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KEY STAGE 1 SATS

# 2019 KS1 Grammar, Punctuation & Spelling

Answers Explained

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# How to beat each question type

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## Joining compound words (G6)

1. Read both columns of words aloud together so the child can hear how each pair sounds when joined.
  2. Ask the child whether each joined-up word is a real word they recognise (e.g. 'raincoat', 'toothpaste').
  3. Once the child is sure, they draw a line connecting the two words that make one new word.
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## Types of sentence (statement, question, exclamation, command) (G2)

1. Read each sentence aloud and ask the child what it is doing: is it asking something, telling us something, giving an order, or showing strong feeling?
  2. Remind the child that a question always asks something and would need a question mark at the end.
  3. The child then ticks or circles the sentence that matches the type asked for.
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## Choosing the right joining word (subordinating conjunctions) (G3)

1. Read the whole sentence aloud, trying each word in the gap in turn so the child can hear which one makes sense.
  2. Talk about the meaning: for example, 'if' shows something will only happen under a certain condition.
  3. The child ticks the word that makes the sentence sound correct and sensible.
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## Punctuation: capital letters, full stops, question marks and exclamation marks (G5)

1. Ask the child to read the sentence or group of sentences aloud, noticing where one idea ends and another begins.
  2. Talk through what each punctuation mark does: a capital letter starts a sentence or a name; a full stop ends a statement; a question mark ends a question; an exclamation mark shows surprise or strong feeling.
  3. The child then adds the missing punctuation or ticks the correctly punctuated sentence.
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## Word classes (nouns, verbs, adjectives, adverbs) (G1)

1. Read the sentence aloud and ask the child what job each word is doing: does it name something (noun), describe something (adjective), show an action (verb), or say how the action happens (adverb)?

2. Try a simple test together, for example: 'Can we put 'the' in front of it?' helps spot a noun; 'Does it tell us how?' helps spot an adverb.
  3. The child circles or ticks the word or words that belong to the word class named in the question.
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### **Verb tense (past and present) (G4)**

1. Read the sentence aloud and ask the child whether it is happening now or whether it already happened.
  2. Point out the verb (the doing or being word) and notice whether it has changed its ending or spelling to show the past, for example 'laughed' or 'caught'.
  3. The child ticks the correct column in the table, or rewrites the verb in the tense that matches the rest of the sentence.
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### **Prefixes and suffixes (un-, -ly and similar) (G6)**

1. Say the prefix or suffix aloud and explain what it does: 'un-' often means 'not' or 'the opposite of', while '-ly' often turns a describing word into a word that tells us how something is done.
  2. Ask the child to try adding the prefix or suffix to each option and say whether the new word sounds like a real English word.
  3. The child ticks the word that works, or writes the suffix neatly onto the end of the word given in the sentence.
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### Question 1 (1 mark)

**Answer:** Children should draw lines to join: rain to coat, tooth to paste, and space to ship.

Before your child draws any lines, ask them to say each possible combination aloud and listen for whether it sounds like a real word they know. Ask: "Can you put any of these words together to make a word you have heard before?"

Children need to combine each Word 1 with the Word 2 that makes a real compound word. The example already shows white joined to board (whiteboard), so the three remaining pairs children should identify are: **rain + coat** (raincoat), **tooth + paste** (toothpaste), and **space + ship** (spaceship). All three lines must be correct to receive the mark.

**Watch out:** A child might be tempted to join 'space' to 'board' to make 'spaceboard', but that is not a real word - the correct partner for 'space' is 'ship' to make 'spaceship'.

### Question 2 (1 mark)

**Answer:** Children should tick 'Where is my puzzle' - it is the question.

Before looking at the options, ask the child to think about what makes a sentence a question. Ask: "Which of these sentences is asking for something?"

Each sentence has its end punctuation hidden, so children must judge the sentence type from the words alone. A question is a sentence that asks something. **'Where is my puzzle'** begins with the question word Where, which signals that information is being asked for - making it a question. The other options are a statement, a command, and an exclamation, none of which ask anything.

**Watch out:** A child might tick 'What a tricky puzzle this is' because it begins with 'What', which can start questions - but here it is an exclamation expressing strong feeling, not asking for information.

### Question 3 (1 mark)

**Answer:** The correct word to tick is 'if'.

Before revealing the answer, suggest that the child tries reading the sentence aloud with each word in the gap, one at a time. Ask: "Which word makes the sentence sound right and shows that the cycling depends on getting home in time?"

