2022 national curriculum tests

Key stage 2

English grammar, punctuation and spelling test mark schemes

Paper 1: questions
Paper 2: spelling

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 2022 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 2022 tests will be published in July 2022. The standards confirmation meeting will take place in June 2022.

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 2022 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

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			

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						

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'

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.

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

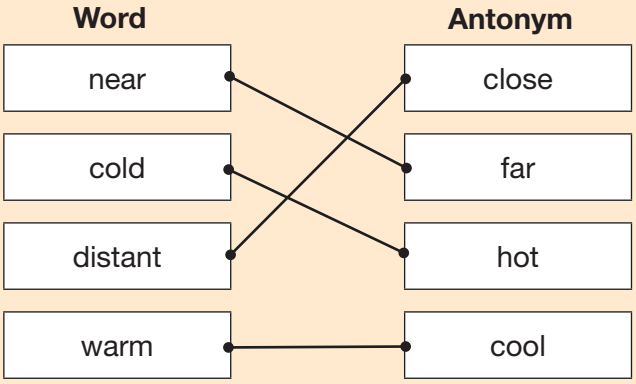
The mark schemes contain the following information for each question:

- 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

5. Mark schemes for Paper 1: questions

Qu.	Requirement	Mark
1 G1.9	**Award 1 mark** for A whale lives in the sea. **Also accept** A whale lives in the sea.	**1m**
2 G6.3	**Award 1 mark** for all **five** correct. **Words** / **Suffix** child, champion, neighbour, friend, member hood, ship	**1m**
3 G6.2	**Award 1 mark** for all **three** correct. **Prefix** / **Word** en, de, dis cover, large, frost	**1m**
4 G5.3 G2.2	Shall we go round the fitness trail in the park ☑ ☐ ☐ ☐	**1m**
5 G5.6b G1.6a	☐ Finally, I think I understand what you mean. ☑ ☐ ☐	**1m**

Qu.	Requirement	Mark
6 G5.5	☐ The children could choose to play netball, cricket, hockey or tennis. ☑ ☐ ☐	**1m**
7 G5.9	☐ ☐ Add one ounce (around one tablespoon) of yeast to your bread mix. ☑ ☐	**1m**
8 G4.1c	☐ ☐ I will walk through the park to get to school. ☑ ☐	**1m**
9 G5.6a G5.9	**Award 1 mark** for a correctly placed pair of commas. The African elephant**,** the largest land mammal in the world**,** can weigh up to 6.6 tonnes.	**1m**
10 G1.5	deserts ☑ ☐ ☐ ☐	**1m**
11 G4.2	**Award 1 mark** for all **four** correct. William Shakespeare, the famous writer, is / (was) born in Stratford-upon-Avon in 1564 and later will move / (moved) to London where he will become / (became) an actor. Even today, Shakespeare's plays (are performed / performed) around the world.	**1m**

Qu.	Requirement	Mark
12 G6.1	**Award 1 mark** for all **four** correct. 	**1m**
13 G5.11	**Award 1 mark** for a correctly placed semi-colon. The suitcase was heavy**;** the box was lighter but more awkward to carry.	**1m**
14 G5.8	**Award 1 mark** for all **three** correct. Liam was not completely surprised at the knock on his door that *wasn't* morning. In fact, he had been waiting for this particular visitor. *he'd* "It is good to see you," he said, opening the door. *It's*	**1m**
15 G1.3	adjective ☑ ☐ ☐ ☐	**1m**
16 G5.12	**Award 1 mark** for a correctly placed dash. The story was exciting **–** it was full of action and adventure.	**1m**
17 G7.4	☐ ☐ ☐ It is essential that we remember our water bottles. ☑	**1m**

Qu.	Requirement	Mark
18 G6.1	**Award 1 mark** for the correct words circled. The school will (supply) all meals during the trip. If parents wish to (provide) children with additional drinks, they may do so.	**1m**
19 G3.1	**Award 1 mark** for all **three** correct. After they had been for a swim, the boys had a drink S M because they were very thirsty. S	**1m**
20 G5.9	**Award 1 mark** for a correctly placed pair of dashes. The Caspian Sea **–** which is a saltwater lake **–** is the largest inland body of water in the world.	**1m**
21 G5.10	**Award 1 mark** for a correctly placed colon. Many fossils are not as big as people think**:** some are so small that you need a microscope to see them.	**1m**
22 G4.1d	**Award 1 mark** for all **three** correct. Jake was cycling. → an action in progress in the present Jake cycled. → an action in progress in the past Jake is cycling. → an action in the past	**1m**
23 G5.10	He is famous for his innovative music: a mix of recorded noises, traditional instruments and songs. ☑ ☐ ☐ ☐	**1m**
24 G3.4	**Award 1 mark** for When the crowd heard the clattering sound, they gasped in astonishment.	**1m**

