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REVISION GUIDES • WORKBOOKS • PRACTICE PAPERS

KEY STAGE 1 SATS

2016 KS1 Grammar, Punctuation & Spelling

Answers Explained

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How to beat each question type

Choose the right joining word (G3)

1. Read the sentence aloud with each option in the gap and ask whether it makes sense.
 2. Encourage the child to think about what the sentence is doing: giving a choice, a reason, or a condition.
 3. The child ticks the one word that fits the meaning perfectly.
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Identify the type of sentence (G2)

1. Read the sentence aloud together and notice how it ends and what it is doing (asking, telling, ordering, or exclaiming).
 2. Talk through each option: a command tells someone to do something; a statement gives information; a question asks something; an exclamation shows strong feeling.
 3. The child ticks the label that matches what the sentence is doing.
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Add the right suffix (G6)

1. Read the sentence together and think about what kind of word is needed (e.g. does it describe how something is happening, or compare two things?).
 2. Try adding different endings such as -ing, -er, or -est after the given word and listen to which sounds right in the sentence.
 3. The child writes the suffix carefully, checking the spelling before finishing.
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Identify word classes (noun, verb, adjective, adverb) (G1)

1. Read the sentence aloud and focus on the underlined or target word.
 2. Ask simple test questions together: Does it name a person or thing (noun)? Does it show an action or state (verb)? Does it describe a noun (adjective)? Does it describe how, when, or where (adverb)?
 3. The child circles or ticks the correct word class label.
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Verb tense: past and present (G4)

1. Read each sentence aloud and ask the child whether it is happening now or whether it has already happened.
2. Point to the verb (the doing or being word) and notice its ending or form: words like 'gave' and 'needed' point to the past; words like 'spills' point to the present.

3. The child circles the correct verb or ticks the right tense column for each sentence.

Punctuation: capitals, full stops, commas, apostrophes, question marks, exclamation marks (G5)

1. Read the sentence or passage aloud slowly, pausing at each punctuation mark to ask whether it is in the right place and doing the right job.
 2. Talk about the rule that applies: for example, a capital letter starts a name or a sentence; a comma separates items in a list; an apostrophe shows missing letters or belonging.
 3. The child adds, circles, or selects the correct punctuation, checking that only one mark is added or changed where the question asks for one.
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Write a question with correct punctuation (G2)

1. Talk about what Joe and Sam might genuinely want to know about lions, so the question is relevant to the topic.
 2. Remind the child that a question usually starts with a question word (What, Where, How, Do, Can) and must begin with a capital letter.
 3. The child writes the question in the speech bubble and checks it ends with a question mark.
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Question 1 (1 mark)

Answer: Children should tick 'or'.

Read the sentence aloud to the child, pausing at the gap, and ask them to think about what kind of word is needed to show a choice between two things. Ask: "What word would you use if you were choosing between two things to do?"

The sentence offers a choice between two activities: going for a walk or playing games indoors. Children need to spot that the gap sits between two alternatives, which is the job of the coordinating conjunction **or**. 'When' and 'if' introduce conditions, and 'because' gives a reason – none of these fit a straightforward choice between two options.

Watch out: A child might be tempted to tick 'when' because it can link two parts of a sentence, but 'when' shows timing rather than a choice between alternatives.

Question 2 (1 mark)

Answer: Children should tick 'If'.

Before looking at the options, ask the child to think about what the sentence is saying - does it mean the game will definitely happen, or only maybe? Ask: "What word could go at the start to show the game only happens if something else happens first?"

The sentence needs a word that introduces a condition: **'If you go to the park, you can play a game'** means the game only happens on the condition that the child goes to the park. Children should try each option in the gap: 'And' simply joins two equal ideas; 'So' signals a result; 'But' signals a contrast. Only **'If'** creates the conditional link that makes the sentence make sense.

Watch out: A child might tick 'And' because it is a familiar joining word, but 'And you go to the park, you can play a game' does not make sense as a condition.

Question 3 (1 mark)

Answer: Children should tick 'Pack away your paints now.' as it is the command.

Before looking at the options, ask the child to think about the difference between a question, a statement and an order. Ask: "Which of these sentences is telling someone what to do?"

A **command** is a sentence that tells someone to do something - it gives a direct instruction, usually starting with a verb. Pack away your paints now opens immediately with the imperative verb 'Pack',

which orders someone to act. The other options do not fit: 'You should be proud' is a statement, 'Will you show me' is a question, and 'That's your best work yet!' is an exclamation.

