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REVISION GUIDES • WORKBOOKS • PRACTICE PAPERS

KEY STAGE 1 SATS

2022 KS1 Grammar, Punctuation & Spelling

Answers Explained

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How to beat each question type

Tick the correct answer (G2)

1. Read each option aloud with the child and talk about what makes each one different.
 2. Encourage the child to think about the rule being tested (for example, what a command sounds like, or which word fits the gap) and rule out options that clearly do not work.
 3. Ask the child to tick the one box that gives the correct answer, reminding them that only one tick is needed.
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Add a suffix to make a new word (G6)

1. Read the sentence together and look at the base word that needs to be changed (for example, safe).
 2. Talk with the child about what kind of word is needed (for example, an adverb tells us how something is done) and which ending would create that word.
 3. Ask the child to write the suffix in the gap, making sure the spelling of the whole new word is correct.
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Circle the correct word or words (G1)

1. Read the sentence aloud together slowly, pointing to each word in turn.
 2. Talk about what kind of word is being looked for (for example, a verb, a noun or an adjective) and what clues in the sentence help identify it.
 3. Ask the child to draw a neat circle around the correct word or words, checking that no extra words have been circled by mistake.
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Add the correct punctuation mark (G5)

1. Read the sentence or sentences aloud with the child and ask whether it sounds like a statement, a question or an exclamation.
 2. Discuss which punctuation mark fits that type of sentence (full stop, question mark or exclamation mark) and where it should go.
 3. Ask the child to write the punctuation mark clearly in the space provided, forming it so it is easy to recognise.
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Write the correct verb tense (G4)

1. Read the whole sentence together and ask the child to notice whether the other verbs in the sentence are in the past or the present tense.

2. Point to the underlined verb and talk about why it does not match the rest of the sentence, helping the child hear that it needs to change.
 3. Ask the child to write the correctly spelled past tense form of the verb in the answer box.
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Draw lines to match words to suffixes (G6)

1. Read each word on the left and each suffix on the right aloud with the child, saying what the combined word would sound like.
 2. Encourage the child to try each word with each suffix in turn, listening for whether it makes a real word, before committing to an answer.
 3. Ask the child to draw one clear line from each word to its matching suffix, checking that every word has been matched before finishing.
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Write your own sentence with correct punctuation (G2)

1. Talk with the child about what the question is asking for (for example, a question about the robot in the picture) and brainstorm a few ideas together.
 2. Remind the child that the sentence needs a capital letter at the start, and the correct punctuation mark at the end, and that the sentence must make sense on its own.
 3. Ask the child to write their sentence clearly on the lines provided, then read it back to check it sounds right and the punctuation is in place.
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Question 1 (1 mark)

Answer: The sentence 'Shall we go for a walk ____ stay at home?' should be ticked.

Encourage the child to read each sentence aloud, putting the word 'or' in the gap each time. Ask: "Which sentence sounds right when you put the word 'or' in the middle?"

Children need to spot that **or** is a conjunction that shows a choice between two options. Testing each gap, only 'Shall we go for a walk **or** stay at home?' makes sense, because it presents two alternatives. The other gaps need words like when, if, or but to connect the clauses correctly. A child might try each sentence aloud to hear which one works.

Watch out: A child might be tempted by 'Can we go out ____ it stops raining?' but that gap needs the word 'if', not 'or', because it shows a condition rather than a choice.

Question 2 (1 mark)

Answer: The answer children need to tick is 'Open the door for her.'

Before looking at the options, ask the child to think about what a command sentence does. Ask: "Can you find the sentence that is telling someone to do something?"

A **command** is a sentence that tells someone to do something. Children should look for the sentence that starts with a verb giving a direct instruction. 'Open the door for her' begins with the verb 'Open', which issues a direct order. The other three sentences are statements, describing what is happening or what someone likes - they do not instruct anyone to do anything.

Watch out: A child might tick 'My cat plays in the sunshine' because it describes an action, but an action happening is a statement, not an instruction to someone.

Question 3 (1 mark)

Answer: Children should write 'ly' in the gap after 'safe', making the word 'safely'.

