2024 national curriculum tests

Key stage 2

English grammar, punctuation and spelling test mark schemes

Paper 1: questions
Paper 2: spelling

Standards & Testing Agency

Contents

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 2024 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 2024 tests will be published in July 2024. The standards confirmation meeting will take place in July 2024.

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 2024 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.

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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

	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
Qu.							
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		

2024 key stage 2 English grammar, punctuation and spelling test mark schemes

Qu.	G1 Grammatical terms or word classes	G2 Functions of sentences	G3 Combining words, phrases and clauses	G4 Verb forms, tenses and consistency	G5 Punctuation	G6 Vocabulary	G7 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	• any unambiguous indication of the correct answer, for example:
	  • 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 or underlining of the answer	• any unambiguous indication of the correct answer, such as the answer being enclosed within a box	• 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	• lines that do not touch the boxes, provided the intention is clear	• multiple lines drawn to or from the same box (unless this is a question requirement)
Labelling	• clear labels, whether they use the full vocabulary required by the question or an unambiguous abbreviation, for example, 'V' for 'verb'	• ambiguity in labelling, for example, the use of 'AD' or 'A' where a distinction is required between 'adjective' and 'adverb'

Question Type	Accept	Do not accept
Punctuation	• correctly formed punctuation that is clear, unambiguous and recognisable as the required punctuation mark	• punctuation that is ambiguous, for example, if it is unclear whether the mark is a comma or full stop
Sentences and capital letters	• 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 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.	• answers in which capital letters are omitted or placed inappropriately in a sentence, or where an entire word is capitalised
Spelling	• incorrect spellings of the correct response if no specific mark scheme guidance is given	• incorrect spellings of answers for which the mark scheme requires correct spelling 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.

Question Type	Accept	Do not accept
Answers outside the expected space	• 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	• answers that are given outside the expected space and contradicted by another answer written elsewhere
More than one answer given	• multiple answers that are all correct according to the mark scheme	• responses where both correct and incorrect answers are given
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
Crossed-out answers	• correct answers that replace a crossed-out attempt	• 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 G5.3 G2.2	Do you know how long it took for the trees to grow ☑ ☐ ☐ ☐	**1m**
2 G5.6a	☐ ☐ After he ate, the lion lay down and slept for many hours. ☑ ☐	**1m**
3 G5.11 G3.1	**Award 1 mark** for a correctly placed semi-colon. It was raining heavily**;** she had lost her umbrella the week before.	**1m**
4 G5.6b G1.6a	Sadly, the match had to be cancelled. ☑ ☐ ☐ ☐	**1m**
5 G2.3	☐ ☐ ☐ Hold the handrail to keep yourself steady. ☑	**1m**
6 G5.8	The car's horn beeps loudly. ☑ ☐ ☐ ☐	**1m**
7 G4.1a	**Award 1 mark** for all **three** correct. Oliver <u>feels</u> proud when he <u>collects</u> his medal after he <u>wins</u> the race. ┌─────┐ ┌──────────┐ ┌─────┐ │ *felt* │ │ *collected* │ │ *won* │ └─────┘ └──────────┘ └─────┘ **Do not accept** misspellings. **There are no capitalisation requirements for this question.**	**1m**

Qu.	Requirement	Mark
8 G1.5a G1.5b	**Award 1 mark** for all **three** correct.	**1m**

Sentence	Possessive pronoun	Relative pronoun
That red cycle helmet is <u>mine</u>.	✓	
I wear it when I ride the new bike <u>which</u> my uncle gave me.		✓
My bike goes much faster than <u>yours</u>.	✓	

Qu.	Requirement	Mark
9 G2.2 G5.3	☐ ☐ If you finish your homework, are you able to stay ☑ ☐	**1m**
10 G6.1	☐ ☐ ☐ miserable ☑	**1m**
11 G7.2 G7.3	☐ ☐ The school would benefit from the financial savings. ☑ ☐	**1m**
12 G5.12 G3.1	**Award 1 mark** for a correctly placed dash. I will not tell you any more about the film **–** you'll have to see it for yourself.	**1m**
13 G5.1	☐ ☐ In July, I will visit my grandparents in Newcastle. ☑ ☐	**1m**
14 G5.9	**Award 1 mark** for a correctly placed pair of brackets. The players **(**both former world champions**)** waited at the side of the court.	**1m**

