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National curriculum tests

Key stage 1

English grammar, punctuation and spelling

Mark schemes

SAMPLE BOOKLET

Published July 2015

This sample test indicates how the national curriculum will be assessed from 2016. Further information is available on GOV.UK at **www.gov.uk/sta**.

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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 2014 national curriculum will be assessed for the first time in May 2016. The sample test and mark schemes set out how the new national curriculum will be assessed from 2016 onwards. This 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/sta.

A new test and mark scheme will be developed each year.

The key stage 1 tests will be marked internally by teachers to inform teacher assessment.

Scaled score conversion tables are not included in this document. Conversion tables are produced as part of the standard-setting process. As the sample tests are not subject to standard setting, they are not available for these tests. Scaled score conversion tables for the 2016 tests will be published at www.gov.uk/sta in June 2016.

A variety of questions has been included in this sample test to demonstrate the formats and curriculum content that pupils may encounter in a live test. A commentary is provided in the mark scheme that accompanies each question.

This sample test mark scheme is provided to give teachers an indication of how to mark the tests. The mark schemes for the sample tests have been subject to a shorter process than the full, rigorous development process that is used for live mark schemes. The pupil examples are based on responses gathered from the test trialling process.

The sample test and mark schemes have been reviewed by teachers and other expert reviewers.

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 sample 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 sample test papers 1 and 2.

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4. Internal moderation procedures

We recommend teachers involved in marking the key stage 1 tests undertake moderation activity to ensure marking is consistent across their school. Guidance is published on the GOV.UK website at www.gov.uk/sta.

5. Paper 1: spelling

5.1 Content domain coverage for Paper 1: spelling

This information is provided in the mark scheme 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 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, you must not award the mark.
- 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 and months of the year, 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 hyphen, you must not award the mark.
- If the pupil has answered with the correct sequence of letters but these have been separated into clearly divided components, with or without a dash, you must not award the mark.

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5.3 Pupil version of Paper 1: spelling

Spelling

P. There was a big _____ in the garden.

1. Hannah ran _____ than Lee.

2. Yesterday it was very _____.

3. I had a big smile on my _____.

4. There was a large _____ of children at the party.

5. You pick things up with your _____.

6. The _____ in the box are different colours.

7. Our new _____ is black with white paws.

8. I _____ my friend for her help.

9. We are going on holiday on _____.

10. I am not allowed to eat too many _____.

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11. My grandad was _____ a cake.

12. The children _____ all of the words.

13. Our class built a _____ from clay.

14. A _____ can hold its breath for two hours.

15. The musician gave concerts all over the _____.

16. Dad _____ to meet the children.

17. A rose _____ fell to the ground.

18. I saw a beautiful _____.

19. The school garden is a _____ place to sit.

20. Susan had a large collection of _____.

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	Mark	Content domain reference
1	faster	**1**	S7 – Adding *–er* and *–est* to adjectives where no change is needed to the root word
2	sunny	**1**	S26 – Adding *–ing*, *–ed*, *–er*, *–est* and *–y* to words of one syllable ending in a single consonant letter after a single vowel letter
3	face	**1**	S15 – The /*s*/ sound spelt *c* before *e*, *i* and *y*
4	group	**1**	S8 – Vowel digraphs and trigraphs
5	fingers	**1**	S5 – Adding *s* and *es* to words
6	paints	**1**	S8 – Vowel digraphs and trigraphs
7	kitten	**1**	S11 – Using k for the /*k*/ sound
8	thanked	**1**	S6 – Adding the endings *–ing*, *–ed* and *–er* to verbs where no change is needed to the root word
9	Saturday*	**1**	S13 – The days of the week
10	sweets	**1**	S8 – Vowel digraphs and trigraphs
11	baking	**1**	S25 – Adding the endings *–ing*, *–ed*, *–er*, *–est* and *–y* to words ending in *–e* with a consonant before it
12	knew	**1**	S16 – The /*n*/ sound spelt *kn* and (less often) *gn* at the beginning of words
13	model	**1**	S19 – The /*l*/ or /*əl*/ sound spelt *-el* at the end of words
14	whale	**1**	S10 – New consonant spellings *ph* and *wh*
15	world	**1**	S31 – The /*ʒ:*/ sound spelt *or* after *w*
16	hurried	**1**	S24 – Adding *–ed*, *–ing*, *–er*, and *–est* to a root word ending in *–y* with a consonant before it
17	petal	**1**	S20 – The /*l*/ or /*əl*/ sound spelt *-al* at the end of words
18	rainbow	**1**	S12 – Compound words
19	peaceful	**1**	S34 – The suffixes *–ment*, *–ness*, *–ful*, *–less* and *–ly*
20	teddies	**1**	S23 – Adding *–es* to nouns and verbs ending in *–y*
Total marks		**20**	