Qu.	Requirement	Mark
25 G3.1a	**Award 1 mark** for a grammatically correct relative clause that retains the meaning of the sentence in the box, for example: • My grandma, *who loves travelling*, went on holiday to Spain. • My grandma, *whose love of travelling was famous*, went on holiday to Spain. • My grandma, *whom travelling delights*, went on holiday to Spain. **Also accept** responses where the verbs are changed but the meaning is related to a love of travel, for example: • My grandma, *who loves to go on holiday*, went on holiday to Spain. • My grandma, *who has been to many places*, went on holiday to Spain. • My grandma, *who enjoys flying*, went on holiday to Spain. **Do not accept** a grammatically incorrect relative clause, for example: • My grandma, *which loves to travel*, went on holiday to Spain.	**1m**
26 G1.2 G1.3	adjective ☐ verb ☑ ☐ ☐	**1m**
27 G5.7	**Award 1 mark** for **"**What time does the concert start**?"** whispered Dad as we took our seats. **Also accept** the insertion of additional correct punctuation, for example: • **"**What time does the concert start**?"** whispered Dad**,** as we took our seats. • **"**What time does the concert start**?"** whispered Dad as we took our seats**!**	**1m**
28 G2.1	☐ ☐ a statement ☑ ☐	**1m**
29 G4.4	It does not say who dropped the bucket. ☑ ☐ ☐ ☐	**1m**

Qu.	Requirement	Mark
30 G1.1	**Award 1 mark** for all **four** correct. The (strength) of the (wind) made the (trees) in the (forest) sway and bend.	**1m**
31 G1.5a	**Award 1 mark** for the correct word circled. The house next to (ours,) which belongs to Mrs Green, is for sale.	**1m**
32 G2.3	**Award 1 mark** for a grammatically correct and accurately punctuated command, using the imperative in the main clause, that could instruct children to turn the lights off, for example: • *Switch off the lights!* • *Remember to turn them off.* • *Please turn off the lights.* • *Turn off the lights, please.* • *Children, please remember to switch the lights off.* • *When you leave today, switch off the lights*. **Do not accept** other sentence types, for example: • *You must turn off the lights*.	**1m**
33 G1.5b	**Award 1 mark** for the correct word circled. The children (who) were going swimming had their lunch earlier than we did.	**1m**
34 G3.4	**Award 1 mark** for the correct word circled. (Since) it is sunny today, we can play rounders or cricket.	**1m**
35 G4.4	**Award 1 mark** for a correctly punctuated sentence using the active, for example: *Bill fed the dog*. **Also accept**: *Bill was feeding the dog*.	**1m**
36 G1.6a	☐ ☐ With big smiles on our faces, ☑ ☐	**1m**
37 G1.4 G3.4	**Award 1 mark** for the correct insertion of an appropriate subordinating conjunction, for example: • *Although* it rained all afternoon, the picnic was a success. • *While* it rained all afternoon, the picnic was a success. • *Even though* it rained all afternoon, the picnic was a success.	**1m**

<table>
<tr><th>Qu.</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>38
G3.3</td><td>Award 1 mark for the correct word circled.
I started drawing a car, but then I changed my mind because
I had a better idea.</td><td>1m</td></tr>
<tr><td>39
G1.7</td><td>Award 1 mark for both correct.
The bird flew above the trees.
The children sang many songs in their concert.</td><td>1m</td></tr>
<tr><td>40
G4.1a</td><td>Award 1 mark for all three correct.
I did my homework on the computer.
↓
to do
I chose to do a project about horses.
↓
to choose
I began by making notes about different breeds.
↓
to begin</td><td>1m</td></tr>
<tr><td>41
G5.13</td><td>Award 1 mark for a correctly inserted hyphen.
We were very busy in the run-up to the school play.</td><td>1m</td></tr>
<tr><td>42
G7.1</td><td>Award 1 mark for all four correct.
<table>
<tr><th>Sentence</th><th>Standard English</th><th>Non-Standard English</th></tr>
<tr><td>I were going to keep the picture to show you.</td><td></td><td>✓</td></tr>
<tr><td>We was helping to design the new school building.</td><td></td><td>✓</td></tr>
<tr><td>He doesn’t know nothing about football.</td><td></td><td>✓</td></tr>
<tr><td>I have done all the washing-up.</td><td>✓</td><td></td></tr>
</table></td><td>1m</td></tr>
</table>

<table>
<tr><th>Qu.</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>43
G6.2</td><td>Award 1 mark for all three correct.

