

2016 national curriculum tests

Key stage 2

English grammar, punctuation and spelling test mark schemes

Paper 1: questions
and Paper 2: spelling



Standards
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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 2016 test is 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 2. 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 2 tests will be marked by external markers.

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 happen in June 2016.

This mark scheme is provided to show markers and teachers how the tests are marked. The pupil examples are based on responses gathered from the test trialling process.

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

The key stage 2 English grammar, punctuation and spelling test materials comprise:

- Paper 1: questions (50 marks)
- Paper 2: spelling (20 marks).

3. Content domain coverage

The 2016 test meets the specification set out in the test framework. Tables 1 and 3 set out the areas of the content domain that are assessed in Papers 1 and 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

Qu.	G1	G2	G3	G4	G5	G6	G7
	Grammatical terms / word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tenses and consistency	Punctuation	Vocabulary	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					2		
17					1		
18					1		
19					1		
20					1		
21						1	
22					1		

Qu.	G1	G2	G3	G4	G5	G6	G7
	Grammatical terms / word classes	Functions of sentences	Combining words, phrases and clauses	Verb forms, tenses and consistency	Punctuation	Vocabulary	Standard English and formality
23					1		
24	1						
25		1					
26				1			
27			1				
28	1						
29			1				
30					2		
31						1	
32	1						
33	1						
34						2	
35				1			
36	1						
37	1						
38	2						
39			1				
40				1			
41				1			
42	1						
43			1				
44				1			
45		1					
46				1			

4.2 General guidance on marking Paper 1: questions

The following guidance applies to all questions in Paper 1.

Table 2: General guidance on marking Paper 1

	Accept...	Do not accept...
Tick boxes and tables	any unambiguous indication of the correct answer, e.g. <ul style="list-style-type: none"> 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 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 has been circled / underlined. answers in which the correct answer is encircled / 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 / 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, e.g. 'V' for 'verb'.	ambiguity in labelling, e.g. the use of 'AD' or 'A' where a distinction is required between 'adjective' and 'adverb'.
Punctuation	correctly formed 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. incorrectly formed punctuation marks, e.g. an inverted question mark.

	Accept...	Do not accept...
Sentences and capital letters	<p>a sentence that has an initial capital letter and an appropriate punctuation mark indicating the end of the sentence.</p> <p>capital letters that are clear and unambiguous. Where letters do not have unique capital letter forms, the height of the capital letter will be similar to, or greater than, that of letters with ascenders.</p>	<p>answers in which capital letters are omitted or placed inappropriately in a sentence, or where an entire word is capitalised.</p>
Spelling	<p>incorrect spellings of the correct response if no specific mark scheme guidance is given.</p>	<p>incorrect spellings of answers for which the mark scheme requires correct spelling.</p> <p>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.</p>
Answers outside the expected space	<p>a correct answer given somewhere other than the answer space, providing it is not contradicted by another answer written elsewhere.</p> <p>correct answers that are written in the 'blank' within a question, rather than in the expected space below it.</p> <p>correct answers in which the pupil has written out a word or sentence that is already provided.</p>	<p>answers that are given outside the expected space and contradicted by another answer written elsewhere.</p>
More than one answer given	<p>multiple answers that are all correct according to the mark scheme.</p>	<p>both correct and incorrect responses given.</p>

	Accept...	Do not accept...
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 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.

4.3 Explanation of the mark schemes for Paper 1: questions

Markers should familiarise themselves with the marking guidance in section 4.2 of this document before applying the mark schemes below.

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.

