award 1 mark for correctly placed inverted commas, i.e.</p> <ul style="list-style-type: none"> • “May I use the computer?” asked Sam. • ‘May I use the computer?’ asked Sam. 	1m																
22 G1.1 G1.2 G1.3	<p>Award 1 mark for all three correct.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Sentence</th> <th style="text-align: center;">Verb</th> <th style="text-align: center;">Noun</th> <th style="text-align: center;">Adjective</th> </tr> </thead> <tbody> <tr> <td>There are many <u>magnetic</u> materials.</td> <td></td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td><u>Magnets</u> attract some metals.</td> <td></td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>We can <u>magnetise</u> the nail.</td> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> </tbody> </table>	Sentence	Verb	Noun	Adjective	There are many <u>magnetic</u> materials.			✓	<u>Magnets</u> attract some metals.		✓		We can <u>magnetise</u> the nail.	✓			1m
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We can <u>magnetise</u> the nail.	✓																	
23 G2.2 G5.3	<p>Award 1 mark for the correct sentences ticked.</p> <p style="text-align: right;"><input type="checkbox"/></p> <p>If I tidy my bedroom, can I play in the garden?</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p> <p>Can I play in the garden when I have tidied my bedroom?</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	1m																

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Qu.	Requirement	Mark
24 G5.8	<p>Award 1 mark for a correctly placed apostrophe.</p> <p>When James plays darts, he uses his father's dartboard.</p> <p>Also accept a response using an apostrophe to mark plural possession, i.e.</p> <p>When James plays darts, he uses his fathers' dartboard.</p>	1m
25 G1.3	<p>Award 1 mark for all three correct.</p> <p>Unfortunately, the weather was (terrible) (cold) and (wet).</p> <p>Also accept a single circle drawn around <i>terrible</i> and <i>cold</i>.</p>	1m
26 G5.9	<p>Award 1 mark for a correctly placed pair of dashes.</p> <p>I am excited – and I mean really excited – to be going on holiday next week!</p>	1m
27 G2.1	<p>Award 1 mark for a grammatically correct and accurately punctuated statement using all the given words once, for example:</p> <ul style="list-style-type: none"> • Art is Tariq's favourite subject. • Tariq's favourite subject is art. • Art is Tariq's favourite subject! • Art's Tariq's favourite subject. <p>Also accept the insertion of additional correct punctuation, for example:</p> <ul style="list-style-type: none"> • "Art is Tariq's favourite subject." <p>Do not accept misspellings of the verb.</p>	1m
28 G5.13	<div style="text-align: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> </div> <p>Erin wanted the most up-to-date computer that was available.</p>	1m
29 G5.6b G1.6a	<p>Award 1 mark for both correct.</p> <p>Luckily for us, the ball rolled slowly past the goal.</p> <p>After three hours of hard work, the builders managed to dig out the tree.</p>	1m
30 G3.1a	<p>Award 1 mark for</p> <p>The house <u>where I was born</u> has been demolished.</p>	1m

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Qu.	Requirement	Mark
31 G5.4	<p>Award 1 mark for the correct sentences ticked.</p> <p>It shows that the person feels strongly about going swimming. <input checked="" type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p> <p>It shows that the person is speaking loudly. <input checked="" type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p>	1m
32 G1.9	<p>Award 1 mark for the correct word circled.</p> <p>(Josh) wrote a letter to his Canadian friend.</p>	1m
33 G3.2	<p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p> <p style="text-align: center;"><input type="checkbox"/></p> <p>a noun phrase <input checked="" type="checkbox"/></p>	1m
34 G5.8	<p>Award 1 mark for both correct.</p> <p>I <u>will not</u> be able to come to your party, but</p> <p style="text-align: center;">↓</p> <p style="border: 1px solid black; padding: 2px; display: inline-block;">won't</p> <p>Karina said that <u>she would</u> come.</p> <p style="text-align: center;">↓</p> <p style="border: 1px solid black; padding: 2px; display: inline-block;">she'd</p> <p>Do not accept misspellings.</p> <p>There are no capitalisation requirements for this question.</p>	1m
35 G1.7	<p>Award 1 mark for the correct sentences ticked.</p> <p>Kelly wrote a poem on Tuesday night. <input checked="" type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p> <p>Her mum read the poem before school. <input checked="" type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p>	1m
36 G1.5a	<p>Award 1 mark for the correct word circled.</p> <p>She asked to borrow Zak's pencil because (hers) were all blunt.</p>	1m

