2016 PrimaryTools.co.uk

2016 national curriculum tests

Key stage 1

English grammar, punctuation and spelling test mark schemes

Paper 1: spelling and Paper 2: questions

Standards & Testing Agency

2016 PrimaryTools.co.uk

2016 PrimaryTools.co.uk

Contents

1. Introduction **3**

2. Structure of the key stage 1 English grammar, punctuation and spelling test **3**

3. Content domain coverage **3**

4. Internal moderation procedures **3**

5. Paper 1: spelling **4**

5.1 Content domain coverage for Paper 1: spelling 4

5.2 General guidance on marking Paper 1: spelling 4

5.3 Pupil version of Paper 1: spelling 5

6. Mark schemes for Paper 1: spelling **6**

7. Paper 2: questions **7**

7.1 Content domain coverage for Paper 2: questions 7

7.2 General guidance on marking Paper 2: questions 8

7.3 Explanation of the mark schemes for Paper 2: questions 10

8. Mark schemes for Paper 2: questions **11**

2016 PrimaryTools.co.uk

2016 PrimaryTools.co.uk

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 2016 tests are the first assessment of the 2014 national curriculum. 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 will be produced as part of the standard-setting process. Scaled score conversion tables for the 2016 tests will be published at www.gov.uk/sta in June 2016. The standard setting process will take place in May 2016.

This mark scheme is provided for teachers to use when marking pupils' responses. The pupil examples are based on responses gathered from the test trialling process.

2. Structure of the key stage 1 English grammar, punctuation and spelling test

The key stage 1 English grammar, punctuation and spelling test materials comprise:

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

3. Content domain coverage

The 2016 test meets the specification set out in the test framework. Tables 1 and 2 set out the areas of the content domain that are assessed in papers 1 and 2.

4. Internal moderation procedures

We recommend 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.

2016 PrimaryTools.co.uk

2016 PrimaryTools.co.uk

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 more than one attempt is made, it must be clear which version the pupil wishes to be marked. If two or more attempts are made and it is not clear which is to be considered, the mark is not awarded.
- Spellings can be written in upper or lower case, or a mixture of the two. The exception to this is for days of the week and months of the year, which must be written with an initial capital letter for the award of the mark.
- If a word has been written with the correct sequence of letters but an apostrophe or hyphen has been incorrectly inserted, the mark is not awarded.
- If a word has been written with the correct sequence of letters but these have been separated into clearly divided components, with or without a dash, the mark is not awarded.
- Crossed out answers that have not been replaced by a further attempt should not be awarded the mark.

2016 PrimaryTools.co.uk

2016 PrimaryTools.co.uk

5.3 Pupil version of Paper 1: spelling

Spelling

P. There was a big _____ in the garden.

1. I need to _____ my holiday suitcase.

2. The _____ is dark at night.

3. The snail hid inside its _____.

4. My friend has a new _____ sister.

5. After tea I will _____ Grandma.

6. My friend has brown _____.

7. A flock of geese is _____ overhead.

8. The swing was made from a _____ of wood.

9. The class learnt about _____ in maths.

10. I like to _____ to my friends at playtime.

Page **2** of **4**

11. My sister _____ her horse every weekend.

12. I had a _____ to eat at playtime.

13. I lost one _____ when building a snowman.

14. My _____ cat likes to sleep all day.

15. My shoes _____ my red dress.

16. My mum works in an _____.

17. The fireman had a long _____.

18. The ball _____ higher on the hard ground.

19. The nurse was _____ with my sore arm.

20. My teacher told us some funny _____.

END OF SPELLING TEST

Page **3** of **4**

2016 PrimaryTools.co.uk

2016 PrimaryTools.co.uk

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	pack	**1**	S1 – the sounds */f/, /l/, /s/, /z/* and */k/* spelt *ff, ll, ss, zz* and *ck*
2	sky	**1**	S22 – the */aɪ/* sound spelt *–y* at the end of words
3	shell	**1**	S1 – the sounds */f/, /l/, /s/, /z/* and */k/* spelt *ff, ll, ss, zz* and *ck*
4	baby	**1**	S9 – words ending in *–y* (*/iː/ or /ɪ/*)
5	phone	**1**	S10 – new consonant spellings *ph* and *wh*
6	eyes	**1**	S37 – common exception words
7	flying	**1**	S24 – adding *–ed*, *–ing*, *–er*, and *–est* to a root word ending in *–y* with a consonant before it
8	plank	**1**	S2 – the *ŋ* sound spelt *n* before *k*
9	money	**1**	S29 – the */iː/* sound spelt *–ey*
10	talk	**1**	S27 – the */ɔː/* sound spelt *a* before *l* and *ll*
11	rides	**1**	S5 – adding *s* and *es* to words
12	pear	**1**	S36 – homophones and near-homophones
13	glove	**1**	S28 – the */ʌ/* sound spelt *o*
14	lazy	**1**	S25 – adding the endings *–ing*, *–ed*, *–er*, *–est* and *–y* to words ending in *–e* with a consonant before it
15	match	**1**	S3 *–tch*
16	office	**1**	S15 – the */s/* sound spelt *c* before *e*, *i* and *y*
17	ladder	**1**	S8 – vowel digraphs and trigraphs
18	bounces	**1**	S8 – vowel digraphs and trigraphs
19	gentle	**1**	S18 – the */l/* or */əl/* sound spelt *–le* at the end of words
20	stories	**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.

