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KEY STAGE 1 SATS

# 2018 KS1 Grammar, Punctuation & Spelling

Answers Explained

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# How to beat each question type

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## Tick the correct word or option (G3)

1. Read the sentence aloud together, pausing at the gap, and try each option in turn so the child can hear which one sounds right.
  2. Ask the child to point to the word that makes the most sense and tick that box.
  3. Read the finished sentence aloud once more to check it sounds correct before moving on.
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## Circle or identify a word class (noun, verb, adjective, adverb) (G1)

1. Remind the child what that word class does: for example, a noun names a person, place or thing; a verb is a doing or being word; an adjective describes a noun; an adverb often tells us how something is done.
  2. Read the sentence together and ask the child to point to any word that fits that description.
  3. Once the child has chosen, check together by asking a quick question such as 'Does that word describe how something is done?' to confirm the choice.
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## Punctuation: choosing or adding the correct mark (G5)

1. Read the sentence aloud with the child and decide together whether it is asking something (question mark), telling something (full stop), or listing items (comma).
  2. Ask the child to tick or write the correct punctuation mark in the space provided.
  3. Read the sentence one more time with the punctuation included to check it feels right.
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## Prefixes and suffixes (adding letters to change a word) (G6)

1. Read the instruction carefully together and establish what the new word needs to mean, for example 'not happy'.
  2. Ask the child to think about letters that go at the start or end of the root word to change its meaning, such as 'un' at the beginning.
  3. Write the letters in the gap and read the new word aloud to check it makes sense in the sentence.
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## Verb tense: spotting and correcting tense errors (G4)

1. Read the whole sentence aloud together and explain that all the action words (verbs) should be in the same time, either all in the past or all in the present.
2. Ask the child to listen for any verb that sounds as though it belongs to a different time from the rest of the sentence.

3. Once the child has found the odd word out, circle it together and talk about what the correct past-tense form would be.
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### **Functions of sentences (statement, command, question, exclamation) (G2)**

1. Read the sentence aloud together and ask the child to think about what the sentence is doing: is it giving information, telling someone to do something, asking something, or expressing strong feeling?
  2. Go through the four options together using simple clues: commands often start with a doing word; questions ask something; exclamations often start with 'What' or 'How' and express strong feeling; statements simply tell us something.
  3. Ask the child to tick the option that matches and read the sentence again to double-check.
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### **Writing a command with correct punctuation (G2)**

1. Remind the child that a command tells someone to do something and usually starts with a doing word (imperative verb), for example 'Line up' or 'Stop!'.
  2. Ask the child to think of something a teacher might say at the end of playtime, then say it aloud before writing it down.
  3. Check together that the sentence starts with a capital letter and ends with a full stop or exclamation mark, and that it begins with a doing word rather than 'You must' or 'Can you'.
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### Question 1 (1 mark)

**Answer:** Children should tick 'but'.

Before your child ticks anything, ask them to read the whole sentence aloud with each word in the gap in turn. Ask: "Which word joins the two parts of the sentence in a way that makes sense?"

The sentence contrasts two ideas: heavy rain (making going out seem unlikely) and Fatima going out to play anyway. The **conjunction 'but'** signals this contrast. Children should read each option into the gap and check which one makes sense: 'if' introduces a condition, 'or' offers a choice, and 'that' links a clause in a different way. Only 'but' shows the two halves working against each other.

**Watch out:** A child might tick 'if' because rain and going outside can feel like a condition, but 'if' would suggest the going-out only happens when it is raining, which changes the meaning entirely.

### Question 2 (1 mark)

**Answer:** Children should circle the word 'taller'.

Before looking at the sentence, remind your child what an adjective does - it describes something. Then ask: "Can you find the word in the sentence that describes what the tree is like?"

Adjectives are describing words that tell us more about a noun. In the sentence The tree was taller than the house, children need to identify which word describes a quality of the tree. **Taller** is the adjective because it describes the tree's height. A child might be drawn to 'tree' or 'house', but those are nouns (naming words), not describing words. 'Was' is a verb. Only 'taller' adds a description.

**Watch out:** A child might circle 'tree' or 'house' as these are the most prominent words, but both are nouns (naming words), not adjectives.

### Question 3 (1 mark)

**Answer:** Children should tick 'a noun' because 'boat' is the name of a thing.

Before looking at the options, ask your child to think about what kind of word 'boat' is. Ask: "Is 'boat' a doing word, a describing word, or a naming word?"

