2023 national curriculum tests

Key stage 2

English grammar, punctuation and spelling test mark schemes

Paper 1: questions
Paper 2: spelling

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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

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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 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
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 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						

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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'

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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.

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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

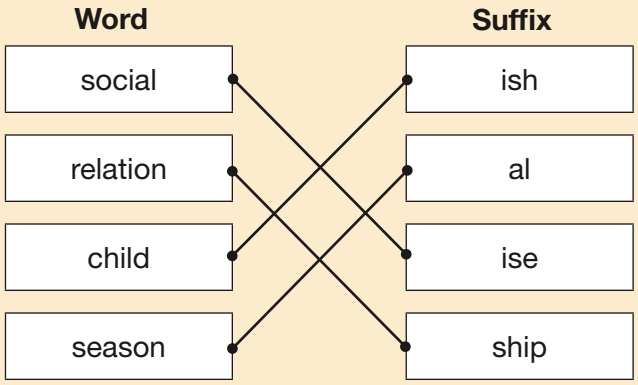
4.3 Explanation of the mark schemes for Paper 1: questions

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

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5. Mark schemes for Paper 1: questions

<table>
<tr><th>Qu.</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>1
G2.3</td><td>☐
☐
Run as fast as you can. ☑
☐</td><td>1m</td></tr>
<tr><td>2
G2.4
G2.2</td><td>Award 1 mark for all four correct.
<table><tr><th>Sentence</th><th>Exclamation</th><th>Question</th></tr><tr><td>How disappointing it was that it rained on sports day</td><td>✓</td><td></td></tr><tr><td>How many times have you been to the swimming pool this week</td><td></td><td>✓</td></tr><tr><td>How will you spend your summer holidays</td><td></td><td>✓</td></tr><tr><td>How kind you are to give me this present</td><td>✓</td><td></td></tr></table></td><td>1m</td></tr>
<tr><td>3
G6.3</td><td>Award 1 mark for all four correct.

</td><td>1m</td></tr>
<tr><td>4
G5.5</td><td>Award 1 mark for a correctly placed comma.
We will be planting seeds, making a pond and looking for snails.</td><td>1m</td></tr>
</table>

Sourced from SATs-Papers.co.uk • https://www.SATs-Papers.co.uk

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

Sourced from SATs-Papers.co.uk • https://www.SATs-Papers.co.uk

<table>
<tr><th>Qu.</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>13
G5.10
G3.1</td><td>Award 1 mark for a correctly placed colon.

Dipti is keen to practise the drums: she wants to play in the school band.</td><td>1m</td></tr>
<tr><td>14
G7.3
G7.4
G7.2</td><td>☐
☐
☐
I requested that he telephone me on arrival. ☑</td><td>1m</td></tr>
<tr><td>15
G4.1a
G1.2</td><td>Award 1 mark for both correct.

I usually feed my cat before I eat breakfast.
fed ate

Do not accept misspellings.

There are no capitalisation requirements for this question.</td><td>1m</td></tr>
<tr><td>16
G5.12
G3.1</td><td>Award 1 mark for a correctly placed dash.

The house was in need of repair – the windows were broken and the roof was leaking.</td><td>1m</td></tr>
<tr><td>17
G5.8</td><td>Award 1 mark for all three correct.

<table>
<tr><th>Sentence</th><th>Apostrophe for a contracted form</th><th>Apostrophe for possession</th></tr>
<tr><td>Let’s hope it warms up soon.</td><td>✓</td><td></td></tr>
<tr><td>The teachers’ coats were hanging in the staffroom.</td><td></td><td>✓</td></tr>
<tr><td>The children wear their scarves when it’s cold.</td><td>✓</td><td></td></tr>
</table>
</td><td>1m</td></tr>
<tr><td>18
G4.1d</td><td>☐
☐
☐
am uploading ☑</td><td>1m</td></tr>
</table>