Conjunctions join clauses, and children need to find the one that introduces a **condition**. The sentence reads 'We will go cycling \_\_\_\_\_ we arrive home in time' - the second part sets a condition

for the cycling to happen. Only **'if'** signals a condition. 'But' shows contrast, 'or' shows a choice, and 'that' does not make grammatical sense here, so none of those three work.

**Watch out:** A child might be tempted to tick 'but' because it is a familiar joining word, but 'but' shows contrast between two ideas, not a condition - it would change the meaning of the sentence entirely.

#### Question 4 (1 mark)

**Answer:** The third option should be ticked: 'There are some foxes living in the woods.' (capital letter at the start, full stop at the end).

Before looking at the options, ask the child to say what two things every sentence must have at its beginning and end. Ask: "What punctuation does every sentence need to have?"

Sentences must begin with a **capital letter** and end with a **full stop**. Children need to find the option that has both features correct. The first two options are missing a full stop; the fourth option begins with a lower-case letter. Only the third option, 'There are some foxes living in the woods.', has a capital 'T' at the start and a full stop at the end, making it the correctly punctuated sentence.

**Watch out:** A child might tick the fourth option because it has a full stop, but it begins with a lower-case 't', so it is missing the required capital letter.

#### Question 5 (1 mark)

**Answer:** Children should tick 'tie' - adding 'un' to the front makes the word 'untie'.

Before looking at the options, encourage the child to think about what the prefix 'un-' does to a word. Ask: "Can you think of any words that start with 'un' that mean doing the opposite of something?"

The question tests whether children recognise the prefix **un-** and can judge which of the four words combines with it to make a real word. Adding un- to **tie** gives **untie**, a genuine English word meaning to undo a knot. Children should try un- in front of each option: unbig, unhot, and unsit are not real words, whereas untie is one children will likely know from everyday life.

**Watch out:** A child might tick 'big' thinking of 'unbig', but this is not a real English word - only 'untie' produces a genuine word with the prefix 'un-'.

### Question 6 (1 mark)

**Answer:** Children should circle the second 'and' in the sentence - the word 'and' that appears just before 'Joe went home'.

Before revealing anything, ask the child to read the sentence aloud, then ask: "Which 'and' could we swap for 'but' to show that Joe did something different from the others?"

The sentence contains two instances of and: one joining 'Paul' and 'Anil', and one linking the two clauses ('Paul and Anil went to music club' / 'Joe went home'). Only the second and can be replaced with **but**, because it introduces a contrasting idea - the others went to club, but Joe went home. Children need to spot that **but** signals contrast, not addition, and only the clause-joining and carries that meaning here.

**Watch out:** A child might circle the first 'and' (between 'Paul' and 'Anil') because it also joins ideas, but that 'and' simply links two names and carries no sense of contrast, so 'but' would not make sense there.

### Question 7 (1 mark)

**Answer:** The exclamation mark should go after the word 'amazing', so the sentence reads: Our school play was amazing! I loved the costumes.

Before revealing the answer, ask your child to read the sentence aloud and think about where it feels like one idea ends and a new one begins. Ask: "Where in this sentence do you think the most exciting or surprising bit finishes?"

The sentence contains two separate statements joined together without punctuation. Children need to spot that **'amazing'** is the natural end of the first exclamation, and the exclamation mark belongs there. Placing it anywhere else - such as after 'costumes' at the very end - would not separate the two sentences correctly, and the official answer requires it specifically after amazing.

**Watch out:** A child might place the exclamation mark at the very end after 'costumes', but the official answer requires it after 'amazing' to correctly separate the two sentences.

### Question 8 (1 mark)

**Answer:** Children should write 'ran' in the gap. The sentence is in the past tense, so the verb 'run' must be changed to its past tense form.

Before looking at the answer, point to the second half of the sentence and ask: "Can you tell me when this happened - is it happening now or did it happen in the past? So what would the word 'run' sound like if it happened in the past?"

The rest of the sentence is already in the **past tense** - 'met Li at the gate' tells us the action happened in the past. Children need to match the verb from the box ('run') to that same tense. The correct past tense form is ran. The official answer requires correct spelling - 'runned' or 'runed' would not score.

**Watch out:** A child might write 'runned', applying a regular past tense ending, but 'ran' is the correct irregular past tense form and misspellings are not accepted for this question.