5. Mark schemes for Paper 1: questions

Qu.	Requirement	Mark								
1 G6.3	<p>Award 1 mark for all three correct.</p> <table border="0"> <thead> <tr> <th>Word</th> <th>Suffix</th> </tr> </thead> <tbody> <tr> <td>manage</td> <td>ish</td> </tr> <tr> <td>harm</td> <td>able</td> </tr> <tr> <td>self</td> <td>ful</td> </tr> </tbody> </table>	Word	Suffix	manage	ish	harm	able	self	ful	1m
Word	Suffix									
manage	ish									
harm	able									
self	ful									
2 G3.3	<p>Award 1 mark for three conjunctions inserted correctly.</p> <p>You may bring sandwiches and juice or water for the trip, but glass bottles are not allowed.</p>	1m								
3 G1.9	<p>Award 1 mark for the correct word encircled.</p> <p>My friend bought a cake from the bakery.</p> <p>or</p> <p>My friend bought a cake from the bakery.</p>	1m								
4 G1.8	<p>Award 1 mark for all three correct.</p> <table border="0"> <thead> <tr> <th>Sentence</th> <th>Determiner</th> </tr> </thead> <tbody> <tr> <td>At the zoo we saw _____ owl.</td> <td>a</td> </tr> <tr> <td>There was also _____ cute baby penguin.</td> <td>the</td> </tr> <tr> <td>I thought it was _____ best day ever.</td> <td>an</td> </tr> </tbody> </table>	Sentence	Determiner	At the zoo we saw _____ owl.	a	There was also _____ cute baby penguin.	the	I thought it was _____ best day ever.	an	1m
Sentence	Determiner									
At the zoo we saw _____ owl.	a									
There was also _____ cute baby penguin.	the									
I thought it was _____ best day ever.	an									
5 G5.3	<p>Can you guess what we ate for dinner</p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input type="checkbox"/></p>	1m								

Qu.	Requirement	Mark												
6 G5.10	<p style="text-align: right;"><input type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p> <p>I bought several beach toys: a bucket, a spade, a ball <input checked="" type="checkbox"/> and a kite. <input type="checkbox"/></p>	1m												
7 G1.6	<p>Award 1 mark for the correct insertion of an appropriate adverb, e.g.</p> <ul style="list-style-type: none"> • She completed her homework <u>quickly</u>. • She completed her homework <u>well</u>. • She completed her homework <u>yesterday</u>. • She completed her homework <u>there</u>. <p>Do not accept misspellings of the adverb.</p>	1m												
8 G5.7	<p><input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></p> <p>Roman life was very unlike modern life, the archaeologist said.</p>	1m												
9 G5.6b	<p>Award 1 mark for a correctly placed comma.</p> <p>Limping slightly, the old man walked to the end of the road.</p>	1m												
10 G4.1d	<p>Award 1 mark for a correctly completed table.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Sentence</th> <th style="width: 25%;">Present progressive</th> <th style="width: 25%;">Past progressive</th> </tr> </thead> <tbody> <tr> <td>Joey was playing football in the park after school.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Joey's football skills are improving all the time.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Joey is hoping to be a professional footballer.</td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table>	Sentence	Present progressive	Past progressive	Joey was playing football in the park after school.		✓	Joey's football skills are improving all the time.	✓		Joey is hoping to be a professional footballer.	✓		1m
Sentence	Present progressive	Past progressive												
Joey was playing football in the park after school.		✓												
Joey's football skills are improving all the time.	✓													
Joey is hoping to be a professional footballer.	✓													
11 G1.5	<p>Award 1 mark for the correct pronoun inserted in each box.</p> <p>When Sara came to the end of the road, <u>Sara</u> turned right.</p> <p style="text-align: center;">↓</p> <div style="text-align: center; border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">she</div> <p>The pavement had a large hole and Sara fell into <u>the hole</u>.</p> <p style="text-align: center;">↓</p> <div style="text-align: center; border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">it</div>	1m												