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<table>
<tr><th>Qu.</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>19
G4.2</td><td>My friends thought the film was good, but I don't like thrillers.
☐
☑
☐
☐</td><td>1m</td></tr>
<tr><td>20
G1.5</td><td>Award 1 mark for both correct.
Maggie and Helena wanted to visit the museum. Maggie and Helena → They
tried to go after school but the museum was closed. the museum → it
Also accept a response of Both in the first box.
Do not accept misspellings.
There are no capitalisation requirements for this question.</td><td>1m</td></tr>
<tr><td>21
G5.7</td><td>Award 1 mark for correctly placed inverted commas, i.e.
• "May I use the computer?" asked Sam.
• 'May I use the computer?' asked Sam.</td><td>1m</td></tr>
<tr><td>22
G1.1
G1.2
G1.3</td><td>Award 1 mark for all three correct.
<table><tr><th>Sentence</th><th>Verb</th><th>Noun</th><th>Adjective</th></tr><tr><td>There are many magnetic materials.</td><td></td><td></td><td>✓</td></tr><tr><td>Magnets attract some metals.</td><td></td><td>✓</td><td></td></tr><tr><td>We can magnetise the nail.</td><td>✓</td><td></td><td></td></tr></table></td><td>1m</td></tr>
<tr><td>23
G2.2
G5.3</td><td>Award 1 mark for the correct sentences ticked.
☐
If I tidy my bedroom, can I play in the garden? ☑
☐
Can I play in the garden when I have tidied my bedroom? ☑</td><td>1m</td></tr>
</table>

Sourced from SATs-Papers.co.uk • https://www.SATs-Papers.co.uk

Qu.	Requirement	Mark
24 G5.8	**Award 1 mark** for a correctly placed apostrophe. When James plays darts, he uses his father's dartboard. **Also accept** a response using an apostrophe to mark plural possession, i.e. When James plays darts, he uses his fathers' dartboard.	**1m**
25 G1.3	**Award 1 mark** for all **three** correct. Unfortunately, the weather was terrible; cold and wet. **Also accept** a single circle drawn around *terrible* and *cold*.	**1m**
26 G5.9	**Award 1 mark** for a correctly placed pair of dashes. I am excited **–** and I mean really excited **–** to be going on holiday next week!	**1m**
27 G2.1	**Award 1 mark** for a grammatically correct and accurately punctuated statement using all the given words once, for example: • Art is Tariq's favourite subject. • Tariq's favourite subject is art. • Art is Tariq's favourite subject! • Art's Tariq's favourite subject. **Also accept** the insertion of additional correct punctuation, for example: • "Art is Tariq's favourite subject." **Do not accept** misspellings of the verb.	**1m**
28 G5.13	☐ ☐ ☐ Erin wanted the most up-to-date computer that was available. ☑	**1m**
29 G5.6b G1.6a	**Award 1 mark** for both correct. Luckily for us**,** the ball rolled slowly past the goal. After three hours of hard work**,** the builders managed to dig out the tree.	**1m**
30 G3.1a	**Award 1 mark** for The house where I was born has been demolished.	**1m**

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Qu.	Requirement	Mark
31 G5.4	**Award 1 mark** for the correct sentences ticked. It shows that the person feels strongly about going swimming. ☑ ☐ It shows that the person is speaking loudly. ☑ ☐	**1m**
32 G1.9	**Award 1 mark** for the correct word circled. (Josh) wrote a letter to his Canadian friend.	**1m**
33 G3.2	☐ ☐ ☐ a noun phrase ☑	**1m**
34 G5.8	**Award 1 mark** for both correct. I will not be able to come to your party, but ↓ *won't* Karina said that she would come. ↓ *she'd* **Do not accept** misspellings. **There are no capitalisation requirements for this question.**	**1m**
35 G1.7	**Award 1 mark** for the correct sentences ticked. Kelly wrote a poem on Tuesday night. ☑ ☐ Her mum read the poem before school. ☑ ☐ ☐	**1m**
36 G1.5a	**Award 1 mark** for the correct word circled. She asked to borrow Zak's pencil because (hers) were all blunt.	**1m**

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Qu.	Requirement	Mark
37 G5.6a	**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: • *1 is saying that he ate an orange. 2 is saying that the balloons were orange.* • *The first sentence is saying that Fred ate a sweet orange but the last one says he ate a sweet.* • *By changing the position of the comma, 'the sweet orange' turns into 'the sweet'. This changes what Fred is eating.* **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: • *Number 1 is showing the orange is sweet.* • *It changes it by making the sweet a plain sweet and the balloon an orange one.* • *The second one means that the balloons were orange.* **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: • *The first one uses orange as a noun and second as an adjective.* **There are no spelling or punctuation requirements for this question.**	**1m**
38 G5.11 G3.1	☐ ☐ ☐ The wind was howling; the rain was drumming on the roof. ☑	**1m**
39 G3.4 G1.4	**Award 1 mark** for the correct insertion of an appropriate subordinating conjunction, for example: • *Although football is his favourite sport, James also enjoys watching tennis on TV.* • *Even though football is his favourite sport, James also enjoys watching tennis on TV.* • *While football is his favourite sport, James also enjoys watching tennis on TV.* **Do not accept** misspellings or errors in capitalisation.	**1m**
40 G1.6	**Award 1 mark** for the correct word circled. The boy had seven brothers, each one (quite) different from the others.	**1m**