### Question 9 (1 mark)

**Answer:** Children should tick 'We saw sheep, cows and birds on our walk.' - the second option.

Before looking at the options, ask your child to think about how commas are used when listing things. Ask: "If you were writing a list of three things, where would you put a comma?"

Comma use in a list is being tested here. When listing three or more items, a comma is placed after each item except the last one before 'and'. The correct sentence places a comma after **sheep** only, giving sheep, cows and birds. Children should check each option by asking whether the comma separates the first item from the rest of the list correctly. The other options either misplace the comma or omit it from the right position entirely.

**Watch out:** A child might tick the first option 'We saw sheep cows, and birds on our walk' as it does contain a comma, but the comma is placed after the wrong word - it follows 'cows' rather than 'sheep'.

### Question 10 (1 mark)

**Answer:** Children should circle both 'new' and 'biggest' - these are the two adjectives in the sentence.

Before revealing the answer, ask the child to think about what adjectives do. Ask: "Can you point to any words in the sentence that describe what the supermarket is like?"

Children need to identify the two adjectives in The new supermarket is the biggest in town. An adjective is a word that describes a noun. **New** describes the supermarket, and **biggest** describes what the supermarket is like compared to others. Both words must be circled to earn the mark. Words like the and in are not adjectives, so circling any other word alongside a correct one would not score.

**Watch out:** A child might circle 'supermarket' as it sounds important, but that is a noun (the thing being described), not an adjective.

### Question 11 (1 mark)

**Answer:** Children should tick the third option: 'Their friend is called ben Edwards.' The name 'ben' needs a capital letter because it is a person's first name.

Before checking any answers, ask your child to read each sentence carefully and look out for any names of people, places, or months. Ask: "Can you spot a name in one of these sentences that should have a capital letter but doesn't?"

Each sentence already has a capital letter at the start and a full stop at the end, so children need to look more carefully for a **missing capital on a proper noun**. In the sentence 'Their friend is called ben Edwards', the first name ben is written with a lower-case 'b', but all people's names must start with a capital letter. The other sentences are correctly punctuated: 'March', 'Chester', and 'Tuesday' are all already capitalised as required.

**Watch out:** A child might tick 'They moved house last March' because months can be tricky, but 'March' already has its capital letter correctly in place.

### Question 12 (1 mark)

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

Before revealing the answer, point the child at the sentence and ask them to think about the different jobs each word does. Ask: "Can you find the word that names the person in this sentence?"

The sentence 'The talented dancer moved gracefully' contains four words to consider. Children need to identify the **noun** - a word that names a person, place, or thing. Dancer is the person being described, making it the noun. Talented is an adjective (it describes the dancer), moved is a verb, and gracefully is an adverb. Only one word needs to be circled.

**Watch out:** A child might circle 'talented' instead, as it stands close to 'dancer' and sounds important - but 'talented' is an adjective describing the dancer, not a noun.

### Question 13 (1 mark)

**Answer:** Children should tick 'a verb'. The word 'flew' is a verb because it tells us what the parrot did.

Before looking at the options, ask your child to think about what kind of word describes an action. Ask: "What is the parrot actually doing in that sentence?"

**Flew** is the past tense of fly, and it describes the action the parrot performed in the sentence. Children need to recognise that a verb is a doing or action word. In the sentence 'The green parrot flew to the top of the tree', **flew** tells us what the parrot did, making it a verb. The word is already underlined in the question, so children simply need to identify which word class it belongs to.

**Watch out:** A child might be tempted to tick 'an adverb' because flew describes how something moved, but adverbs modify verbs - flew itself is the action word, making it the verb.

### Question 14 (1 mark)

**Answer:** A question mark should go after the word 'yet', and a full stop should go after the word 'float'.

Ask your child to read the words aloud and decide how many sentences there are, then think about what punctuation mark goes at the end of each type of sentence. Ask: "Can you find where one sentence ends and the next one begins?"

Two separate sentences are run together without any punctuation: Can you swim yet is a question, so it needs a **question mark** after yet; Tom can swim without a float is a statement, so it needs a **full stop** after float. Children need to spot where one sentence ends and the next begins. Both marks must be correct and in the right places to earn the point; adding extra punctuation anywhere else means the answer does not score.

**Watch out:** A child might place a full stop after 'yet' instead of a question mark, missing that 'Can you swim yet' is a question. The first sentence asks something, so a full stop there would be incorrect.