Children need to identify the word class of **boat**, which is underlined in the sentence. A noun is a naming word for a person, place, or thing, and 'boat' is clearly a thing. It is not a verb (no action), not an adjective (no describing), and not an adverb (no modifying). Children should tick **a noun**.

**Watch out:** A child might tick 'a verb' because 'move' appears nearby, but the underlined word is 'boat', not 'move' - 'boat' names a thing, not an action.

#### Question 4 (1 mark)

**Answer:** Children need to write 'un' in the two blank spaces before 'happy', making the word 'unhappy'.

Before showing the answer, cover the blank spaces and ask your child to think about what word might describe how someone feels after losing a game. Ask: "If you add just two letters to the front of 'happy', what word meaning 'not happy' could you make?"

The question tests knowledge of the prefix **un-**, which means 'not'. Children need to recognise that adding the two letters un to the beginning of **happy** creates **unhappy**, meaning 'not happy'. The context sentence - losing a football game - gives a helpful clue about the feeling being described. The letters un must be written in lower case; writing the whole word **unhappy** in full and spelt correctly is also accepted.

**Watch out:** If a child writes 'in' instead of 'un', the word 'inhappy' is not a real word and does not score. Only 'un' is correct here.

#### Question 5 (1 mark)

**Answer:** Children should circle the word 'loudly' in the sentence.

Before revealing the answer, remind the child that an adverb describes how, when, or where something happens. Ask: "Which word in the sentence tells us HOW they sang?"

Every word in the sentence needs to be considered against its word class. **Loudly** is the adverb here because it describes how the singing was done - it modifies the verb 'sang'. Children should ask themselves which word tells us the manner of the action. 'All' might attract attention as it comes early, but it functions as a determiner/pronoun, not an adverb. The only word that answers 'how did they sing?' is 'loudly'.

**Watch out:** A child might be tempted to circle 'all' because it appears early and feels important, but 'all' tells us who sang, not how they sang.

## Question 6 (1 mark)

**Answer:** Row 1 (When will we get to London): Question mark. Row 2 (When should I start cooking the dinner): Question mark. Row 3 (When the bell rings, it will be lunchtime): Full stop. All three rows must be correct to score the mark.

Before looking at the table, ask the child to read each sentence aloud and think about whether someone is asking something or telling us something. Ask: "Is this sentence asking a question, or is it just giving us some information?"

All three rows must be ticked correctly to earn the single mark. Children need to decide whether each sentence is a question (needing a question mark) or a statement (needing a full stop). "**When will we get to London**" and "**When should I start cooking the dinner**" are both direct questions, so they need a question mark. "**When the bell rings, it will be lunchtime**" begins with 'when' but is a statement of fact, not a question, so it needs a full stop.

**Watch out:** A child might tick 'Question mark' for the third row because it starts with 'When', but that sentence is making a statement, not asking a question, so it needs a full stop.

## Question 7 (1 mark)

**Answer:** Children should tick the boxes under 'cat' and 'garden' - those are the two nouns in the sentence.

Before looking at the answer, ask your child to think about what a noun is - a naming word for a person, place, or thing. Ask: "Can you point to any words in the sentence that are the names of things or places?"

The sentence We played with our cat in the garden contains five words with tick boxes beneath them. Children need to identify the two **nouns** - words that name a person, place, or thing. Cat names an animal and garden names a place, so both are nouns. A child might be drawn to played, but that is a verb describing an action, not a naming word. Both correct boxes must be ticked to score the mark.

**Watch out:** A child might tick 'played' because it feels like an important word in the sentence, but 'played' is a verb (an action word), not a noun.

## Question 8 (1 mark)

**Answer:** Children should tick 'a suffix'.

Before revealing the answer, point the child at the four example words and ask them to think about which part has been highlighted. Ask: "What do you notice about where the bold letters appear in each word - are they at the beginning or the end?"

The bold parts of the four words are **-ful**, **-ed**, **-less**, and **-ness**. Each of these is added to the end of a root word to change its meaning or word class, which is exactly what a suffix does. Children should recognise that these letter groups are all added after the root word, making 'a suffix' the correct term. The other options all refer to different grammatical ideas entirely.

**Watch out:** A child might tick 'an adverb' because '-ly' is a common suffix that forms adverbs, but the question asks for the name of this type of word-part, not what it creates.