Encourage the child to read the sentence aloud and think about what kind of word fits after 'road'. Ask: "What letters could we add to the end of 'safe' to change it into a describing word for how they crossed?"

Adding a suffix to change a word's class is being tested here. The word **safe** is an adjective, but the sentence needs an **adverb** to describe how Josie and her mum crossed the road. Children should recognise that adding **-ly** to an adjective usually creates an adverb, giving safely. The official answer requires the letters ly written in lower case in the gap, or safely written out in full and spelt correctly.

Watch out: If a child writes 'safeness' or 'safeul', these do not make adverbs and would not score. The suffix must be -ly.

Question 4 (1 mark)

Answer: The full stop after 'vet' should be circled, as that is the one that can be replaced with 'because'.

Before revealing anything, encourage the child to read all four sentences and try putting the word 'because' where each full stop is. Ask: "Which sentence makes sense if you replace the full stop with the word 'because'?"

Children need to spot which full stop joins two ideas where the second explains the first. Reading the text aloud helps: 'I want to be a vet **because** I like animals' makes perfect sense, confirming the first full stop is the correct one. The other full stops separate unrelated ideas, so replacing them with 'because' would produce nonsense. Children should try swapping 'because' for each full stop in turn to test which works.

Watch out: A child might circle the full stop after 'animals' (linking that sentence to the Mr Smith sentence), but 'I like animals because Mr Smith says it is hard work' does not make sense.

Question 5 (1 mark)

Answer: Children should tick 'a noun'.

Before looking at the options, encourage the child to think about what type of word is used for names of people and places. Ask: "What do we call a word that is the name of a person or a place?"

Both speech bubbles describe what a **noun** does: Vaz says 'It can be someone's name' and Harry says 'It can be the name of a place.' These are two classic examples of nouns - proper nouns such as people's names and place names. Children should recognise that words naming people or places are nouns, not describing words (adjectives), action words (verbs), or manner words (adverbs).

Watch out: A child might be tempted to tick 'an adjective' because adjectives are descriptive, but adjectives describe what something is like, not what something is called.

Question 6 (1 mark)

Answer: Football is great fun ! (exclamation mark), What a good game that was ! (exclamation mark), Which team are you in ? (question mark). All three boxes must be filled in correctly to score the mark.

Before filling in the boxes, ask your child to read each sentence aloud and think about what it is doing. Ask: "Is this sentence asking something, or is it showing strong feeling?"

All three sentences need to be completed correctly for the single mark available. **Football is great fun** is a statement of enthusiasm, so it takes an **exclamation mark**. **What a good game that was** is an exclamatory sentence, so it also takes an **exclamation mark**. **Which team are you in** is a direct question, so it takes a **question mark**. Children should think about what each sentence is doing: is it asking something, or expressing something strongly?

Watch out: A child might put a question mark after 'What a good game that was' because it sounds a little like a question, but it is actually expressing strong feeling about the game, so it needs an exclamation mark.

Question 7 (1 mark)

Answer: Children should tick two boxes: 'er' and 'est'. These make the words 'smaller' and 'smallest'.

Before revealing anything, ask your child to try saying each option joined onto the word 'small' out loud. Ask: "Which two sound like real words when you add them to 'small'?"

Children need to test each suffix by mentally joining it to **small**. Smaller and smallest are real words, so **er** and **est** are the correct two suffixes. Smallful, smallly, and smallment are not real words. Both correct boxes must be ticked to score the mark; ticking only one, or including any incorrect suffix alongside the two correct ones, does not score.

Watch out: A child might tick 'ly' thinking of 'smallly', but that is not a real word. Only 'smaller' and 'smallest' work.

Question 8 (1 mark)

Answer: The word 'painted' should be written in the box. The official answer also accepts 'were painting' or 'had painted'.

Point your child to the first part of the sentence and ask them to think about when the children made their models. Then ask: "Is that happening now, or did it happen in the past?"

The sentence uses **made** earlier, which is past tense, so the verb **paint** must also be in the past tense to be consistent. Children need to change paint to painted (or another correct past-tense form). Spelling matters here: misspellings of the verb do not score. The whole sentence should read: After the children made their models, they painted them.