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Qu.	Requirement	Mark
41 G6.4 G1.1 G1.6	**Award 1 mark** for both correct. We *proudly* represented our school in the competition. proud We took *pride* in representing our school in the competition. proud **Do not accept** misspellings or errors in capitalisation.	**1m**
42 G1.5b	**Award 1 mark** for all **three** correct. A large collection of gold and silver, which is known as the Staffordshire Hoard, was discovered in 2009. Mr Herbert, who made the discovery using his metal detector, received a reward for finding it. Some of the artefacts that he found are on display in museums.	**1m**
43 G5.1 G5.2 G3.1	**Award 1 mark** for capital letters and full stops correctly inserted. W we hope that you enjoy the new school meals. T the menu will be put on the school website. I if you have any comments, please send us an email.	**1m**
44 G3.3 G1.4	**Award 1 mark** for the correct word circled. Although our team was less experienced than the others and nobody expected us to do well, we won the tournament because we had practised regularly.	**1m**
45 G6.2 G6.1 G6.4	**Award 1 mark** for all **three** correct. *dishonest* *inseparable* *unnoticeable* **Do not accept** misspellings of the prefixes. **There are no capitalisation requirements for this question.**	**1m**
46 G1.8	**Award 1 mark** for all **three** correct. The black kitten licked its paws and curled itself up into a tight ball.	**1m**

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<table>
<tr><th>Qu.</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>47
G4.4</td><td>Award 1 mark for a correctly punctuated sentence using the active, i.e.
The children will sing a song.
Also accept:
The children will be singing a song.
Do not accept misspellings of verb forms or errors in punctuation or capitalisation.</td><td>1m</td></tr>
<tr><td>48
G1.4
G3.4</td><td>Award 1 mark for when and so or when and so that circled.

When my brother visits, we always go to the park so that we can play cricket.

When my brother visits, we always go to the park so that we can play cricket.</td><td>1m</td></tr>
<tr><td>49
G4.4</td><td>Award 1 mark for a correctly punctuated sentence using the passive, for example:
Over two thousand years ago, Britain was invaded by the Romans.
Over 2000 years ago Britain was invaded.
Britain, over two thousand years ago, was invaded by the Romans.
Britain was invaded by Romans.
Britain was invaded over two thousand years ago.
Also accept:
Britain had been invaded by the Romans.
Also accept:
Britain got invaded by the Romans over two thousand years ago.
Do not accept misspellings of verb forms or errors in punctuation or capitalisation.

Do not accept Britain spelt as ‘Briton’.</td><td>1m</td></tr>
<tr><td>50
G1.6
G1.4</td><td>Award 1 mark for all three correct.<table><tr><th>Sentence</th><th>Adverb</th><th>Conjunction</th></tr><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></table></td><td>1m</td></tr>
</table>