Watch out: A child might tick 'That's your best work yet!' because of the exclamation mark, but an exclamation is not the same as a command - it expresses strong feeling rather than giving an instruction.

Question 4 (1 mark)

Answer: Children need to write 'ing' after the word 'fall', making 'falling'.

Before revealing the answer, ask your child to read the whole sentence aloud, leaving a pause where the gap is, and think about what kind of word fits. Ask: "What ending could you add to 'fall' to make it fit in that sentence?"

The sentence reads 'The autumn leaves are fall___ to the ground' and the gap follows the word **fall**, which is given as the root. Children should recognise that 'are' before the root signals a present participle is needed, so adding **-ing** gives the correct word falling. The official answer specifies that the suffix must be spelt correctly; if a child writes the whole word rather than just the suffix, it must also be spelt correctly as falling.

Watch out: If a child writes the full word 'falling' but spells it incorrectly (for example 'faleing'), that does not score. The suffix spelling must be accurate.

Question 5 (1 mark)

Answer: The child needs to add the suffix 'er' to the word 'fast', writing 'faster' on the line.

Before looking at the answer, point to the word 'than' in the sentence and ask your child to think about what kind of word usually comes just before 'than'. Ask: "If someone is more fast than another person, how would we say that in one word?"

The sentence contains the comparison word **than**, which is a strong clue that a comparative form is needed. Children should recognise that adding **-er** to 'fast' makes 'faster', meaning more fast - which fits perfectly: 'the hare knew that he could run faster than the tortoise.' The suffix must be spelt correctly; if a child writes the whole word 'faster' rather than just 'er', that spelling must also be correct.

Watch out: A child might write 'est' to make 'fastest', but that is a superlative (the most fast), and the sentence uses 'than', which signals a comparison between two things, not the most of all.

Question 6 (1 mark)

Answer: Children should tick 'adjective'.

Before looking at the options, ask the child to think about what job the underlined word does in the sentence. Ask: "What is the word 'pretty' telling us - is it naming something, doing something, or describing something?"

The word being tested here is **pretty**, which is underlined in the sentence 'Gran thought the flowers were pretty.' Children need to recognise that **pretty** describes what the flowers are like - it is a describing word, which is what an adjective does. A noun is a naming word, a verb is a doing or being word, and an adverb describes how an action is done. Pretty does none of those things; it describes the flowers.

Watch out: A child might tick 'adverb' because adverbs are also describing words, but adverbs describe verbs (actions), not nouns. Here, 'pretty' describes the flowers, which is a noun, so it is an adjective.

Question 7 (1 mark)

Answer: The words start with a capital letter because they are names - names of a person (Sarah), a place (Scotland), or a day of the week (Saturday).

Ask your child to look carefully at each underlined word and think about what kind of word it is. Ask: "What is the same about Saturday, Sarah and Scotland - what type of words are they?"

Children need to explain why the underlined words (**Saturday, Sarah, Scotland**) begin with capital letters. The official answer requires children to state that these words are names - of a person, a place, or a day. Responses such as 'they are names', 'a place/day/name needs a capital letter', or 'they are proper nouns' all count. A vague response such as 'because they are important' does not score.

Watch out: A child who writes 'because they are important' will not score - the answer must show understanding that the words are names (of a person, place, or day), not just that they seem significant.

Question 8 (1 mark)

Answer: Children should circle both 'pencil' and 'bench' - these are the two nouns in the sentence.

Before looking at the answer, encourage the child to think about what nouns are - words that name things. Ask: "Can you point to every 'thing' or 'object' mentioned in this sentence?"

Children need to identify the two **nouns** (naming words) in the sentence 'You have left your pencil on the bench over there.' A noun is a word that names a person, place, or thing. Pencil names an object; bench names another object. Both must be circled to score the mark. Words such as 'left' (a verb) or 'there' (an adverb) may attract a child who has not yet secured the definition of a noun.

Watch out: A child might circle 'there' or 'left' by mistake. Only 'pencil' and 'bench' are nouns - both must be circled, not just one, for the mark to be awarded.

Question 9 (2 marks)

Answer: Children should write a question about lions in the speech bubble, starting with a capital letter and ending with a question mark. For example: 'Where do lions live?' or 'What do lions eat?'