Watch out: A child might write 'paints', keeping it in the present tense, but the sentence is about something that already happened, so only a past-tense form is correct. Also, misspellings of the verb such as 'paintid' do not score.

Question 9 (1 mark)

Answer: Children should circle the words 'small' and 'strong' - these are the two adjectives in the sentence.

Before revealing the answer, ask your child to point to the 'thing' words (nouns) in the sentence first, then find the words that describe those things. Ask: "Can you find a word that describes the roots, and a word that describes the stem?"

Adjectives are describing words that tell us more about a noun. In the sentence 'The seed grows small roots, followed by a strong stem', children need to identify which words describe the nouns.

Small describes the roots, and **strong** describes the stem. Both boxes must be circled for the full mark. A child might be unsure whether 'small' is an adjective or an adverb here, but because it sits directly before a noun ('roots') and describes it, it is working as an adjective.

Watch out: A child might circle 'grows' or 'followed', as these look important, but both are verbs (action words), not adjectives. Both correct words must be circled to score the mark.

Question 10 (1 mark)

Answer: Children should write I'll - the two words 'I will' joined together with an apostrophe replacing the missing letters 'wi'.

Before showing the answer, ask the child to say the two words 'I will' very quickly, as if in a hurry. Ask: "Can you think of a shorter way to write 'I will', using a special mark to show where letters have been left out?"

Contractions are tested here: children must understand that an **apostrophe** replaces the letters left out when two words are squashed into one. In I will, the letters wi are dropped, giving **I'll**. The capital

I is essential; the remaining letters can be upper or lower case. The spelling must be exact - misspellings such as i'll (lower-case l) or l'l are not accepted.

Watch out: A child might write l'll or l'will, keeping some of the dropped letters. The contraction must be l'll, with no trace of the letters that have been removed.

Question 11 (1 mark)

Answer: Children should circle the word 'learnt'.

Before looking at the answer, ask the child to read the sentence aloud and think about which action has already happened. Ask: "Which word in the sentence tells us something that has already been done in the past?"

The sentence contains two verbs: **learnt** and **can hold**. Children need to identify which is in the past tense. Learnt describes something that already happened - Ben learned the fact at some point in the past - whereas can hold is a present-tense modal verb describing an ongoing ability. The answer children need to give is to circle **learnt**.

Watch out: A child might be tempted to circle 'can hold' because it sounds like the main action in the sentence, but 'can hold' is a present-tense modal verb describing what whales are able to do now, not something that happened in the past.

Question 12 (1 mark)

Answer: Children should tick the fourth option: 'Bring a pencil, a ruler and a book to school.'

Before checking, ask the child to read each option aloud and think about where the list of things to bring actually begins. Ask: "Which word comes right after the first thing in the list?"

Commas in a list separate each item so the reader can tell where one item ends and the next begins. In this sentence, '**a pencil**' is the first item, so a comma belongs after it. The remaining options all place the comma in the wrong position: after 'and,', after 'ruler,' before 'and', or right after 'Bring,' - none of those correctly separates the first item from the rest of the list.

Watch out: A child might tick 'Bring a pencil a ruler, and a book to school' because the comma is near the end of the list, but a comma in a list should follow the first item, not sit just before the last one.

Question 13 (1 mark)

Answer: Draw lines to match: enjoy to ment, bunch to es, hope to ful, slow to est.

Before drawing any lines, ask the child to say each word aloud and try adding each suffix in their head to see if it makes a real word. Ask: "Can you say what word you get when you put each ending onto each word?"

Children need to think about which suffix combines with each word to make a real English word. **enjoy + ment** gives enjoyment; **bunch + es** gives bunches; **hope + ful** gives hopeful; **slow + est** gives slowest. All four lines must be drawn correctly to receive the mark. A child who gets three out of four correct does not score.

Watch out: A child might match 'hope' to 'ment' (hopement) or 'slow' to 'ful' (slowful) - neither is a real word. All four matches must be correct to score.

Question 14 (1 mark)

Answer: Children need to add a full stop after the word 'cloudy' and a capital letter at the start of 'it' (the second sentence).