Qu.	Requirement	Mark										
12 G5.13	The sugar-free lollies are available in three flavours. <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1m										
13 G4.1c	<input type="checkbox"/> <input type="checkbox"/> I shall be away next week. <input checked="" type="checkbox"/> <input type="checkbox"/>	1m										
14 G2.1	<p>Award 1 mark for all four correct.</p> <table border="0"> <thead> <tr> <th style="text-align: center;">Sentence</th> <th style="text-align: center;">Function</th> </tr> </thead> <tbody> <tr> <td style="border: 1px solid black; padding: 5px;">I expect the weather to be fine at the weekend</td> <td style="border: 1px solid black; padding: 5px;">question</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Are we likely to have good weather this weekend</td> <td style="border: 1px solid black; padding: 5px;">command</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">Check the weather before deciding where to go</td> <td style="border: 1px solid black; padding: 5px;">statement</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">What fantastic weather we have had this year</td> <td style="border: 1px solid black; padding: 5px;">exclamation</td> </tr> </tbody> </table>	Sentence	Function	I expect the weather to be fine at the weekend	question	Are we likely to have good weather this weekend	command	Check the weather before deciding where to go	statement	What fantastic weather we have had this year	exclamation	1m
Sentence	Function											
I expect the weather to be fine at the weekend	question											
Are we likely to have good weather this weekend	command											
Check the weather before deciding where to go	statement											
What fantastic weather we have had this year	exclamation											
15 G7.1	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> I sang with the school choir in the concert. <input checked="" type="checkbox"/>	1m										
16 G5.9	<p>a) Award 1 mark for the correct response.</p> <ul style="list-style-type: none"> • Brackets / a pair of brackets <p>b) Award 1 mark for the correct response.</p> <ul style="list-style-type: none"> • Commas / a pair of commas <p>or</p> <ul style="list-style-type: none"> • Dashes / a pair of dashes 	1m 1m										

Qu.	Requirement	Mark
17 G5.8	<p>Award 1 mark for the correct expanded form inserted into each box.</p> <p>We're going into town later, so I'll buy some bread then.</p> <p style="text-align: center;"> ↓ ↓ </p> <p style="text-align: center;"> We are I will / I shall </p> <p>We won't be back late.</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">will not</p> <p>Do not accept the pronoun 'I' without a capital letter.</p>	1m
18 G5.4	<p>Award 1 mark for two correct sentences ticked.</p> <p>There should be an exclamation mark after the word 'surprise'. <input checked="" type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p> <p>The sentence should end with a full stop instead of an exclamation mark. <input checked="" type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p>	1m
19 G5.1	<p style="text-align: right;"><input type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p> <p style="text-align: right;"><input type="checkbox"/></p> <p>The athlete won four gold medals at the Olympic Games in London. <input checked="" type="checkbox"/></p>	1m
20 G5.11	<p>Award 1 mark for a correctly placed semi-colon.</p> <p>There are Roman ruins near our village; they are being excavated next week.</p>	1m
21 G6.4	<p>writing or drawing <input type="checkbox"/></p> <p style="margin-left: 150px;"><input checked="" type="checkbox"/></p> <p style="margin-left: 150px;"><input type="checkbox"/></p> <p style="margin-left: 150px;"><input type="checkbox"/></p>	1m
22 G5.8	<p>Award 1 mark for the correct word encircled.</p> <p>It's five o'clock. Let's leave early and we'll be able to go to Emma's house first.</p>	1m