Before your child writes anything, ask them to think about what they would want to know if they were learning about lions for the first time. Ask: "What is one thing you would want to ask a teacher about lions?"

Two marks are available here, both linked to punctuation and sentence function. Children need to write a sensible question about lions - something Joe and Sam might genuinely ask their teacher. To earn **both marks**, the question must start with a capital letter and end with a question mark. One mark is awarded if the question makes sense and uses correct question structure but has a missing capital letter or the wrong end punctuation (for example a full stop instead of a question mark). The question must be about lions specifically; a question about an unrelated topic does not count at all.

Watch out: A question that is not about lions at all - for example 'What time is it?' - does not count, even if it is punctuated perfectly. The question must be in context.

Model answer: Where do lions live?

Question 10 (1 mark)

Answer: Children should tick 'a statement'.

Before revealing the answer, ask the child to think about what the sentence is doing - is it asking something, telling someone what to do, or just giving information? Ask: "What do you think this sentence is doing - is it asking a question, giving an order, or just telling us something?"

Sentence types are tested here. Children need to decide what kind of sentence One day, Ali decided to make a toy robot is. A **statement** is a sentence that gives information or tells us a fact. This sentence simply tells us what Ali decided to do - it does not ask a question, give an order, or express strong surprise with an exclamation structure. The official answer is **a statement**.

Watch out: A child might be tempted to tick 'an exclamation' because the sentence sounds exciting, but an exclamation in grammar starts with 'What' or 'How' and ends with an exclamation mark - this sentence does neither.

Question 11 (1 mark)

Answer: Children should circle the word 'softly'.

Before looking at the answer, ask your child to read the sentence aloud and think about what kind of word describes how an action is done. Ask: "Can you find the word that tells us how Jamie knocked?"

The sentence 'Jamie knocked **softly** on his brother's bedroom door' contains one adverb. Children need to recognise that softly describes how Jamie knocked - it modifies the verb 'knocked'. The other words are either a noun (door, brother), a verb (knocked), or a pronoun/determiner. Spotting that adverbs often answer the question 'how?' is the quickest route to the correct word here.

Watch out: A child might circle 'knocked' because it is the main action word, but 'knocked' is the verb - the question asks for the adverb that describes how the knocking was done.

Question 12 (1 mark)

Answer: Children should circle 'was' and 'played' - both past-tense verb forms.

Before your child circles anything, ask them to read the whole sentence aloud and think about when the action took place. Ask: "Is the sun shining and Mia playing right now, or did it happen in the past?"

Both verb choices in the question need to be in the past tense to match the rest of the sentence. Children should recognise that **was** (not 'is') and **played** (not 'plays') are the correct past-tense forms. Both must be circled to score the mark - circling only one is not enough. A helpful prompt is to ask whether the event is happening now or whether it already happened.

Watch out: A child might circle only one of the two verbs, for example just 'was', and miss 'played'. Both must be circled together to score the mark.

Question 13 (1 mark)

Answer: Children should circle 'ran' and 'opened' - these are the two verbs in the sentence.

Before looking at the answer, ask your child to read the sentence aloud and think about what actions or 'doing words' are happening in it. Ask: "Can you find the words that tell us what the person actually did?"

Verbs are doing or action words. In the sentence 'I ran up the stairs and opened the door', children need to find the two words that describe actions. **Ran** describes the action of running and **opened** describes the action of opening. Both are past-tense action words. Words like 'stairs' and 'door' are nouns, and 'up' describes where, so neither of those counts. Both words must be circled to score the mark.

Watch out: A child might circle 'up' as it sounds active, but 'up' tells us where, not what action was done - only 'ran' and 'opened' are the action words here.

Question 14 (1 mark)

Answer: Children should tick the first option: 'Lucy's bag is green and has lots of pockets.'

Before looking at the options together, ask your child to think about what an apostrophe is for. Ask: "Can you tell me what an apostrophe does in a word like 'Lucy's'?"

Each of the four sentences uses an apostrophe differently, and children need to spot which one is correct. The apostrophe in **Lucy's** shows that the bag belongs to Lucy - this is a possessive apostrophe, placed correctly between the name and the 's'. The other three options all go wrong: 'Lucys' puts the apostrophe after the 's' as though Lucy were plural; 'lot's' wrongly adds an apostrophe to a plain plural; 'pocket's' does the same. Only the first sentence uses the apostrophe correctly.