*Days of the week and months of the year must be written with an initial capital letter. See guidance in section 5.2.

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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 forms, tense and consistency	Punctuation	Vocabulary
1					1	
2			1			
3					1	
4					1	
5					1	
6	1					
7	1					
8		1				
9		1				
10						1
11	1					
12	1					
13				1		
14				1		
15					1	
16				2		
17					1	
18		2				

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7.2 General guidance on marking for Paper 2: questions

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

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. • 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 has been ticked
Circling of the answer	Any unambiguous indication of the correct answer, e.g. • the answer is underlined • the answer is enclosed within a box	Answers in which more than the required number of words has been circled Answers in which the correct answer is encircled, together with any whole 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	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
Additional punctuation	Answers that are punctuated correctly according to the mark scheme, even if additional punctuation has been attempted incorrectly 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	Answers that do not meet the mark scheme criteria

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Question type	Accept	Do not accept
Spelling (in Paper 2 only)	Where no specific mark scheme guidance is given, incorrect spellings of the correct answer should be accepted	Incorrect spellings of answers for which the mark scheme requires correct spelling Correct spelling is generally required for questions assessing contracted forms, plurals, verb tenses, prefixes and suffixes
Answers outside the expected space	A correct answer given somewhere other than the answer space, providing 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	Both correct and incorrect responses given
Handwriting	Answers that are clear, unambiguous and recognisable	Answers that are unclear or ambiguous
Crossed-out answers	Correct answers that have not been crossed out Correct answers that replace a crossed-out attempt	Crossed-out answers, whether or not these have been replaced by a further attempt

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7.3 Explanation of the mark schemes for Paper 2: questions

Teachers 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 additional guidance that may be relevant
- the content domain reference.

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8. Mark schemes for Paper 2: questions

The commentary has been added to the sample test mark scheme to provide an explanation of how the new national curriculum is assessed through the key stage 1 English grammar, punctuation and spelling test.

Qu	Requirement	Mark
1	Write the missing punctuation mark to complete the sentence below. **Award 1 mark** for the correct insertion of a question mark. *Can you play my favourite tune***?**	**1m**
Content domain: G5.3 – question marks		
2	Tick the correct word to complete the sentence below. *I hope _____ we will play musical chairs at the party.* **Award 1 mark** for the correct box ticked. when ☐ if ☐ that ☑ because ☐	**1m**
Content domain: G3.4 – subordinating conjunctions **Commentary:** This is an example of a typical multiple-choice question, in which the pupil is asked to tick one of the options. Answers marked in alternative ways, e.g. with a cross, or written into the sentence, can also be marked as correct.		
3	Tick one box to show where a **comma** should go in the sentence below. **Award 1 mark** for the correct box ticked. *Aisha found some red blue and purple beads in the box.* ↑ ☐ ↑ ☑ ↑ ☐ ↑ ☐	**1m**
Content domain: G5.5 – commas in lists **Commentary:** This question format, with tick boxes below the target sentence, is sometimes used for questions that ask where a punctuation mark should be inserted.		