<u>dis</u>obey

<u>in</u>tolerant

<u>im</u>patient

Do not accept misspellings.</td><td>1m</td></tr>
<tr><td>44
G3.2</td><td>☐
☐
☐
a noun phrase ☑</td><td>1m</td></tr>
<tr><td>45
G5.8</td><td>Award 1 mark for all four correct.

<table>
<tr><th>Sentence</th><th>The apostrophe shows that...</th><th>True</th><th>False</th></tr>
<tr><td>The boys’ lunch was delicious.</td><td>there is only one boy.</td><td></td><td>✓</td></tr>
<tr><td>Gina put out the cats’ food.</td><td>there is more than one cat.</td><td>✓</td><td></td></tr>
<tr><td>The girl’s party is this afternoon.</td><td>there is more than one girl.</td><td></td><td>✓</td></tr>
<tr><td>The trees’ leaves were green.</td><td>there is only one tree.</td><td></td><td>✓</td></tr>
</table>
</td><td>1m</td></tr>
<tr><td>46
G4.4</td><td>Award 1 mark for a correctly punctuated sentence using the passive, for example:

• Vegetables were grown by the children.
• Vegetables were grown.</td><td>1m</td></tr>
<tr><td>47
G5.1
G5.2</td><td>Award 1 mark for capital letters and full stops correctly inserted.

Frogs are amphibians. T they live on land but they lay their

eggs in water. T their eggs are called frogspawn. D during the

winter, frogs hibernate at the bottom of ponds or in

compost heaps.</td><td>1m</td></tr>
</table>

<table>
<tr><th>Qu.</th><th>Requirement</th><th>Mark</th></tr>
<tr><td>48
G1.6</td><td>Award 1 mark for all three correct.
Because it was raining (hard,) the driver was unable to see (clearly) and (almost) crashed his shiny new car.</td><td>1m</td></tr>
<tr><td>49
G4.1b
G4.1d
G4.1a</td><td>Award 1 mark for all three correct.
<table>
<tr><th>Sentence</th><th>Simple past</th><th>Past progressive</th><th>Past perfect</th></tr>
<tr><td>Nathan had hoped for a part in the school play.</td><td></td><td></td><td>✓</td></tr>
<tr><td>The children were rehearsing their lines.</td><td></td><td>✓</td><td></td></tr>
<tr><td>Lots of parents came to watch.</td><td>✓</td><td></td><td></td></tr>
</table></td><td>1m</td></tr>
<tr><td>50
G1.8</td><td>Award 1 mark for the correct words circled.
In (an) hour, we will be getting on (our) train.</td><td>1m</td></tr>
</table>

