2024 national curriculum tests

Key stage 1

English grammar, punctuation and spelling test mark schemes

Paper 1: spelling
Paper 2: questions

Standards & Testing Agency

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1. Introduction

The Standards and Testing Agency (STA) is responsible for the development and delivery of key stage 1 and 2 statutory and optional tests. STA is an executive agency of the Department for Education.

The 2024 optional 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 1.

This key stage 1 English grammar, punctuation and spelling test is not statutory. The key stage 1 tests can be marked internally within schools to inform teacher assessment. The evidence from the test can be used to help inform this teacher assessment.

A new test and new mark schemes are produced each year.

Scaled score conversion tables are not included in this document. Conversion tables are produced as part of the standards maintenance process. Scaled score conversion tables[2] for the 2024 tests will be published in June 2024.

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

2. Structure of the test

The optional 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 2024 test meets the specification in the test framework. Tables 1 and 2 set out the areas of the content domain that are assessed in Papers 1 and 2.

4. Internal moderation procedures

We recommend those who are involved in marking the key stage 1 tests undertake moderation activity to ensure marking is consistent across their school.

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

5. Paper 1: spelling

5.1 Content domain coverage for Paper 1: spelling

This information is provided in the mark schemes in Table 1.

5.2 General marking guidance for Paper 1: spelling

The following guidance applies to all questions in Paper 1. Please read this carefully before applying the individual mark schemes.

- If a pupil makes more than one attempt, it must be clear which answer the pupil wishes to be marked.
- If a pupil makes two or more attempts and it is not clear which answer should be considered, the mark is not awarded.
- Pupils can answer in upper or lower case, or a mixture of the two. The exception to this is for days of the week, which must be written with an initial capital letter for the mark to be awarded.
- If a pupil has answered with the correct sequence of letters but has incorrectly inserted an apostrophe or a hyphen, the mark is not awarded.
- If a pupil has answered with the correct sequence of letters but these have been separated into clearly divided components, with or without a hyphen, the mark is not awarded.
- If a pupil uses a reversed letter, it must be unambiguous for the award of the mark. Markers may refer to the pupil's handwriting in the rest of the paper to decide whether or not the letter is ambiguous.
- Crossed-out answers that have not been replaced by a further attempt should not be awarded the mark.

5.3 Pupil version of Paper 1: spelling

Spelling

P. _____ is sports day?

1. I am learning to _____ in my swimming lesson.

2. I am going to the shops _____.

3. _____ of a good game.

4. Jack wanted to _____ next to his friend.

5. She _____ her tissues in her bag.

6. Jordan is learning to _____.

7. He crossed to the _____ side of the road.

8. Mo blew out the candles with one _____.

9. My sister is quiet and _____.

10. Amaya wore her gloves on the _____ day.

11. I like drawing but I _____ like reading.

12. We _____ hard to finish the project.

13. He _____ the soup for lunch.

14. We eat _____ for a treat.

15. I let her have the _____ slice of pizza.

16. We are learning _____ at school.

17. The goalkeeper _____ the ball.

18. The sunset was _____.

19. _____ is a type of sweet.

20. It was _____ to have a story before home time.

End of spelling test

6. Mark schemes for Paper 1: spelling

Information relating to the content domain reference codes can be found in the key stage 1 English grammar, punctuation and spelling test framework.

Table 1: Mark schemes and content domain references for Paper 1

Qu.	Spelling	M.	Primary content domain reference	Secondary content domain reference
1	dive	1	S4 – the /*v*/ sound at the end of words	S8 – vowel digraphs and trigraphs
2	later	1	S25 – adding the endings *-ing*, *-ed*, *-er*, *-est* and *-y* to words ending in *-e* with a consonant before it	S8 – vowel digraphs and trigraphs
3	think	1	S2 – the *ŋ* sound spelt *n* before *k*	
4	move	1	S4 – the /*v*/ sound at the end of words	S37 – common exception words
5	found	1	S8 – vowel digraphs and trigraphs	
6	dance	1	S15 – the /*s*/ sound spelt *c* before *e*, *i* and *y*	
7	other	1	S28 – the /*ʌ*/ sound spelt *o*	
8	puff	1	S1 – the sounds /*f*/, /*l*/, /*s*/, /*z*/ and /*k*/ spelt *ff*, *ll*, *ss*, *zz* and *ck*	
9	shy	1	S22 – the /*aɪ*/ sound spelt *-y* at the end of words	
10	coldest	1	S7 – adding *-er* and *-est* to adjectives where no change is needed in the root word	S37 – common exception words
11	also	1	S27 – the /*ɔ:*/ sound spelt *a* before *l* and *ll*	
12	worked	1	S31 – the /*ɜ:*/ sound spelt *or* after *w*	S6 – adding the endings *-ing*, *-ed* and *-er* to verbs where no change is needed in the root word
13	tried	1	S24 – adding *-ed*, *-ing*, *-er* and *-est* to a root word ending in *-y* with a consonant before it	
14	pancakes	1	S12 – compound words	S8 – vowel digraphs and trigraphs
15	biggest	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	
16	phonics	1	S10 – new consonant spellings *ph* and *wh*	
17	catches	1	S3 – *-tch*	S5 – adding *-s* and *-es* to words (plural of nouns and the third-person singular of verbs)
18	beautiful	1	S37 – common exception words	
19	fudge	1	S14 – the /*dʒ*/ sound spelt as *-ge* and *-dge* at the end of words, and sometimes spelt as *g* elsewhere in words before *e*, *i* and *y*	
20	usual	1	S33 – the /*ʒ*/ sound spelt *s*	S20 – the /*l*/ or /*əl*/ sound spelt *-al* at the end of words
Total marks		20		