Qu.	Requirement	Mark
15 G1.5	**Award 1 mark** for the correct word circled. Early bicycles did not have pedals, so (riders) had to push themselves along using their feet.	**1m**
16 G3.1a	☐ a relative clause ☑ ☐ ☐	**1m**
17 G7.1	**Award 1 mark** for all **four** correct. <table><tr><th>Sentence</th><th>Standard English</th><th>Non-Standard English</th></tr><tr><td>"You haven't done a bad job!" she told us.</td><td>✓</td><td></td></tr><tr><td>"You ain't done a bad job!" she told us.</td><td></td><td>✓</td></tr><tr><td>"You've done an excellent job!" she told us.</td><td>✓</td><td></td></tr><tr><td>"You done an excellent job!" she told us.</td><td></td><td>✓</td></tr></table>	**1m**
18 G5.4 G5.2 G5.3	**Award 1 mark** for a full stop, a question mark and an exclamation mark correctly inserted. "Did you see that goal**?** I thought it was incredible**!**" exclaimed Elle**.**	**1m**
19 G7.3 G7.2	☐ ☐ We request that you put any litter in the bins provided. ☑ ☐	**1m**
20 G3.2	a noun phrase ☑ ☐ ☐ ☐	**1m**

Qu.	Requirement	Mark
21 G5.7	☐ ☐ ☐ "Please take out your books," said the teacher ☑ calmly, "and finish your poems."	**1m**
22 G5.10 G5.5	**Award 1 mark** for a colon and a comma correctly inserted. We are pleased to announce the three winners of the art competition**:** Samir**,** Ben and Ella.	**1m**
23 G6.1	<table><tr><th>Pair of words</th><th>Synonyms</th><th>Antonyms</th></tr><tr><td>rough, smooth</td><td></td><td>✓</td></tr><tr><td>courageous, brave</td><td>✓</td><td></td></tr><tr><td>vivid, dull</td><td></td><td>✓</td></tr></table>	**1m**
24 G3.4	☐ ☐ a subordinate clause ☑ ☐	**1m**
25 G5.9	**Award 1 mark** for a correctly placed pair of commas. One of the world's most interesting plants**,** the Venus flytrap**,** catches its prey by snapping its leaves shut.	**1m**
26 G4.4	☐ ☐ ☐ The meal was enjoyed by everyone. ☑	**1m**
27 G6.3	**Award 1 mark** for *suffix* **Also accept** *morpheme* or *affix* **There are no spelling or punctuation requirements for this question.**	**1m**

Qu.	Requirement	Mark
28 G1.4	**Award 1 mark** for *conjunction(s)* or *subordinating conjunction(s)* **Also accept** *subordinator(s)* **There are no spelling or punctuation requirements for this question.**	**1m**
29 G5.6a	**Award 1 mark** for a response explaining that the comma changes the type of items cooked, referring to one or both sentences, for example: • *The second sentence says that the chicken and soup are different things but the first says it is chicken flavoured soup.* • *In the first, they cooked chicken soup, but in the second the chicken and soup are separate.* **Also accept** a response explaining that the comma changes the number of items cooked, referring to one or both sentences, for example: • *In the first one there are two things but in the second one there are three.* • *It changes the list from 2 things to 3 things.* **There are no spelling or punctuation requirements for this question.**	**1m**
30 G4.1c	**Award 1 mark** for the correct word circled. Hannah said I (could) share her snack because I had forgotten mine.	**1m**
31 G1.1	**Award 1 mark** for all **four** correct. The successful (athletes) were full of (pride) when they accepted their (medals) from the (judges.)	**1m**
32 G1.9	Every Saturday, Nadim takes his dog for a walk in the park. ☐ ☑ ☐ ☐	**1m**
33 G6.2	**Award 1 mark** for *over* **Also accept** *over-* **Also accept** *sur*	**1m**
34 G1.1	☐ ☐ nouns ☑ ☐	**1m**

Qu.	Requirement	Mark
35 G5.13	**Award 1 mark** for a hyphen inserted in the correct place. There was a build-up of litter around the bins in the school playground.	**1m**
36 G3.3 G1.4	**Award 1 mark** for the correct word circled. The journey proved difficult as they had to travel by night,(but) they made good time once the stars came out to guide them.	**1m**
37 G1.3	☐ an adjective ☑ ☐ ☐	**1m**
38 G5.8	**Award 1 mark** for all **three** correct. The teachers — staffroom was full of books and old armchairs. The teachers' — new mug was a present from her class. The teacher's — were taking part in the school play.	**1m**
39 G6.2 G6.1	**Award 1 mark** for *immature* **Do not accept** misspellings of the prefix *im*. **There are no capitalisation requirements for this question.**	**1m**
40 G1.8	**Award 1 mark** for *determiner(s)* **There are no spelling or punctuation requirements for this question.**	**1m**
41 G1.2	☐ After he sprained his ankle, he could not <u>dance</u>. ☑ ☐ ☐	**1m**