6. Paper 2: spelling

6.1 Content domain coverage for Paper 2: spelling

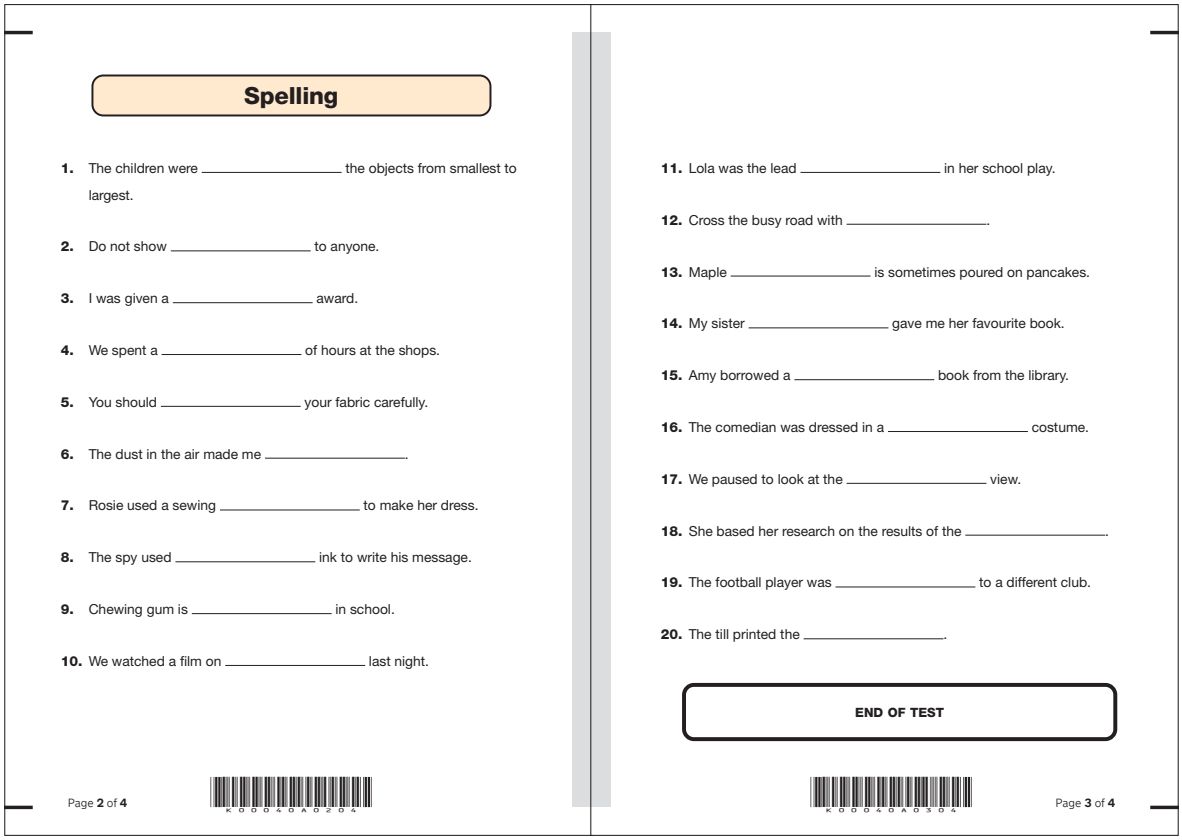
This information is provided in Table 3.

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. The children were _____ the objects from smallest to largest.
2. Do not show _____ to anyone.
3. I was given a _____ award.
4. We spent a _____ of hours at the shops.
5. You should _____ your fabric carefully.
6. The dust in the air made me _____.
7. Rosie used a sewing _____ to make her dress.
8. The spy used _____ ink to write his message.
9. Chewing gum is _____ in school.
10. We watched a film on _____ last night.

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

11. Lola was the lead _____ in her school play.
12. Cross the busy road with _____.
13. Maple _____ is sometimes poured on pancakes.
14. My sister _____ gave me her favourite book.
15. Amy borrowed a _____ book from the library.
16. The comedian was dressed in a _____ costume.
17. We paused to look at the _____ view.
18. She based her research on the results of the _____.
19. The football player was _____ to a different club.
20. The till printed the _____.

END OF TEST

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

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	ordering	1	S38 – adding suffixes beginning with vowel letters to words of more than one syllable
2	disrespect	1	S41 – prefixes
3	special	1	S54 – endings that sound like /ʃəl/
4	couple	1	S40 – the /ʌ/ sound spelt *ou*
5	measure	1	S44 – words with endings sounding like /ʒə/ or /tʃə/
6	cough	1	S59 – words containing the letter string *ough*
7	machine	1	S49 – words with the /ʃ/ sound spelt *ch*
8	invisible	1	S56 – words ending in *-able* and *-ible* words ending in *-ably* and *-ibly*
9	banned	1	S61 – homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)
10	television	1	S45 – endings that sound like /ʒən/
11	character	1	S48 – words with the /k/ sound spelt *ch*
12	caution	1	S47 – endings that sound like /ʃən/, spelt *-tion*, *-sion*, *-ssion*, *-cian*
13	syrup	1	S39 – the /i/ sound spelt *y* other than at the end of words
14	reluctantly	1	S43 – the suffix *-ly*
15	reference	1	S57 – adding suffixes beginning with vowel letters to words ending in *-fer*
16	ridiculous	1	S46 – the suffix *-ous*
17	scenic	1	S51 – words with the /s/ sound spelt *sc* S60 – words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
18	survey	1	S52 – words with the /eɪ/ sound spelt *ei*, *eigh* or *ey*
19	transferred	1	S57 – adding suffixes beginning with vowel letters to words ending in *-fer*
20	receipt	1	S58 – words with the /i:/ sound spelt *ei* after *c*
Total		**20**	

Standards & Testing Agency

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