### Question 9 (1 mark)

**Answer:** Children should circle the word 'when' in the sentence.

Before revealing the answer, ask the child to read the sentence aloud and think about which word could be swapped for the word 'if' without changing the meaning. Ask: "Can you find the word in the sentence that means the same as 'if'?"

The sentence reads 'My friend and I ride our bikes to school **when** the weather is good.' The question tests whether children understand that **when** and **if** can both introduce a conditional clause. Here, 'when' means the biking only happens under a certain condition (good weather), so 'if' could replace it without changing the meaning. Children should circle 'when'.

**Watch out:** A child might circle 'and' because it joins two parts of the sentence, but 'and' cannot be replaced by 'if'. Only 'when' introduces a conditional idea here.

### Question 10 (1 mark)

**Answer:** Children should tick 'a comma'.

Before looking at the options, ask your child to read the sentence aloud and think about what it is doing. Ask: "What kind of sentence is this, and what punctuation do we use when we write a list?"

The sentence Charlie read a story a poem and a letter lists three things. Children need to recognise that when three or more items are listed, commas are used to separate them. A comma is needed after 'story' and after 'poem' to make the list clear. The question asks which **type** of punctuation mark is needed, so ticking 'a comma' is the correct response.

**Watch out:** A child might tick 'an apostrophe' as it is a punctuation mark they have been learning about, but apostrophes show possession or missing letters, not list items.

### Question 11 (1 mark)

**Answer:** Children should tick the third option: 'My sister loves netball. She plays every Saturday.'

Before looking at the options, ask the child to think about what punctuation a sentence always needs at the start and the end. Ask: "What must every sentence begin with, and what must it end with?"

Each of the four options uses the same two sentences but varies the capital letters, full stops, and spacing. Children need to check that the sentence starts with a capital letter, that a full stop separates the two sentences, and that the second sentence also starts with a capital letter. Only **'My sister loves netball. She plays every Saturday.'** does all three things correctly. The most tempting wrong answer is the second option, which places a capital letter mid-sentence but misses the opening capital.

**Watch out:** A child might tick the second option ('my sister loves netball She plays every Saturday.') because it has a full stop and ends correctly, but it starts with a lower-case letter and has no full stop between the two sentences.

### Question 12 (1 mark)

**Answer:** Children should circle the word 'plays' - this is the word that needs to change to fit the past tense.

Before looking at the answer, ask the child to read the sentence carefully and think about whether each action word is happening now or in the past. Ask: "Can you spot a word that sounds like it is happening now, when the whole sentence should be in the past?"

The sentence contains two verbs: **was** (already past tense) and **plays** (present tense). Children need to spot that plays is the odd one out because the question states the whole sentence should be in the past tense. The word was is already correctly past tense, so only plays needs circling.

**Watch out:** A child might circle 'was' because it sounds unusual, but 'was' is already correctly in the past tense and should not be changed.

### Question 13 (1 mark)

**Answer:** Children should tick 'an exclamation'.

Before looking at the options, ask your child to think about what the sentence is doing. Ask: "Is this sentence asking something, telling you a fact, giving an order, or showing strong feeling?"

The sentence '**What a fantastic piece of work that is**' begins with 'What' and contains a subject ('that') and a verb ('is'), which are the hallmarks of an exclamation sentence at KS1. Children should notice that it expresses strong feeling rather than asking a question, giving a fact, or issuing an instruction. A child might be tempted by 'a question' because the sentence begins with 'What', but exclamation sentences follow the pattern 'What a...' or 'How...' and are not asking for information.

**Watch out:** A child might tick 'a question' because the sentence starts with 'What', but a question asks for information whereas this sentence expresses strong feeling and follows the 'What a...' exclamation pattern.

### Question 14 (1 mark)

**Answer:** Children should circle the word 'sticks'.

Before revealing the answer, ask the child to think about what Lisa is actually doing in the sentence. Ask: "What is Lisa doing in that sentence - can you find the action word?"

Every sentence has a **verb** - the doing or being word. In Lisa sticks all the pictures in her big scrapbook, children should scan for the action word: what is Lisa doing? She is **sticking**. The word sticks is the verb. A child might be drawn to pictures or scrapbook, but those are nouns (things). Big is an adjective. Only sticks describes the action being performed.

**Watch out:** A child might circle 'pictures' or 'scrapbook' as these are prominent words, but both are nouns (things), not the action word.