Before checking, point the child to the sentence on the page and ask them to think about how many ideas are in it. Ask: "Can you find where one sentence ends and a new one begins?"

The sentence It is very cloudy it might rain later on today. is actually two separate sentences running together. Children need to spot where the first sentence ends and the second begins. A full stop should go after **cloudy**, and the word **it** that follows needs a capital letter to signal the start of the new sentence. Both changes are needed together to earn the single mark.

Watch out: A child might add a full stop somewhere else in the sentence, such as after 'rain', but the only correct position is after 'cloudy'. Both the full stop and the capital letter on 'it' are needed.

Question 15 (1 mark)

Answer: The child should tick the box under the word 'boys' - that is the word that needs an apostrophe.

Before checking, ask your child to think about whose parents are mentioned in the sentence. Ask: "Which word in the sentence is showing that something belongs to someone?"

The sentence 'The boys parents were checking his homework' contains a possessive relationship: the parents belong to the boy. The word **boys** needs an apostrophe to show ownership, giving boy's. Children should ask themselves which word shows something belonging to someone - that is where the apostrophe goes. The other words (parents, were, homework) do not need apostrophes.

Watch out: A child might tick 'parents' because it also refers to people, but 'parents' is simply a plural noun here and needs no apostrophe.

Question 16 (1 mark)

Answer: Children should circle the word 'took'.

Before revealing the answer, ask your child to think about what Hiba is actually doing in the sentence. Ask: "Can you point to the word that tells us what Hiba did?"

Verbs are doing or being words, and this question asks children to identify the one verb in the sentence 'Hiba took some pictures for her project.' The word **took** is the verb because it names the action Hiba performed. A child might be drawn to 'pictures' or 'project', but those are nouns (things). 'Took' is the past tense form of 'take' and is the only word describing what Hiba actually did.

Watch out: A child might circle 'pictures' as it feels like the most important word, but 'pictures' is a noun (a thing), not a verb (an action).

Question 17 (2 marks)

Answer: Children should write a question about the robot that makes sense grammatically. For full marks it also needs correct punctuation: a capital letter at the start and a question mark at the end. For example: 'What is your robot made of?' or 'Can the robot move?'

Before looking at the answer, ask the child to think about what they would want to find out if a friend had made a robot. Ask: "What question could you ask Ava about her robot?"

This question tests whether children can write a grammatically correct question and punctuate it properly. Two marks are available: one for writing a sensible, grammatically correct question about the robot, and one for correct punctuation throughout - meaning a capital letter at the start and a question mark at the end. A child who writes a perfectly formed question but forgets the question mark, or starts with a lower-case letter, would receive only one mark. Spelling mistakes do not count against the child.

Watch out: A grammatically incomplete attempt such as 'How did you make?' does not score, even with a question mark, because the sentence is not grammatically correct.

Model answer: What is your robot made of?

Question 18 (1 mark)

Answer: Children should circle the words 'place' and 'tree'.

Before looking at the answer, ask your child to think about what nouns are. Ask: "Can you find two words in the sentence that are the names of things?"

Nouns are words that name a thing, person, or place. In the sentence 'My favourite place to sit is under the old tree', children need to identify **place** and **tree** as the two nouns. A child might be tempted by favourite or old, but these describe the nouns rather than naming things, making them adjectives. The question asks for exactly two nouns, so both must be circled for the mark.

Watch out: A child might circle 'favourite' or 'old' as these come just before the nouns, but both are adjectives describing the nouns, not nouns themselves.

Question 19 (1 mark)

Answer: Children should circle three words: 'my', 'mary', and 'saturday'. These are the words that need capital letters.

Before looking at the answer, encourage the child to think about the rules for capital letters. Ask: "Can you find the word that starts the sentence, any names of people, and any days of the week?"

Three words need capital letters here: **my** (the first word of the sentence), **mary** (a person's name), and **saturday** (a day of the week). Children need to recall two rules: sentences begin with a capital letter, and proper nouns – names of people and days of the week – always take a capital letter. All three must be circled correctly to score the mark.

Watch out: A child might also circle 'park' thinking it is a special place name, but it is used as a common noun here, not a specific named place, so it does not need a capital letter.