Watch out: A child might be tempted by 'Lucys' because it does contain an apostrophe near Lucy's name, but the apostrophe is placed after the 's', which is only correct when the owner's name is already plural - Lucy is one person, so the apostrophe must come before the 's'.

Question 15 (1 mark)

Answer: The comma should go after the word 'posters', giving: The museum shop sells posters, mugs and badges.

Point the child to the sentence and ask them to count how many things the shop sells. Then ask: "Where do you think we need to put a little pause mark to separate the things in the list?"

Children need to separate items in a list using a comma. The sentence contains three items: **posters**, **mugs**, and **badges**. A comma belongs after the first item, posters, to separate it from mugs. The official answer places the comma after **posters** only. Children should remember that in a three-item list, one comma sits between the first and second items.

Watch out: A child might place the comma after 'mugs' instead of after 'posters', but the official answer requires the comma after 'posters' to separate the first and second items in the list.

Question 16 (1 mark)

Answer: Children should circle the full stop after 'paintings' (end of line 1) and the full stop after 'friend' (line 2). One has already been done for them.

Before looking at the answer, ask your child to read the whole passage aloud as one story and listen for any place where a full stop makes them stop too early. Ask: "Does every full stop come at the end of a complete thought, or do any of them make the sentence feel unfinished?"

The question tests whether children can spot full stops placed in the middle of a sentence rather than at the end of one. Reading the passage as flowing text helps: '**There are some colourful paintings**' should continue to '**on the walls**' - the full stop after paintings breaks the sentence wrongly. Similarly, '**My best friend**' should continue to '**Ahmed painted one of them**' - the full stop after friend splits that sentence incorrectly. Both of these need circling to earn the mark; finding only one scores nothing.

Watch out: A child might circle the full stop after 'walls' (line 2), but that one is correctly placed - 'on the walls' completes the sentence that began with 'paintings'.

Question 17 (1 mark)

Answer: Children should write: didn't (lower case, with an apostrophe between the 'n' and the 't').

Before looking at the answer, ask your child to say 'did not' quickly as if they were talking to a friend - what does it sound like when the two words are squashed together? Ask: "If you took out a letter from 'did not' to make it one short word, what would you put in its place?"

Contractions are being tested here: children must squash **did not** into one word by replacing the missing letter 'o' with an apostrophe. The official answer is **didn't** - spelled exactly like that, in lower case. A capital 'D' is not accepted because the word sits in the middle of a sentence. The apostrophe must sit between the 'n' and the 't', showing where the 'o' has been removed. Spelling must be correct to score the mark.

Watch out: Children must write 'didn't' in lower case. 'Didn't' with a capital D is not accepted because the word appears in the middle of the sentence, not at the start.

Question 18 (1 mark)

Answer: Children should tick 'exclamation mark'.

Before revealing the answer, ask your child to read the sentence aloud and think about how it sounds - does it feel like a question, or more like a strong feeling? Ask: "What kind of sentence is 'What a wonderful present you gave me'?"

The sentence '**What a wonderful present you gave me**' is an exclamation - it expresses strong feeling rather than asking a question. Children should recognise that the structure 'What a...' signals an exclamation, so the correct end punctuation is an exclamation mark. The sentence does not ask anything, so a question mark would be wrong.

Watch out: A child might tick 'question mark' because the sentence begins with 'What', which can start a question - but this sentence expresses surprise or delight rather than asking anything.

Question 19 (1 mark)

Answer: Children should tick: 'Aziz gave out the paint pots' - past tense; 'Aziz spills water on the table' - present tense; 'Aziz needed some glue' - past tense. All three must be correct to score the mark.

Before checking, ask the child to read each sentence aloud and think about whether Aziz is doing the action right now or whether it already happened. Ask: "Can you point to the doing word in each sentence and tell me if it happened already or is happening now?"

Each sentence contains a verb that signals its tense. **Gave** and **needed** are past-tense forms, so those two sentences belong in the past-tense column. **Spills** is a present-tense form (it describes something happening now), so that sentence belongs in the present-tense column. Children should

be encouraged to look at the key verb in each sentence and ask whether it describes something that has already happened or something happening now. All three rows must be ticked correctly for the single mark.

Watch out: A child might tick 'Aziz spills water on the table' as past tense because the story context feels like a past event, but the verb 'spills' is present tense - the form of the verb, not the story setting, decides the answer.

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