Qu.	Requirement	Mark															
23 G5.5	<p>Award 1 mark for a correctly completed table.</p> <table border="1"> <thead> <tr> <th>Sentence</th> <th>Commas used correctly</th> <th>Commas used incorrectly</th> </tr> </thead> <tbody> <tr> <td>The blackbird, which nests in sheltered places, lays several eggs at a time.</td> <td>✓</td> <td></td> </tr> <tr> <td>Her hobbies include walking, gardening, sewing and reading.</td> <td>✓</td> <td></td> </tr> <tr> <td>My bag filled, with chocolates and sweets fell onto the floor.</td> <td></td> <td>✓</td> </tr> <tr> <td>My case is heavy because I have shoes, clothes, books, and a gift, for my friend in it.</td> <td></td> <td>✓</td> </tr> </tbody> </table>	Sentence	Commas used correctly	Commas used incorrectly	The blackbird, which nests in sheltered places, lays several eggs at a time.	✓		Her hobbies include walking, gardening, sewing and reading.	✓		My bag filled, with chocolates and sweets fell onto the floor.		✓	My case is heavy because I have shoes, clothes, books, and a gift, for my friend in it.		✓	1m
Sentence	Commas used correctly	Commas used incorrectly															
The blackbird, which nests in sheltered places, lays several eggs at a time.	✓																
Her hobbies include walking, gardening, sewing and reading.	✓																
My bag filled, with chocolates and sweets fell onto the floor.		✓															
My case is heavy because I have shoes, clothes, books, and a gift, for my friend in it.		✓															
24 G1.7	<p>Award 1 mark for both words encircled.</p> <p>He walked (through) the doorway and sat (behind) the desk.</p>	1m															
25 G2.2	<p>Award 1 mark for the correct response.</p> <p><i>Are they listening to music?</i></p>	1m															
26 G4.2	<p>Award 1 mark for both words encircled.</p> <p>They (went) to the theme park – the car journey home (was) difficult.</p>	1m															
27 G3.4	<p>Award 1 mark for all three correct.</p> <p><u>Although it was getting late</u>, Dan still hadn't finished his homework.</p> <p>If you <u>get hungry</u>, help yourself to a snack.</p> <p>I really enjoy swimming, <u>despite finding it difficult</u>.</p>	1m															
28 G1.4	<p>Award 1 mark for both words encircled.</p> <p>The children had not read the book, (yet) they knew the story off by heart.</p> <p>Keep your hat on (until) the rain has stopped.</p>	1m															

Qu.	Requirement	Mark												
29 G3.1	<p>Award 1 mark for a correctly completed table.</p> <table border="1"> <thead> <tr> <th>Sentence</th> <th>Main clause</th> <th>Subordinate clause</th> </tr> </thead> <tbody> <tr> <td>The school, <u>which has three playing fields</u>, opened in 1967.</td> <td></td> <td>✓</td> </tr> <tr> <td>Although I had cycled to school, <u>I still had the energy for my lessons</u>.</td> <td>✓</td> <td></td> </tr> <tr> <td><u>We will be proud</u> if we try our best.</td> <td>✓</td> <td></td> </tr> </tbody> </table>	Sentence	Main clause	Subordinate clause	The school, <u>which has three playing fields</u> , opened in 1967.		✓	Although I had cycled to school, <u>I still had the energy for my lessons</u> .	✓		<u>We will be proud</u> if we try our best.	✓		1m
Sentence	Main clause	Subordinate clause												
The school, <u>which has three playing fields</u> , opened in 1967.		✓												
Although I had cycled to school, <u>I still had the energy for my lessons</u> .	✓													
<u>We will be proud</u> if we try our best.	✓													
30 G5.6a	<p>a) Award 1 mark for a correctly placed comma. After they left Jon, Sally and Bob went to the cinema.</p> <p>b) Award 1 mark for correctly placed commas. After they left, Jon, Sally and Bob went to the cinema.</p> <p>Do not accept the use of a serial comma. After they left, Jon, Sally, and Bob went to the cinema.</p>	1m 1m												
31 G6.2	<p>Award 1 mark for an explanation of both sentences, e.g.</p> <p>The chef said the pasta was <u>uncooked</u>. This means that the pasta <i>has not been cooked</i>. This means that the pasta <i>is not cooked (at all)</i>.</p> <p>The chef said the pasta was <u>undercooked</u>. This means that the pasta <i>isn't fully cooked</i>. This means that the pasta <i>isn't cooked enough</i>.</p>	1m												
32 G1.4	<p>Award 1 mark for both words encircled.</p> <p>The passengers moved to get out, (but) the pilot held up his hand (and) they stood still.</p>	1m												
33 G1.5a	<p>Award 1 mark for the correct possessive pronoun inserted into each sentence.</p> <p>That bike belongs to <u>me</u>. That bike is <i>mine</i>.</p> <p>This house is owned by <u>us</u>. This house is <i>ours</i>.</p> <p>These video games belong to <u>my brother</u>. These games are <i>his</i>.</p>	1m												