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Qu.	Requirement	Mark
37 G5.6a	<p>Award 1 mark for a response that refers to both sentences and demonstrates that the comma shows that in the first sentence Fred ate an orange and in the second one he ate a sweet, or that the comma changes what we know about the balloons, for example:</p> <ul style="list-style-type: none"> • <i>1 is saying that he ate an orange. 2 is saying that the balloons were orange.</i> • <i>The first sentence is saying that Fred ate a sweet orange but the last one says he ate a sweet.</i> • <i>By changing the position of the comma, 'the sweet orange' turns into 'the sweet'. This changes what Fred is eating.</i> <p>Also accept responses that show understanding of the difference in meaning by referring to only the first sentence, or only the second sentence, for example:</p> <ul style="list-style-type: none"> • <i>Number 1 is showing the orange is sweet.</i> • <i>It changes it by making the sweet a plain sweet and the balloon an orange one.</i> • <i>The second one means that the balloons were orange.</i> <p>Also accept responses that show understanding of the difference in meaning by indicating that orange is a noun in the first sentence and/or adjective in the second sentence, or by indicating that sweet is an adjective in the first sentence and/or a noun in the second sentence, for example:</p> <ul style="list-style-type: none"> • <i>The first one uses orange as a noun and second as an adjective.</i> <p>There are no spelling or punctuation requirements for this question.</p>	1m
38 G5.11 G3.1	<p>The wind was howling; the rain was drumming on the roof.</p> <p style="text-align: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> </p>	1m
39 G3.4 G1.4	<p>Award 1 mark for the correct insertion of an appropriate subordinating conjunction, for example:</p> <ul style="list-style-type: none"> • <i><u>Although</u> football is his favourite sport, James also enjoys watching tennis on TV.</i> • <i><u>Even though</u> football is his favourite sport, James also enjoys watching tennis on TV.</i> • <i><u>While</u> football is his favourite sport, James also enjoys watching tennis on TV.</i> <p>Do not accept misspellings or errors in capitalisation.</p>	1m
40 G1.6	<p>Award 1 mark for the correct word circled.</p> <p>The boy had seven brothers, each one <u>quite</u> different from the others.</p>	1m

2023 key stage 2 English grammar, punctuation and spelling test mark schemes

Qu.	Requirement	Mark												
47 G4.4	<p>Award 1 mark for a correctly punctuated sentence using the active, i.e.</p> <ul style="list-style-type: none"> <i>The children will sing a song.</i> <p>Also accept:</p> <ul style="list-style-type: none"> <i>The children will be singing a song.</i> <p>Do not accept misspellings of verb forms or errors in punctuation or capitalisation.</p>	1m												
48 G1.4 G3.4	<p>Award 1 mark for <i>when</i> and <i>so</i> or <i>when</i> and <i>so that</i> circled.</p> <p><u>When</u> my brother visits, we always go to the park <u>so</u> that we can play cricket.</p> <p><u>When</u> my brother visits, we always go to the park <u>so that</u> we can play cricket.</p>	1m												
49 G4.4	<p>Award 1 mark for a correctly punctuated sentence using the passive, for example:</p> <ul style="list-style-type: none"> <i>Over two thousand years ago, Britain was invaded by the Romans.</i> <i>Over 2000 years ago Britain was invaded.</i> <i>Britain, over two thousand years ago, was invaded by the Romans.</i> <i>Britain was invaded by Romans.</i> <i>Britain was invaded over two thousand years ago.</i> <p>Also accept:</p> <ul style="list-style-type: none"> <i>Britain had been invaded by the Romans.</i> <p>Also accept:</p> <ul style="list-style-type: none"> <i>Britain got invaded by the Romans over two thousand years ago.</i> <p>Do not accept misspellings of verb forms or errors in punctuation or capitalisation.</p> <p>Do not accept Britain spelt as 'Briton'.</p>	1m												
50 G1.6 G1.4	<p>Award 1 mark for all three correct.</p> <table border="1"> <thead> <tr> <th>Sentence</th> <th>Adverb</th> <th>Conjunction</th> </tr> </thead> <tbody> <tr> <td>I've only been to France <u>once</u> with my family.</td> <td>✓</td> <td></td> </tr> <tr> <td><u>Once</u> I arrived in Paris, I tried to speak French.</td> <td></td> <td>✓</td> </tr> <tr> <td>My accent really improved <u>once</u> we had been there a few days.</td> <td></td> <td>✓</td> </tr> </tbody> </table>	Sentence	Adverb	Conjunction	I've only been to France <u>once</u> with my family.	✓		<u>Once</u> I arrived in Paris, I tried to speak French.		✓	My accent really improved <u>once</u> we had been there a few days.		✓	1m
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I've only been to France <u>once</u> with my family.	✓													
<u>Once</u> I arrived in Paris, I tried to speak French.		✓												
My accent really improved <u>once</u> we had been there a few days.		✓												

6. Paper 2: spelling

6.1 Content domain coverage for Paper 2: spelling



This information is provided in Table 3.