Qu.	Requirement	Mark
42 G5.8	**Award 1 mark** for both correct. If <u>nobody is</u> home, your parcel <u>will not</u> be delivered. nobody's won't **Do not accept** misspellings. **There are no capitalisation requirements for this question.**	1m
43 G1.6	Although he ran <u>fast</u>, Tom did not win the race. ✓	1m
44 G4.1a	**Award 1 mark** for both correct. Joseph hurriedly <u>draws</u> the man's portrait, but then <u>tears</u> the drew tore page out of his sketchbook. **Do not accept** misspellings. **There are no capitalisation requirements for this question.**	1m
45 G1.7	**Award 1 mark** for both correct. (After) playtime, you must stay (inside) the classroom until it is lunchtime.	1m
46 G4.1d	**Award 1 mark** for Alexandra <u>walked</u> home. was walking **Do not accept** misspellings. **There are no capitalisation requirements for this question.**	1m

Qu.	Requirement	Mark
47 G4.4	**Award 1 mark** for a correctly punctuated sentence using the passive, for example: • *We were disturbed by the noise of the traffic.* • *We were disturbed.* • *We were disturbed by the traffic noises.* **Also accept** a correctly punctuated sentence using a *get*-passive, for example: • *We got disturbed by the noise of the traffic.* **Do not accept** misspellings of verb forms or errors in punctuation or capitalisation.	**1m**
48 G2.4	☐ ☐ ☐ How strange some deep-sea creatures look ☑	**1m**
49 G1.6a	**Award 1 mark** for We put on our PE kits <u>before the match</u>.	**1m**
50 G6.1	**Award 1 mark** for both correct. The street was lined with (grand) houses; the modest cottage stood out amongst its (imposing) neighbours.	**1m**

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

Spelling

1. Our dogs are _____ and full of energy.

2. The swans nested on an _____ in the lake.

3. We met a _____ writer.

4. The linen fabric had a rough _____.

5. It is important to stay safe on _____ media.

6. The school is _____ its minibus.

7. This bracelet is a _____ of our friendship.

8. Working hard will _____ our chance of success.

9. The dentist gave my teeth a thorough _____.

10. We go to the beach _____ in summer.

11. Your _____ carry blood to your heart.

12. We were delighted when our team won the _____.

13. There was _____ because of the snow.

14. We waited in the _____ to buy tickets.

15. I have a _____ to your problem.

16. It was with some _____ that Jon went upstairs to start his homework.

17. Sports day last year was a _____ event.

18. After some _____, Dad agreed that we could stay up late.

19. Is this the book you were _____ to?

20. The cook served a _____ meal.

END OF TEST

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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	young	1	S40 – the /ʌ/ sound spelt *ou*
2	island	1	S60 – words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
3	famous	1	S46 – the suffix –*ous*
4	texture	1	S44 – words with endings sounding like /ʒə/ or /tʃə/
5	social	1	S54 – endings which sound like /ʃəl/
6	replacing	1	S38 – adding suffixes beginning with vowel letters to words of more than one syllable S41 – prefixes
7	symbol	1	S39 – the /i/ sound spelt *y* other than at the end of words
8	increase	1	S41 – prefixes
9	examination	1	S42 – the suffix –*ation*
10	frequently	1	S43 – the suffix –*ly*
11	veins	1	S52 – words with the /eɪ/ sound spelt *ei*, *eigh*, or *ey*
12	league	1	S50 – words ending with the /g/ sound spelt –*gue* and the /k/ sound spelt –*que*
13	chaos	1	S48 – words with the /k/ sound spelt *ch*
14	queue	1	S61 – homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)
15	solution	1	S47 – endings that sound like /ʃən/, spelt –*tion*, –*sion*, –*ssion*, –*cian*
16	reluctance	1	S55 – words ending in –*ant*, –*ance*, –*ancy*, –*ent*, –*ence*, –*ency*
17	memorable	1	S56 – words ending in –*able* and –*ible* words ending in –*ably* and –*ibly*
18	persuasion	1	S45 – endings that sound like /ʒən/
19	referring	1	S57 – adding suffixes beginning with vowel letters to words ending in –*fer* S38 – adding suffixes beginning with vowel letters to words of more than one syllable
20	nutritious	1	S53 – endings which sound like /ʃəs/ spelt –*cious* or –*tious*
Total		**20**	

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