Qu.	Requirement	Mark
34 G6.1	a) Award 1 mark for a correct explanation of the word <u>antonym</u> , e.g. <i>They are words that mean the opposite to each other.</i>	1m
	b) Award 1 mark for a word that is a true opposite of the word <u>fierce</u> , e.g. <ul style="list-style-type: none"> • <i>gentle</i> • <i>calm</i> 	1m
35 G4.1a	Award 1 mark for all three correct. It was a cold day when we <u>played</u> handball. <div style="text-align: center;"> <div style="border: 1px solid black; padding: 2px; display: inline-block;">play</div> ↑ </div> My friend <u>threw</u> the ball to me and I <u>caught</u> it. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px; display: inline-block;">throw</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">catch</div> </div> Do not accept misspellings of verb forms.	1m
36 G1.3	Award 1 mark for two correct adjectives derived from the given nouns, e.g. Tia hopes to become a <i>famous</i> [fame] sportswoman. Her <i>athletic</i> [athlete] achievements already include winning races in her home town. She hopes to win <u><i>national/international/nationwide</i></u> [nation] competitions one day. Do not accept misspellings of the adjectives.	1m
37 G1.5b	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">whose</div> <div style="display: flex; flex-direction: column; gap: 5px;"> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> </div>	1m

Qu.	Requirement	Mark												
38 G1.2	<p>Award 1 mark for a grammatically correct sentence that uses <u>point</u> as a verb and that is correctly punctuated, e.g.</p> <p><i>I saw the teacher point at the board.</i></p> <p>Do not accept responses that use an inflected ending of <u>point</u>, e.g.</p> <p><i>Ushma pointed at the book she wanted.</i></p>	1m												
G1.1	<p>Award 1 mark for a grammatically correct sentence that uses <u>point</u> as a noun and that is correctly punctuated, e.g.</p> <p><i>I sharpened my pencil to a fine point.</i></p> <p>Do not accept responses that use an inflected ending of <u>point</u>, e.g.</p> <p><i>The red team scored more points than the blue team.</i></p>	1m												
39 G3.1a	<p>Award 1 mark for the full relative clause underlined.</p> <p>The old house <u>that is next to our school</u> is for sale.</p>	1m												
40 G4.4	<p>Award 1 mark for a correctly completed table.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Sentence</th> <th style="width: 25%;">Active</th> <th style="width: 25%;">Passive</th> </tr> </thead> <tbody> <tr> <td>Otters live in clean rivers.</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>Fish are eaten by otters.</td> <td></td> <td style="text-align: center;">✓</td> </tr> <tr> <td>Usually, otters are playful creatures.</td> <td style="text-align: center;">✓</td> <td></td> </tr> </tbody> </table>	Sentence	Active	Passive	Otters live in clean rivers.	✓		Fish are eaten by otters.		✓	Usually, otters are playful creatures.	✓		1m
Sentence	Active	Passive												
Otters live in clean rivers.	✓													
Fish are eaten by otters.		✓												
Usually, otters are playful creatures.	✓													
41 G4.4	<p>Award 1 mark for a correctly punctuated sentence using the active voice.</p> <p><i>The judges announced the results.</i></p>	1m												
42 G1.6	<p>Award 1 mark for both words encircled.</p> <p>All of the passengers cheered (loudly), and we cheered (too).</p>	1m												
43 G3.2	<p style="text-align: right;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> as a noun phrase <input checked="" type="checkbox"/> </p>	1m												
44 G4.3	<p style="text-align: right;"> <input type="checkbox"/> <input type="checkbox"/> were <input checked="" type="checkbox"/> <input type="checkbox"/> </p>	1m												

Qu.	Requirement	Mark
45 G2.4	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> an exclamation <input checked="" type="checkbox"/>	1m
46 G4.1b	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> My dog was very naughty, but since the classes he has been much better. <input checked="" type="checkbox"/>	1m

6. Paper 2: spelling

6.1 Content domain coverage for Paper 2: spelling



This information is provided in Table 3.