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6. Paper 2: spelling

6.1 Content domain coverage for Paper 2: spelling

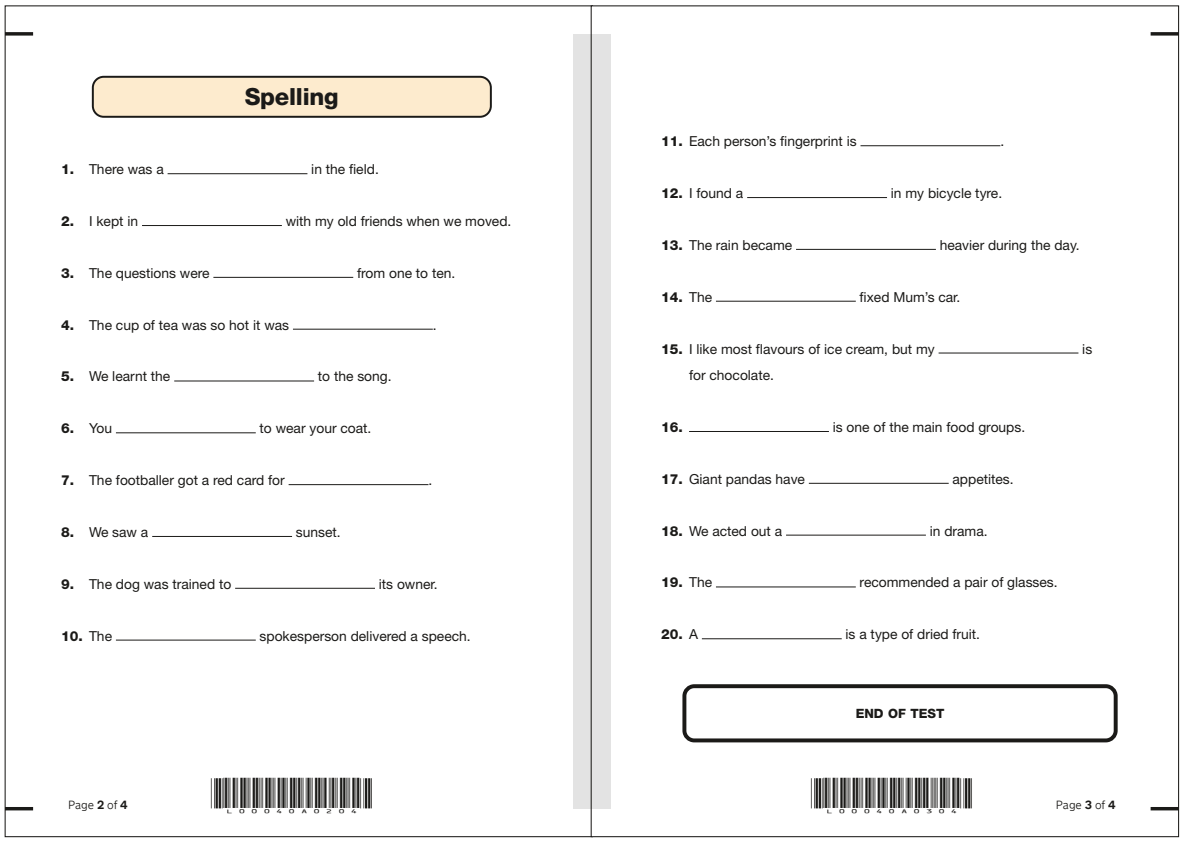
This information is provided in Table 3.

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. There was a _____ in the field.
2. I kept in _____ with my old friends when we moved.
3. The questions were _____ from one to ten.
4. The cup of tea was so hot it was _____.
5. We learnt the _____ to the song.
6. You _____ to wear your coat.
7. The footballer got a red card for _____.
8. We saw a _____ sunset.
9. The dog was trained to _____ its owner.
10. The _____ spokesperson delivered a speech.

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

11. Each person's fingerprint is _____.
12. I found a _____ in my bicycle tyre.
13. The rain became _____ heavier during the day.
14. The _____ fixed Mum's car.
15. I like most flavours of ice cream, but my _____ is for chocolate.
16. _____ is one of the main food groups.
17. Giant pandas have _____ appetites.
18. We acted out a _____ in drama.
19. The _____ recommended a pair of glasses.
20. A _____ is a type of dried fruit.

END OF TEST

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

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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	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 *ou*
3	numbered	1	S38 – adding suffixes beginning with vowel letters to words of more than one syllable
4	undrinkable	1	S56 – words ending in *–able* and *–ible*; words ending in *–ably* and *–ibly* S41 – prefixes
5	lyrics	1	S39 – the /i/ sound spelt *y* other than at the end of words
6	ought	1	S59 – words containing the letter string *ough*
7	misconduct	1	S41 – prefixes
8	glorious	1	S46 – the suffix *–ous*
9	obey	1	S52 – words with the /eɪ/ sound spelt *ei*, *eigh*, or *ey*
10	official	1	S54 – endings which sound like /ʃəl/
11	unique	1	S50 – words ending with the /g/ sound spelt *–gue* and the /k/ sound spelt *–que*
12	puncture	1	S44 – words with endings sounding like /ʒə/ or /tʃə/
13	steadily	1	S43 – the suffix *–ly*
14	mechanic	1	S48 – words with the /k/ sound spelt *ch*
15	preference	1	S57 – adding suffixes beginning with vowel letters to words ending in *–fer* S55 – words ending in *–ant, –ance, –ancy, –ent, –ence, –ency* S38 – adding suffixes beginning with vowel letters to words of more than one syllable
16	protein	1	S58 – words with the /i:/ sound spelt *ei* after *c*
17	substantial	1	S54 – endings which sound like /ʃəl/
18	scenario	1	S51 – words with the /s/ sound spelt *sc*
19	optician	1	S47 – endings that sound like /ʃən/, spelt *–tion, –sion, –ssion, –cian*
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 *–ant, –ance, –ancy, –ent, –ence, –ency*
Total		20	

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