

2016 national curriculum tests

# Key stage 2

## English grammar, punctuation and spelling test mark schemes

Paper 1: questions  
and 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 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](http://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](http://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**

	<b>Accept...</b>	<b>Do not accept...</b>
<b>Tick boxes and tables</b>	any unambiguous indication of the correct answer, e.g. <ul style="list-style-type: none"> <li>the box is crossed rather than ticked</li> <li>the correct answer is circled rather than ticked.</li> </ul>	answers in which more than the required number of boxes has been ticked.
<b>Circling or underlining of the answer</b>	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.
<b>Drawing lines to 'match' boxes</b>	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).
<b>Labelling</b>	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'.
<b>Punctuation</b>	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.

	<b>Accept...</b>	<b>Do not accept...</b>
<b>Sentences and capital letters</b>	<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>
<b>Spelling</b>	<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>
<b>Answers outside the expected space</b>	<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>
<b>More than one answer given</b>	<p>multiple answers that are all correct according to the mark scheme.</p>	<p>both correct and incorrect responses given.</p>

	<b>Accept...</b>	<b>Do not accept...</b>
<b>Handwriting</b>	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.
<b>Crossed-out answers</b>	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><b>Award 1 mark</b> for all <b>three</b> correct.</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Word</th> <th style="text-align: center;">Suffix</th> </tr> </thead> <tbody> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">manage</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">ish</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">harm</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">able</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">self</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">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><b>Award 1 mark</b> for three conjunctions inserted correctly.</p> <p>You may bring sandwiches <b>and</b> juice <b>or</b> water for the trip, <b>but</b> glass bottles are not allowed.</p>	1m								
3 G1.9	<p><b>Award 1 mark</b> for the correct word encircled.</p> <p>My friend bought a <b>cake</b> from the bakery.</p> <p>or</p> <p>My friend bought <b>a cake</b> from the bakery.</p>	1m								
4 G1.8	<p><b>Award 1 mark</b> for all <b>three</b> correct.</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Sentence</th> <th style="text-align: center;">Determiner</th> </tr> </thead> <tbody> <tr> <td style="border: 1px solid black; padding: 5px;">At the zoo we saw _____ owl.</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">a</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">There was also _____ cute baby penguin.</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">the</td> </tr> <tr> <td style="border: 1px solid black; padding: 5px;">I thought it was _____ best day ever.</td> <td style="border: 1px solid black; padding: 5px; text-align: center;">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 style="text-align: center;"> <input type="checkbox"/>  <input checked="" type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> </p>	1m								

Qu.	Requirement	Mark												
6 G5.10	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;">I bought several beach toys: a bucket, a spade, a ball and a kite.</div> <div style="width: 35%;"> <input type="checkbox"/>  <input type="checkbox"/>  <input checked="" type="checkbox"/>  <input type="checkbox"/> </div> </div>	1m												
7 G1.6	<p><b>Award 1 mark</b> for the correct insertion of an appropriate adverb, e.g.</p> <ul style="list-style-type: none"> <li>• She completed her homework <u>quickly</u>.</li> <li>• She completed her homework <u>well</u>.</li> <li>• She completed her homework <u>yesterday</u>.</li> <li>• She completed her homework <u>there</u>.</li> </ul> <p><b>Do not accept</b> misspellings of the adverb.</p>	1m												
8 G5.7	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <input checked="" type="checkbox"/>                  ↓             </div> <div style="width: 40%;">                 Roman life was very unlike modern life, the archaeologist said.                 <div style="display: flex; justify-content: space-around; margin-top: 5px;"> <div style="text-align: center;"> <input checked="" type="checkbox"/>                      ↓                 </div> <div style="text-align: center;"> <input type="checkbox"/>                      ↓                 </div> <div style="text-align: center;"> <input type="checkbox"/>                      ↓                 </div> </div> </div> <div style="width: 30%;"></div> </div>	1m												
9 G5.6b	<p><b>Award 1 mark</b> 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><b>Award 1 mark</b> 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><b>Award 1 mark</b> 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> <div style="text-align: center; margin: 10px 0;">             ↓  <input style="border: 1px solid black; padding: 2px 10px;" type="text" value="she"/> </div> <p>The pavement had a large hole and Sara fell into <u>the hole</u>.</p> <div style="text-align: center; margin: 10px 0;">             ↓  <input style="border: 1px solid black; padding: 2px 10px;" type="text" value="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><b>Award 1 mark for all four correct.</b></p> <table border="0"> <thead> <tr> <th>Sentence</th> <th>Function</th> </tr> </thead> <tbody> <tr> <td>I expect the weather to be fine at the weekend</td> <td>question</td> </tr> <tr> <td>Are we likely to have good weather this weekend</td> <td>command</td> </tr> <tr> <td>Check the weather before deciding where to go</td> <td>statement</td> </tr> <tr> <td>What fantastic weather we have had this year</td> <td>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											
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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) <b>Award 1 mark</b> for the correct response.</p> <ul style="list-style-type: none"> <li>• Brackets / a pair of brackets</li> </ul> <p>b) <b>Award 1 mark</b> for the correct response.</p> <ul style="list-style-type: none"> <li>• Commas / a pair of commas</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• Dashes / a pair of dashes</li> </ul>	1m  1m										