6.2 General guidance on marking 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 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 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 dash, the mark is not awarded.

6.3 Pupil version of Paper 2: spelling

<div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin: 0 auto;">Spelling task</div>	
<p>1. Jordan's messy room was in a state of _____.</p> <p>2. David gave a _____ on the door before entering.</p> <p>3. Anita was _____ her shoes.</p> <p>4. The coat was made from a _____ fabric.</p> <p>5. I am _____ you help with your homework.</p> <p>6. Eagles have excellent _____.</p> <p>7. Ali _____ his hat in the crowded cloakroom.</p> <p>8. The mountains could be seen in the _____.</p> <p>9. Freya thought that her painting was _____.</p> <p>10. It is _____ to drop litter in the playground.</p>	<p>11. The tiger stalked its _____ through the jungle.</p> <p>12. Compared with _____ years, the team did well.</p> <p>13. My _____ Ryan has red hair.</p> <p>14. My brother has a _____ for music.</p> <p>15. Jasmine's _____ expression showed how happy she felt.</p> <p>16. The children needed _____ rucksacks for the visit.</p> <p>17. I needed to fill in my _____ on the form.</p> <p>18. My mum painted the _____ blue.</p> <p>19. There is a great _____ in accents across Britain.</p> <p>20. The mother swan _____ guarded her nest.</p>
<div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin: 0 auto;">END OF TEST</div>	
 <small>Page 2 of 4</small>	 <small>Page 3 of 4</small>

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	disorder	1	S41 – prefixes
2	knock	1	S60 – words with ‘silent’ letters
3	polishing	1	S38 – adding suffixes beginning with vowel letters to words of more than one syllable
4	washable	1	S56 – words ending in <i>-able</i> and <i>-ible</i> words ending in <i>-ably</i> and <i>-ibly</i>
5	offering	1	S57 – adding suffixes beginning with vowel letters to words ending in <i>-fer</i>
6	vision	1	S45 – endings that sound like /ʒən/
7	misplaced	1	S41 – prefixes
8	distance	1	S55 – words ending in <i>-ant</i> , <i>-ance</i> , <i>-ancy</i> , <i>-ent</i> , <i>-ence</i> , <i>-ency</i>
9	brilliant	1	S55 – words ending in <i>-ant</i> , <i>-ance</i> , <i>-ancy</i> , <i>-ent</i> , <i>-ence</i> , <i>-ency</i>
10	thoughtless	1	S59 – words containing the letter string <i>ough</i>
11	prey	1	S61 – homophones and near homophones (Years 3 and 4), homophones and other words that are often confused (Years 5 and 6)
12	previous	1	S46 – the suffix <i>-ous</i>
13	cousin	1	S40 – the /ʌ/ sound spelt <i>ou</i>
14	passion	1	S47 – endings that sound like /ʃən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>
15	facial	1	S54 – endings which sound like /ʃəl/
16	lightweight	1	S52 – words with the /eɪ/ sound spelt <i>ei</i> , <i>eigh</i> , or <i>ey</i>
17	nationality	1	S38 – adding suffixes beginning with vowel letters to words of more than one syllable
18	ceiling	1	S58 – words with the /i:/ sound spelt <i>ei</i> after <i>c</i>
19	variation	1	S47 – endings that sound like /ʃən/, spelt <i>-tion</i> , <i>-sion</i> , <i>-ssion</i> , <i>-cian</i>
20	ferociously	1	S43 – the suffix <i>-ly</i>
Total		20	



2016 key stage 2 English grammar, punctuation and spelling test mark schemes

Paper 1: questions and Paper 2: spelling

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