### Question 15 (1 mark)

**Answer:** Children should write 'ly' in the gap after the word 'light', making the adverb 'lightly'.

Point to the word 'light' in the sentence and remind the child that an adverb tells us how something happens. Ask: "What letters could we add to the end of 'light' to make a word that describes how it was raining?"

The question tests whether children know the **-ly suffix**, which turns adjectives into adverbs. The word light is printed in the sentence with a gap after it; children need to add **ly** to make lightly, which describes how it was raining. The official answer requires the letters ly written in lower case, or the full word lightly spelled correctly. The spelling must be accurate to count.

**Watch out:** A child might write 'lightly' as a whole new word elsewhere rather than adding the letters into the gap - this is fine as long as the full word is spelled correctly.

### Question 16 (2 marks)

**Answer:** Children should write a statement using only the words 'flower', 'the', 'grow', and 'will', for example: 'The flower will grow.' The sentence must start with a capital letter and end with a full stop (or exclamation mark) to earn both marks.

Before your child writes anything, point to the four words in the box and ask: "Can you put those words in an order that makes a sentence telling us something?"

Two marks are available here: one for writing a grammatically correct statement using those four words, and one for correct sentence punctuation (a capital letter at the start and a full stop or exclamation mark at the end). The most straightforward answer children need to give is **The flower will grow**. A child who writes a correct sentence but forgets the capital letter or end punctuation earns only one mark. Children must not write a question ('Will the flower grow?') as that is not a statement.

**Watch out:** Writing 'Will the flower grow?' is a question, not a statement, and does not score. The child must write a statement, not a question.

**Model answer: The flower will grow.**

### Question 17 (1 mark)

**Answer:** Children should circle 'We're', 'clues', and 'Rob's' - one in each box.

Before looking at the options, ask your child to read each sentence aloud and think about what each word needs to mean. Ask: "Does the word show something belonging to someone, or is it just saying there is more than one?"

Each of the three boxes tests a different punctuation choice. **We're** is the contraction of 'we are', which makes sense in 'We're going on a treasure hunt'; 'Were' does not fit grammatically. **Clues** is

the simple plural needed after 'looking for'; 'clue's' is a possessive apostrophe, which is wrong here. **Rob's** uses a possessive apostrophe correctly to show the team belongs to Rob; 'Robs' is a verb form and does not fit. All three must be correct to earn the mark.

**Watch out:** A child might choose 'clue's' thinking an apostrophe is needed because it appears to be part of a longer phrase, but 'clue's' is possessive and the sentence simply needs a plural.

### Question 18 (1 mark)

**Answer:** Children should write a verb ending in -ing (a present participle) that makes sense in the sentence, such as 'talking', 'listening', or 'running'. The verb must be spelt correctly and written in lower case.

Before looking at the answer, point to the gap in the sentence and ask your child to think about what kind of word could go there. Ask: "What is Fred doing to the teacher?"

The sentence structure **Fred is \_\_\_ to the teacher** signals that a present participle (verb + -ing) is needed to keep the sentence grammatically correct in the present tense. Children should recognise that the word must be a verb, not an adjective or adverb. Words such as 'next' or 'polite' do not count. The spelling must be correct, as this question specifically requires correct verb spelling to score.

**Watch out:** A child might write a word like 'polite' or 'next', which would fit the sentence loosely but are not verbs, so they do not score. Misspellings of verbs, such as 'talkng', also do not score.

### Question 19 (1 mark)

**Answer:** Samir enjoys cooking - present tense. Eva laughed at the joke - past tense. Poppy caught the ball - past tense. All three must be ticked correctly to score the mark.

Before revealing anything, point the child to the verb in each sentence and ask: "Can you find the doing word in each sentence and tell me whether it is happening now or whether it already happened?"

Children need to read each sentence and decide whether the action is happening now (present tense) or already happened (past tense). **Samir enjoys cooking** uses enjoys, a present-tense verb, so it belongs in the present tense column. **Eva laughed at the joke** uses laughed, a past-tense verb. **Poppy caught the ball** uses caught, also past tense. All three rows must be ticked in the correct column; one wrong tick means no mark is awarded.

**Watch out:** A child might tick 'present tense' for 'Poppy caught the ball' because it sounds like a sporting moment happening now, but 'caught' is a past-tense form.

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