6.2 General marking guidance for Paper 2: spelling

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

- If the pupil makes more than one attempt, it must be clear which answer the pupil wishes to be marked.
- If the pupil makes two or more attempts and it is not clear which is to be considered, the mark is not awarded.
- The pupil 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 in lower-case letters with an initial capital letter for the award of the mark.
- If the pupil has answered with the correct sequence of letters but has incorrectly inserted an apostrophe or a hyphen, the mark is not awarded.
- If the 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.

6.3 Pupil version of Paper 2: spelling

<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block; background-color: #f9cb9c;">Spelling</div>	
<p>1. There was a _____ in the field.</p> <p>2. I kept in _____ with my old friends when we moved.</p> <p>3. The questions were _____ from one to ten.</p> <p>4. The cup of tea was so hot it was _____.</p> <p>5. We learnt the _____ to the song.</p> <p>6. You _____ to wear your coat.</p> <p>7. The footballer got a red card for _____.</p> <p>8. We saw a _____ sunset.</p> <p>9. The dog was trained to _____ its owner.</p> <p>10. The _____ spokesperson delivered a speech.</p>	<p>11. Each person's fingerprint is _____.</p> <p>12. I found a _____ in my bicycle tyre.</p> <p>13. The rain became _____ heavier during the day.</p> <p>14. The _____ fixed Mum's car.</p> <p>15. I like most flavours of ice cream, but my _____ is for chocolate.</p> <p>16. _____ is one of the main food groups.</p> <p>17. Giant pandas have _____ appetites.</p> <p>18. We acted out a _____ in drama.</p> <p>19. The _____ recommended a pair of glasses.</p> <p>20. A _____ is a type of dried fruit.</p>
 <small>L 0 0 0 4 0 A 0 2 0 A</small>	<div style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block;">END OF TEST</div>
<small>Page 2 of 4</small>	 <small>L 0 0 0 4 0 A 0 3 0 A</small>
	<small>Page 3 of 4</small>

7. Mark schemes for Paper 2: spelling

Information relating to the content domain reference codes in Table 3 can be found in the key stage 2 English grammar, punctuation and spelling test framework.

Table 3: Mark schemes and content domain references for Paper 2

Qu.	Spelling	Mark	Content domain reference
1	lamb	1	S60 – words with ‘silent’ letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
2	touch	1	S40 – the /ʌ/ sound spelt <i>ou</i>
3	numbered	1	S38 – adding suffixes beginning with vowel letters to words of more than one syllable
4	undrinkable	1	S56 – words ending in <i>-able</i> and <i>-ible</i> ; words ending in <i>-ably</i> and <i>-ibly</i> S41 – prefixes
5	lyrics	1	S39 – the /i/ sound spelt <i>y</i> other than at the end of words
6	ought	1	S59 – words containing the letter string <i>ough</i>
7	misconduct	1	S41 – prefixes
8	glorious	1	S46 – the suffix <i>-ous</i>
9	obey	1	S52 – words with the /eɪ/ sound spelt <i>ei</i> , <i>eigh</i> , or <i>ey</i>
10	official	1	S54 – endings which sound like /ʃəl/
11	unique	1	S50 – words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i>
12	puncture	1	S44 – words with endings sounding like /ʒə/ or /tʃə/
13	steadily	1	S43 – the suffix <i>-ly</i>
14	mechanic	1	S48 – words with the /k/ sound spelt <i>ch</i>
15	preference	1	S57 – adding suffixes beginning with vowel letters to words ending in <i>-fer</i> S55 – words ending in <i>-ant</i> , <i>-ance</i> , <i>-ancy</i> , <i>-ent</i> , <i>-ence</i> , <i>-ency</i> S38 – adding suffixes beginning with vowel letters to words of more than one syllable
16	protein	1	S58 – words with the /i:/ sound spelt <i>ei</i> after <i>c</i>
17	substantial	1	S54 – endings which sound like /ʃəl/
18	scenario	1	S51 – words with the /s/ sound spelt <i>sc</i>
19	optician	1	S47 – endings that sound like /ʃən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>
20	currant	1	S61 – homophones and near homophones (Years 3 and 4); homophones and other words that are often confused (Years 5 and 6) S55 – words ending in <i>-ant</i> , <i>-ance</i> , <i>-ancy</i> , <i>-ent</i> , <i>-ence</i> , <i>-ency</i>
Total		20	



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2023 key stage 2 English grammar, punctuation and spelling mark schemes

Paper 1: questions and Paper 2: spelling

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