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

Qu.	G1 Grammatical terms or word classes	G2 Functions of sentences	G3 Combining words, phrases and clauses	G4 Verb tenses and consistency	G5 Punctuation	G6 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				1		
17					1	
18	1					
19			1		1	

7.2 General marking guidance for Paper 2: questions

To ensure consistency of marking, the most frequent procedural queries are listed in Table 3, along with the action you should take. The following guidance applies to all questions in Paper 2. Please read this carefully before applying the individual mark schemes.

Table 3: General marking principles for Paper 2

Question type	Accept	Do not accept

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
	  • correct answers that replace a crossed-out attempt
		• answers in which more than the required number of boxes have been ticked

Circling of the answer	• any unambiguous indication of the correct answer, for example:
	  • the answer is underlined
	  • the answer is enclosed within a box
	  • the answer is circled together with part of a surrounding word
		• answers in which more than the required number of words have been circled
		• answers in which the correct answer is circled, together with the whole of 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)
Writing or inserting punctuation	• correctly formed punctuation that is clear, unambiguous and recognisable as the required punctuation mark	• punctuation that is ambiguous, for example, it is unclear whether the mark is a comma or full stop

Question type	Accept	Do not accept
Additional punctuation	• answers that are punctuated correctly according to the mark scheme, even if additional punctuation has been attempted incorrectly 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
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 For questions assessing contracted forms, verb forms, plurals, prefixes and suffixes, correct spelling is generally required.
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 For answers in both the expected space (e.g. the tick box) and elsewhere, the intended answer space takes precedence.	• answers that are given outside the expected space and are contradicted by another answer written elsewhere

Question type	Accept	Do not accept
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, including letters that have been reversed, but which are still clearly identifiable to the marker	• answers that are unclear or ambiguous
Capital letters	• capital letters that are clear and unambiguous Where letters do not have unique capital letter forms, the height of the capital letter will be the same as, or greater than, that of letters with ascenders. Markers may refer to the pupil's handwriting in the rest of the paper to distinguish between upper and lower case letters.	• answers in which capital letters are omitted or placed inappropriately in a sentence, or where an entire word is capitalised Where a pupil needs to write, rewrite or complete a sentence, the correct use of capital letters is required.
Crossed-out answers	• correct answers that replace a crossed-out attempt	• crossed-out answers

7.3 Explanation of the mark schemes for Paper 2: questions

Those marking the tests should familiarise themselves with the marking guidance in section 7.2 of this document before applying the mark schemes.

The practice questions are not marked as they are completed by the pupils together with the test administrator as an introduction to the test.

The mark schemes contain the following information for each question:

- the question number
- the question from the test paper
- what is required to answer each question – either a correct answer or examples of different types of creditworthy response
- how many marks are available for this question
- any additional guidance that may be relevant.

8. Mark schemes for Paper 2: questions

Qu.	Requirement	Mark
1	Tick the correct word to complete the sentence below. *Max had to put his coat on _____ it was cold outside.* **Award 1 mark** for the correct box ticked. that ☐ because ☑ or ☐ but ☐	**1m**
2	Circle the **adjective** in the sentence below. **Award 1 mark** for the correct word identified. *I can see an (unusual) fish in the pond.*	**1m**
3	Tick the **suffix** that can be added to the word entertain to complete the sentence below. *The children enjoyed the entertain_____ in the Year 6 assembly.* **Award 1 mark** for the correct box ticked. ment ☑ ful ☐ ness ☐ est ☐	**1m**
4	Tick the sentence that must end with a **question mark**. **Award 1 mark** for the correct box ticked. Milo thought the bus might be late ☐ Do you know where my shoes are ☑ Ron wonders what ducks eat ☐ I asked if I could finish my picture ☐	**1m**