### Question 15 (1 mark)

**Answer:** Children should tick 'The teacher is looking at the paintings.'

Before revealing the answer, draw your child's attention to the key word in the question. Ask: "Which of those sentences tells us what is happening right now?"

All four options describe a teacher, so children need to focus on the word now in the question, which signals the present tense. Only '**The teacher is looking at the paintings**' uses a present-tense verb

form ('is looking'). The other three options all use past-tense verbs: 'wrote', 'asked', and 'was reading', which describe things that have already happened rather than what is happening right now.

**Watch out:** A child might tick 'The teacher was reading a story' as it sounds like an ongoing activity, but 'was reading' is past tense, not present.

### Question 16 (1 mark)

**Answer:** Children should circle two words: 'last' and 'i'.

Before revealing the answer, ask your child to think about when capital letters are needed in a sentence. Ask: "Can you find any words in this sentence that should start with a capital letter?"

The sentence '**last week i visited the zoo with my brother.**' needs two capital letters. The word last begins the sentence, so it must start with a capital letter. The word i is always written as a capital letter when it stands alone as a pronoun. Children should spot that both of these words are lower case and circle them both. All other words in the sentence are correctly lower case.

**Watch out:** A child might circle 'zoo' thinking it needs a capital letter because it is an important place, but it is not a proper name here and does not require one.

### Question 17 (1 mark)

**Answer:** Children should circle the word 'is' - it is the word that shows the sentence is in the present tense.

Before your child circles anything, encourage them to think about which word tells us something is happening right now, rather than in the past. Ask: "Which word in the sentence tells you that this is happening now?"

The sentence 'The drink is very hot' contains four words, and children need to decide which one tells us the action is happening **now**. The verb **is** is the present-tense form of the verb 'to be'. The other words - 'drink', 'very', and 'hot' - do not indicate tense. A child might consider 'hot' as describing the present state, but it is an adjective, not a verb, so it cannot carry tense. Only **is** signals that the sentence is in the present.

**Watch out:** A child might be tempted to circle 'hot' because it describes the current state of the drink, but 'hot' is an adjective, not a verb, and it is the verb 'is' that actually places the sentence in the present tense.

## Question 18 (1 mark)

**Answer:** Children should write 'couldn't' in the box, with the apostrophe correctly placed between the 'n' and the 't'.

Before showing the answer, encourage the child to think about which letters disappear when two words are squashed together. Ask: "If you join 'could' and 'not' into one word, which letters do you think you would take out?"

This question tests whether children understand how to form a **contraction** using an apostrophe. The two words 'could not' are joined into one word, with the apostrophe replacing the missing letter 'o' from 'not'. The official answer requires **couldn't**, spelt correctly with the apostrophe in the right position between the 'n' and the 't'. Unlike most Paper 2 questions, correct spelling is required here because the question is specifically assessing contracted forms.

**Watch out:** A child might write 'could'nt' or 'couldnt' without an apostrophe, or place the apostrophe in the wrong position (e.g. between 'd' and 'n'). The apostrophe must sit between the 'n' and the 't' to show where the 'o' of 'not' has been removed.

## Question 19 (2 marks)

**Answer:** Children should write a command sentence that a teacher might say at the end of playtime, starting with a bossy (imperative) verb, with a capital letter at the start and a full stop or exclamation mark at the end. For example: 'Line up quietly.' or 'Stop and come inside!'

Before looking at the answer, ask the child to think about what a teacher might actually say out loud to get children moving at the end of playtime. Ask: "Can you think of a short, bossy instruction a teacher might call out when playtime is over?"

Two marks are available here: one for writing a correct command using an **imperative (bossy) verb** at the start of the sentence, and one for **correct punctuation** – a capital letter at the beginning and a full stop or exclamation mark at the end. Children need to understand that a command tells someone to do something directly, beginning with a verb such as 'Stop', 'Line up', 'Walk', or 'Put'. Sentences such as 'You must line up' or 'Can you come inside?' do not count because these are statements or questions, not commands. If a child writes a correct command but forgets the capital letter or end punctuation, only one mark is scored.

**Watch out:** Sentences such as 'You must line up' or 'Time to go in, everyone' do not count as commands because they do not begin with a bossy imperative verb – a command must start with the action word itself.

**Model answer: Line up quietly.**

This earns 2 marks: 'Line up' is an imperative verb opening a command, and the sentence begins with a capital letter and ends with a full stop.

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