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Qu	Requirement	Mark
4	Draw lines to match the groups of words that have the same meaning. One has been done for you. **Award 1 mark** for all three matched correctly. 	1m
Content domain: G5.8 – apostrophes to mark contracted forms **Commentary:** This is an example of a matching question. In this representation, one has been completed as an example for pupils. This may not always be the case.		
5	Look at where the arrow is pointing. *The children went home Josh had enjoyed his party.* ↑ Which punctuation mark is missing? **Award 1 mark** for the correct box ticked. comma ☐ question mark ☐ apostrophe ☐ full stop ☑	1m
Content domain: G5.2 – full stops **Commentary:** Although pupils are asked to tick the box to show their answer, the mark should also be awarded if a full stop is inserted in the correct place in the sentence.		
6	What type of word is underlined in the sentence below? *Poppy held the baby rabbit <u>gently</u> in her arms.* **Award 1 mark** for the correct box ticked. an adjective ☐ an adverb ☑ a noun ☐ a verb ☐	1m
Content domain: G1.6 – adverbs		

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Qu	Requirement	Mark
7	What type of word is brave in the sentence below? *The brave mouse marched up to the lion.* **Award 1 mark** for the correct box ticked. an adverb ☐ an adjective ☑ a verb ☐ a noun ☐	1m
Content domain: G1.3 – adjectives **Commentary:** The wording of this question is different from question 6, which has a similar format. The test uses a variety of ways to phrase similar questions.		
8	Read the sentences below. **Growing Beans** Place some damp cotton wool in a jar. Push a bean seed down against the side of the jar. Wait for the bean seed to sprout. Tick the word that best describes these sentences. **Award 1 mark** for the correct box ticked. statements ☐ questions ☐ commands ☑ exclamations ☐	1m
Content domain: G2.3 – commands		
9	Tick the sentence that is a **statement**. **Award 1 mark** for the correct box ticked. What an interesting painting! ☐ Can you collect the crayons, please? ☐ James washed the paintbrushes. ☑ Check that your tables are clean. ☐	1m
Content domain: G2.1 – statements **Commentary:** Questions 8 and 9 appear in this sample test in order to show the variety of question formats that might be used.		

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Qu	Requirement	Mark
10	Write **s** or **es** to make each word a plural. **Award 1 mark** for **three** correct suffixes added. fox**es** card**s** match**es** **Do not accept** responses that are misspelt or that contain apostrophes.	**1m**
Content domain: G6.3 – Regular plural noun suffixes *–s* or *–es* **Commentary:** Responses must be spelt correctly for the award of the mark in questions assessing suffixes. Although pupils are asked to write their answers in the spaces provided, the mark should also be awarded if the word is written out again, with the correct plural ending added.		
11	Circle the **three** nouns in the sentence below. **Award 1 mark** for all **three** identified. *A whale has an enormous heart that can weigh as much as a small car.*	**1m**
Content domain: G1.1 – nouns **Commentary:** The word 'three' is emboldened in this question, whereas 'verbs' is emboldened in question 12. Emboldening of the terminology usually takes precedence, except in cases such as this where pupils are asked to identify more than one of something.		
12	Circle the **verbs** in the sentence below. **Award 1 mark** for **both** verbs identified. *Yesterday was the school sports day and Jo wore her new running shoes.*	**1m**
Content domain: G1.2 – verbs **Commentary:** This question requires pupils to circle their answers. The response should be marked as incorrect if any additional words are circled. Do not accept responses in which *running* is circled, since it acts as an adjective in this sentence.		
13	Tick the sentence that is correct. **Award 1 mark** for the correct box ticked. Adam saw his friend in the park and wave. ☐ Adam saw his friend in the park and waved. ☑ Adam sees his friend in the park and wave. ☐ Adam sees his friend in the park and waved. ☐	**1m**
Content domain: G4.2 – tense consistency		

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Qu	Requirement	Mark
14	Tick to show whether each sentence is in the **past tense** or the **present tense**. **Award 1 mark** for all **three** correct.	1m

Sentence	Past tense	Present tense
Becky was thinking.	✓	
I am reading my book.		✓
Jo is going for a walk.		✓

Content domain: G4.1d – present and past progressive

Commentary: Table completion questions are one of the formats that will be used in the test. Usually, pupils will be asked to put one tick in each row.