Qu.	Requirement	Mark
5	Tick one box to show where a **comma** should go. **Award 1 mark** for the correct box ticked. *Marek saw donkeys cows and sheep at the farm.* ☐ ☑ ☐ ☐ **Also award the mark** for inserting a comma in the correct place in the sentence.	**1m**
6	Circle the **adverb** in the sentence below. **Award 1 mark** for the correct word identified. *The children (quickly) looked for a good place to sit.*	**1m**
7	Add one **full stop** in the correct place below. **Award 1 mark** for a full stop after *buttons*. *My coat is bright yellow with shiny buttons. I like wearing it.*	**1m**
8	Which word can have the letters un in front of it to make another word? **Award 1 mark** for the correct box ticked. talk ☐ shout ☐ do ☑ play ☐	**1m**
9	Add a different punctuation mark to complete the second sentence. **Award 1 mark** for an exclamation mark inserted in the box. *It is very hot today*. *It is very hot today* [!] **Also award the mark** for an ellipsis inserted in the box.	**1m**
10	Which sentence is written in the **past tense**? **Award 1 mark** for the correct box ticked. The weather forecast is for snow. ☐ The snow covers the trees. ☐ The boy made footprints in the snow. ☑ The snow turns to slush in the sun. ☐	**1m**

Qu.	Requirement	Mark
11	Write a different **suffix** on each line to complete Sam's and Katie's sentences. **Award 1 mark** for both suffixes spelt correctly written in lower case. *Sam: I am a fast**er** runner than you*. *Katie: I am the fast**est** runner of all*. **Also award the mark** for *faster* and *fastest* written out in full (on or near the appropriate answer line) with the suffix spelt correctly.	**1m**
12	Tick the **noun** in the sentence below. **Award 1 mark** for the correct box ticked. *We baked a delicious cake and we ate it.* ☐ ☐ ☑ ☐	**1m**
13	Tick the **two** commands. **Award 1 mark** for both correct boxes ticked. Blackberry pie tastes great. ☐ Fresh blackberries are best. ☐ Put them carefully in the dish. ☑ A topping makes it really special. ☐ Bake it in the oven. ☑	**1m**
14	The sentences below have their punctuation marks covered. Which sentence is an **exclamation**? **Award 1 mark** for the correct box ticked. We are cooking today ☐ What are we doing later ☐ What a fast runner she is ☑ Walk outside quietly ☐	**1m**
15	The verbs in the sentence below should all be in the **same tense**. Circle one **verb** that needs to be changed. **Award 1 mark** for the correct word identified. *The children closed their books, (pack) their bags and stood behind their chairs.*	**1m**

<table>
<tr><th>Qu.</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>16</td><td>Which sentence is written in the present tense?

Award 1 mark for the correct box ticked.

I went for a long run. ☐
I was playing a game. ☐
I am watching television. ☑
I walked the dog today. ☐</td><td>1m</td></tr>
<tr><td>17</td><td>Write the words <u>has not</u> as one word, using an apostrophe.

The fence <u>has not</u> been fixed.

Award 1 mark for hasn’t spelt correctly.

<table>
<tr><th>Accept</th><th>Do not accept</th></tr>
<tr><td>hasn't</td><td>hasn t</td></tr>
<tr><td>Hasn't</td><td>hasent</td></tr>
<tr><td>hasn-t</td><td>has'not</td></tr>
</table>
Additional guidance:

• Mark positively in relation to the size and position of the apostrophe as some pupils at this age may have uneven handwriting.
• The response can be written in upper or lower case or a mixture of the two.</td><td>1m</td></tr>
<tr><td>18</td><td>Circle the verb in the sentence below.

Award 1 mark for the correct word identified.

We (went) on a school visit.</td><td>1m</td></tr>
</table>

Qu.	Requirement	Mark
19	Use only the words in the box below to write a **question**. Remember to use correct punctuation. *bees* *far* *fly* *can* **Award 2 marks** for a grammatically correct question using only the words given and with correct punctuation (see additional guidance), i.e. • *Can bees fly far?* **Also award 2 marks** for a grammatically correct question with the word '*far*' omitted and with correct punctuation (see additional guidance), i.e. • *Can bees fly?* **Award 1 mark** for a grammatically correct question using only the words given with incorrect punctuation, e.g. • *Can bees fly far.* • *can bees fly far?* • *can bees fly far* • *Can bees fly Far?* **Also award 1 mark** for a grammatically correct question with the word '*far*' omitted with incorrect punctuation, e.g. • *can bees fly?* • *Can bees fly.* **Do not accept** other sentence types, e.g. *Bees can fly far*. **Additional guidance:** • Correct punctuation refers to correct capitalisation throughout the sentence and an end question mark - other additional incorrect punctuation should not be penalised. • Incorrect spelling should not be penalised, unless a misspelling creates a grammatically incorrect sentence, e.g. Can bee fly far? • Attempts to punctuate the whole sentence as direct speech should not be penalised.	**2m**

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