Qu.	Requirement	Mark
17 G5.8	<p><b>Award 1 mark</b> 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="margin-left: 40px;">↓</p> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="border: 1px solid black; padding: 2px 10px;">We are</div> <div style="border: 1px solid black; padding: 2px 10px;">I will / I shall</div> </div> <p>We won't be back late.</p> <p style="margin-left: 40px;">↓</p> <div style="border: 1px solid black; padding: 2px 10px;">will not</div> <p><b>Do not accept</b> the pronoun 'I' without a capital letter.</p>	1m
18 G5.4	<p><b>Award 1 mark</b> for <b>two</b> 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; margin-right: 20px;"><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; margin-right: 20px;"><input type="checkbox"/></p> <p style="text-align: right; margin-right: 20px;"><input type="checkbox"/></p>	1m
19 G5.1	<div style="text-align: right; margin-right: 20px;"> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> </div> <p>The athlete won four gold medals at the Olympic Games in London. <input checked="" type="checkbox"/></p>	1m
20 G5.11	<p><b>Award 1 mark</b> 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 checked="" type="checkbox"/></p> <p style="text-align: right; margin-right: 20px;"><input type="checkbox"/></p> <p style="text-align: right; margin-right: 20px;"><input type="checkbox"/></p>	1m
22 G5.8	<p><b>Award 1 mark</b> for the correct word encircled.</p> <p>It's five o'clock. Let's leave early and we'll be able to go to <u>Emma's</u> house first.</p>	1m

Qu.	Requirement	Mark															
23 G5.5	<p><b>Award 1 mark</b> 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															
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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><b>Award 1 mark</b> for <b>both</b> words encircled.</p> <p>He walked (through) the doorway and sat (behind) the desk.</p>	1m															
25 G2.2	<p><b>Award 1 mark</b> for the correct response.</p> <p><i>Are they listening to music?</i></p>	1m															
26 G4.2	<p><b>Award 1 mark</b> for <b>both</b> words encircled.</p> <p>They (went) to the theme park – the car journey home (was) difficult.</p>	1m															
27 G3.4	<p><b>Award 1 mark</b> for all <b>three</b> 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><b>Award 1 mark</b> for <b>both</b> 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><b>Award 1 mark</b> 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
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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) <b>Award 1 mark</b> for a correctly placed comma. After they left Jon, Sally and Bob went to the cinema.</p> <p>b) <b>Award 1 mark</b> for correctly placed commas. After they left, Jon, Sally and Bob went to the cinema.</p> <p><b>Do not accept</b> the use of a serial comma. After they left, Jon, Sally, and Bob went to the cinema.</p>	1m  1m												
31 G6.2	<p><b>Award 1 mark</b> for an explanation of <b>both</b> 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><b>Award 1 mark</b> for <b>both</b> 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><b>Award 1 mark</b> 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												
38 G1.2	<p><b>Award 1 mark</b> 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><b>Do not accept</b> 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><b>Award 1 mark</b> 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><b>Do not accept</b> 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><b>Award 1 mark</b> 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><b>Award 1 mark</b> 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><b>Award 1 mark</b> for a correctly punctuated sentence using the active voice.</p> <p><i>The judges announced the results.</i></p>	1m												
42 G1.6	<p><b>Award 1 mark</b> for <b>both</b> words encircled.</p> <p>All of the passengers cheered <u>loudly</u>, and we cheered <u>too</u>.</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	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 60%;"></div> <div style="width: 30%; text-align: center;"> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input checked="" type="checkbox"/> </div> </div> <p>an exclamation</p>	1m
46 G4.1b	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="width: 60%;"></div> <div style="width: 30%; text-align: center;"> <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input checked="" type="checkbox"/> </div> </div> <p>My dog was very naughty, but since the classes he has been much better.</p>	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;"> <b>Spelling task</b> </div> <ol style="list-style-type: none"> <li>1. Jordan's messy room was in a state of _____.</li> <li>2. David gave a _____ on the door before entering.</li> <li>3. Anita was _____ her shoes.</li> <li>4. The coat was made from a _____ fabric.</li> <li>5. I am _____ you help with your homework.</li> <li>6. Eagles have excellent _____.</li> <li>7. Ali _____ his hat in the crowded cloakroom.</li> <li>8. The mountains could be seen in the _____.</li> <li>9. Freya thought that her painting was _____.</li> <li>10. It is _____ to drop litter in the playground.</li> </ol> <div style="text-align: center;">  </div> <p style="text-align: center; font-size: small;">Page 2 of 4</p>	<ol style="list-style-type: none"> <li>11. The tiger stalked its _____ through the jungle.</li> <li>12. Compared with _____ years, the team did well.</li> <li>13. My _____ Ryan has red hair.</li> <li>14. My brother has a _____ for music.</li> <li>15. Jasmine's _____ expression showed how happy she felt.</li> <li>16. The children needed _____ rucksacks for the visit.</li> <li>17. I needed to fill in my _____ on the form.</li> <li>18. My mum painted the _____ blue.</li> <li>19. There is a great _____ in accents across Britain.</li> <li>20. The mother swan _____ guarded her nest.</li> </ol> <div style="text-align: center; border: 1px solid black; border-radius: 10px; padding: 5px; width: fit-content; margin: 0 auto;"> <b>END OF TEST</b> </div> <div style="text-align: center;">  </div> <p style="text-align: center; font-size: small;">Page 3 of 4</p>
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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	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>
<b>Total</b>		<b>20</b>	



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

Paper 1: questions and Paper 2: spelling

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