Qu	Requirement	Mark
15	Why do the underlined words start with a capital letter? *<u>King Fred</u> had a party at <u>Greystone Palace</u> on <u>Sunday</u> afternoon.* **Award 1 mark** for responses that explain that the words start with a capital letter because they are names, e.g. • *they are names* • *because they are names* • *every name starts with a capital letter* • *King Fred / Greystone Palace / Sunday is a name* Also **award 1 mark** for responses that refer to the words being proper nouns, e.g. • *they are proper nouns* **Do not accept** general responses or those referring to other uses of capital letters, e.g. • *because they are important* • *king is the first word in the sentence*	1m

Content domain: G5.1 – capital letters

Commentary: Examples of pupils' responses are written in italics and preceded with a bullet point. Responses that meet the criteria but use different phrasing should also be marked as correct.

Use of the term 'proper noun' is not an expectation at the end of key stage 1, but if pupils give it as their answer, the mark should be awarded.

Pupils are not expected to write full sentences or with correct spelling and punctuation for questions that ask for an explanation.

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Qu	Requirement	Mark
16	The verbs in boxes are in the present tense. Write these verbs in the **past tense**. One has been done for you. visits ↓ When my family *visited* the zoo, take ↓ I _____ photos with my new camera. **Award 1 mark** for: • *took* **Also accept**: • *had taken* • *was taking* smiles ↓ My brother _____ for his picture. **Award 1 mark** for: • *smiled* **Also accept**: • *had smiled* • *was smiling* **Do not accept** responses that are spelt incorrectly.	**Up to 2m**

Content domain: G4.1a – simple past and simple present

Commentary: This question has been included as an example of an open response format. Pupils are expected to write their answers on the lines. Correct spelling is required for questions assessing verb tenses.

Past perfect verb forms are not in the key stage 1 programme of study, but examples are included here as the mark should be awarded if pupils give them as their answer.

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Qu	Requirement	Mark
17	Write the words I am as one word, using an **apostrophe**. _____ *going to the shops soon*. **Award 1 mark** for: • *I'm* **Do not accept**: i'm **Do not accept** responses that are spelt incorrectly.	1m
Content domain: G5.8 – apostrophes (contraction) **Commentary:** Correct spelling and correct placement of the apostrophe are required in questions assessing contracted forms. The pronoun 'I' must be written with a capital letter. The apostrophe must be clear and unambiguous for the award of the mark; this is the case with all punctuation marks required in a pupil's response.		
18	*Joe wanted to buy a present. He asked his mum if Gran would like flowers*. Write Joe's question to his mum in the speech bubble. Remember to use correct punctuation. **Award 2 marks** for an appropriate question that starts with a capital letter and ends with a question mark, e.g. • *Would Gran like some flowers?* • *Can I buy my granny some flowers?* • *Would she like flowers?* • *Mum, can I get some flowers?* **Also accept** responses that use capital letters incorrectly for Gran / my gran or have incorrect internal punctuation. **Award 1 mark** for an appropriate question that does not start with a capital letter and / or that does not end with a question mark, e.g. • *would Gran like some flowers?* • *Can I buy Gran some flowers.* • *should I buy flowers for my gran*	Up to 2m
Content domain: G2.2 – questions **Commentary:** This is an example of a multi-mark open response question, in which pupils are expected to meet multiple criteria in order to gain maximum marks. It is expected that there will be only one or two of this type of question in each test. Examples of pupils' responses are written in italics and preceded with a bullet point. Responses that meet the criteria but use different phrasing should also be marked as correct. Correct spelling is not required for the award of the mark. Although correct sentence punctuation is required for the award of both marks, pupils are not required to use capital letters correctly for Gran / my gran or correct internal punctuation, as this is beyond the programme of study. Answers that use inverted commas should also be accepted according to the mark scheme criteria, whether or not these are used correctly.		

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