2016 PrimaryTools.co.uk

2016 PrimaryTools.co.uk

7. Paper 2: questions

7.1 Content domain coverage for Paper 2: questions

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

Table 2: Content domain coverage for Paper 2

	G1	G2	G3	G4	G5	G6
	Grammatical terms / word classes	Functions of sentences	Combining words, phrases and clauses	Verb tenses and consistency	Punctuation	Vocabulary
1			1			
2			1			
3		1				
4						1
5						1
6	1					
7					1	
8	1					
9		1			1	
10		1				
11	1					
12				1		
13	1					
14					1	
15					1	
16					1	
17					1	
18					1	
19				1		

2016 PrimaryTools.co.uk

2016 PrimaryTools.co.uk

7.2 General guidance on marking Paper 2: questions

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

Table 3: General guidance for Paper 2

Question type	Accept...	Do not accept...
Tick boxes and tables	any unambiguous indication of the correct answer, e.g. • 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.

2016 PrimaryTools.co.uk

2016 PrimaryTools.co.uk

Question type	Accept...	Do not accept...
Spelling (in Paper 2 only)	incorrect spellings of the correct answer, unless specific mark scheme guidance is given to require a correct spelling.	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.

2016 PrimaryTools.co.uk

2016 PrimaryTools.co.uk

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.

2016 PrimaryTools.co.uk

2016 PrimaryTools.co.uk

8. Mark schemes for Paper 2: questions

Qu.	Requirement	Mark
1	Tick the correct word to complete the sentence below. *Tomorrow, we could go for a walk _____ play games indoors.* **Award 1 mark** for the correct box ticked. when ☐ or ☑ because ☐ if ☐	1m
2	Tick the correct word to complete the sentence below. *_____ you go to the park, you can play a game.* **Award 1 mark** for the correct box ticked. And ☐ So ☐ But ☐ If ☑	1m
3	Which sentence is a **command**? **Award 1 mark** for the correct box ticked. Pack away your paints now. ☑ You should be proud of your work. ☐ Will you show me your painting? ☐ That's your best work yet! ☐	1m
4	Add a **suffix** to the word fall to complete the sentence below. *The autumn leaves are fall___ to the ground.* **Award 1 mark** for: • ing **Additional guidance:** • The suffix must be spelt correctly. • If pupils write the whole word – *falling* – this must be spelt correctly.	1m

2016 PrimaryTools.co.uk

Qu.	Requirement	Mark
5	Add a **suffix** to the word fast to complete the sentence below. *The hare knew that he could run fast___ than the tortoise.* **Award 1 mark** for: • er **Additional guidance:** • The suffix must be spelt correctly. • If pupils write the whole word – *faster* – this must be spelt correctly.	**1m**
6	What type of word is underlined in the sentence below? *Gran thought the flowers were pretty.* **Award 1 mark** for the correct box ticked. noun ☐ verb ☐ adjective ☑ adverb ☐	**1m**
7	Why do the underlined words start with a **capital letter**? *On Saturday morning, Sarah and her family went on holiday to Scotland.* **Award 1 mark** for a response that explains that the words start with a capital letter because they are names, e.g. • *they are names* • *a place / day / name needs a capital letter* • *because every name starts with a capital letter* • *because Sarah / Saturday is a name* • *Scotland is a place.* **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, e.g. • *because they are important.* **Additional guidance:** • Spelling should not be assessed for the award of this mark. • Sentence grammar and punctuation in the pupil's explanation should not be assessed for the award of this mark.	**1m**

Qu.	Requirement	Mark
8	Circle the **two** nouns in the sentence below. **Award 1 mark** for both correct nouns identified. *You have left your pencil on the bench over there.*	**1m**
9	Joe and Sam are finding out about lions. Write a **question** they could ask their teacher in the speech bubble. Remember to use correct punctuation. **Award 2 marks** for an appropriate question using correct question syntax, with correct use of initial capital letter and question mark, e.g. • *Where do lions live?* • *What do they eat?* • *How big is a lion?* • *Do they have yellow manes?* **Award 1 mark** for an appropriate question using correct question syntax, with incorrect use of initial capital letter and / or demarcation, e.g. • *Do lions come from Africa.* • *are they big.* • *how many baby lions do they have?* • *Are Lions strong?* **Do not accept** an answer not in context (with or without correct punctuation), e.g. • *What time is it?* • *When is playtime.* **Additional guidance:** • Spelling should not be assessed for the award of this mark. • Incorrect use of punctuation other than capital letters and question mark should not be penalised.	**Up to 2m**
10	What type of sentence is below? *One day, Ali decided to make a toy robot.* **Award 1 mark** for the correct box ticked. a question ☐ a statement ☑ a command ☐ an exclamation ☐	**1m**

Qu.	Requirement	Mark
11	Circle the **adverb** in the sentence below. **Award 1 mark** for the adverb identified: *Jamie knocked softly on his brother's bedroom door.*	1m
12	Circle the correct verbs so that the sentence is in the **past tense**. **Award 1 mark** for both verbs identified. *The sun* [is] [was] *shining and Mia* [played] [plays] *in the garden.*	1m
13	Circle the **two** verbs in the sentence below. **Award 1 mark** for both verbs identified. *I ran up the stairs and opened the door.*	1m
14	Which sentence uses an **apostrophe** correctly? **Award 1 mark** for the correct box ticked. Lucy's bag is green and has lots of pockets. ☑ Lucys' bag is green and has lots of pockets. ☐ Lucys bag is green and has lot's of pockets. ☐ Lucys bag is green and has lots of pocket's. ☐	1m
15	Add one **comma** to the sentence below in the correct place. **Award 1 mark** for a comma after *posters*. *The museum shop sells posters, mugs and badges.*	1m
16	Circle the **full stops** that are in the wrong places. One has been done for you. **Award 1 mark** for both full stops identified correctly. *My classroom is. quite big. There are some colourful paintings.* *on the walls. My best friend. Ahmed painted one of them.*	1m

2016 PrimaryTools.co.uk

Qu.	Requirement	Mark
17	Write the words did not as one word, using an **apostrophe**. *I _____ think my sandcastle would win a prize.* **Award 1 mark** for: • didn't **Do not accept:** • Didn't **Additional guidance:** • Responses must be spelt correctly.	1m
18	Which punctuation mark completes the sentence below? *What a wonderful present you gave me* **Award 1 mark** for the correct box ticked. full stop ☐ exclamation mark ☑ question mark ☐ comma ☐	1m
19	Tick to show whether each sentence is written in the **past tense** or the **present tense**. **Award 1 mark** for all **three** correct.	1m

Sentence	Past tense	Present tense
Aziz gave out the paint pots.	✓	
Aziz spills water on the table.		✓
Aziz needed some glue.	✓	

2016 PrimaryTools.co.uk

2016 PrimaryTools.co.uk

Standards & Testing Agency

2016 key stage 1 English grammar, punctuation and spelling test mark schemes
Paper 1: spelling and Paper 2: questions
Print PDF version product code: STA/16/7369/p ISBN: 978-1-78315-919-2
Electronic PDF version product code: STA/16/7369/e ISBN: 978-1-78315-920-8

For more copies
Additional printed copies of this booklet are not available. It can be downloaded from www.gov.uk/government/publications.

© Crown copyright and Crown information 2016

Re-use of Crown copyright and Crown information in test materials
Subject to the exceptions listed below, the test materials on this website are Crown copyright or Crown information and you may re-use them (not including logos) free of charge in any format or medium in accordance with the terms of the Open Government Licence v3.0 which can be found on the National Archives website and accessed via the following link: www.nationalarchives.gov.uk/doc/open-government-licence. When you use this information under the Open Government Licence v3.0, you should include the following attribution: 'Contains public sector information licensed under the Open Government Licence v3.0' and where possible provide a link to the licence.

OGL

Exceptions – third-party copyright content in test materials
You must obtain permission from the relevant copyright owners, as listed in the '2016 key stage 1 tests copyright report', for re-use of any third-party copyright content which we have identified in the test materials, as listed below. Alternatively you should remove the unlicensed third-party copyright content and/or replace it with appropriately licensed material.

Third-party content
These materials contain no third-party copyright content.

If you have any queries regarding these test materials contact the national curriculum assessments helpline on 0300 303 3013 or email assessments@education.gov.uk.

2016 PrimaryTools.co.uk