



REVISION GUIDES • WORKBOOKS • PRACTICE PAPERS

KEY STAGE 1 SATS

# 2024 KS1 Grammar, Punctuation & Spelling

Answers Explained

Sourced from SATs-Papers.co.uk • <https://www.SATs-Papers.co.uk>

Answers Explained © ExamNinja.co.uk.

Questions and mark schemes © Crown copyright, reproduced under the Open Government Licence v3.0; some source texts may be third-party copyright - see the original resource.

## How to beat each question type

---

### Tick the correct word (conjunctions) (G3)

1. Read the sentence aloud with each option in the gap, one at a time, so the child can hear which one sounds right and makes sense.
  2. Ask the child why the sentence needs that word – what job is it doing? (Here it explains a reason.)
  3. Check the child has ticked only one box, as the question asks for one answer.
- 

### Circle or tick a word class (adjective, adverb, noun, verb) (G1)

1. Remind the child what the word class does – for example, an adjective describes a noun, an adverb describes how something is done, a noun is a naming word, a verb is a doing or being word.
  2. Ask the child to go through each word in the sentence and test it against that description until they find the one that fits.
  3. Check that the child has circled or ticked only the single word asked for, not the whole phrase.
- 

### Prefixes and suffixes (word building) (G6)

1. Read the sentence aloud, pausing at the gap, so the child can hear what kind of word is needed (e.g. a doing word, a describing word, a naming word).
  2. Try adding each option to the root word and say the new word aloud to check it sounds like a real word that fits the sentence.
  3. Remind the child that suffixes and prefixes must be spelt correctly for this type of question, so check the spelling carefully before writing.
- 

### Punctuation – choosing or adding the correct mark (G5)

1. Read the sentence (or sentences) aloud together, paying attention to how the voice changes – does it go up at the end (question), sound very strong (exclamation), or just stop (full stop)?
  2. Talk through what each punctuation mark is for: a full stop ends a plain statement, a question mark ends a direct question, an exclamation mark ends a very dramatic or surprising sentence.
  3. Once the child has chosen their answer, encourage them to read it back with the mark in place to check it still makes sense.
- 

### Verb tense – identifying and correcting tense consistency (G4)

1. Read the whole sentence aloud and ask the child whether the action is happening now or in the past – most of the verbs will agree, so the child should listen for the odd one out.

2. Help the child identify each verb in the sentence and decide whether it is in the past tense (e.g. closed, stood) or the present tense (e.g. pack).
  3. Once the child has found the verb that does not match the others, ask them to circle it confidently – there is only one to find.
- 

### **Identifying sentence types (question, command, exclamation, statement) (G2)**

1. Read each sentence aloud and talk about what it is doing – is it asking something directly, giving an instruction, expressing strong surprise or feeling, or simply telling us something?
  2. Share a simple tip: a direct question often starts with a question word (Do, Can, What, How) or has the verb before the subject; a command often starts with a doing word (Put, Bake); an exclamation often starts with What or How and expresses strong feeling.
  3. Ask the child to tick or circle their chosen sentence, then read it back to double-check it really does belong to that sentence type.
- 

### **Writing using correct punctuation (apostrophe for contraction, question with correct capitalisation) (G5)**

1. For contractions, show the child which letters are being removed (e.g. 'has not' loses the 'o' from 'not') and explain that the apostrophe sits in the gap where the missing letter was.
  2. For writing a question from given words, encourage the child to arrange the words so the sentence starts with a capital letter and ends with a question mark, and to say it aloud to check it sounds like a natural question.
  3. After writing, ask the child to re-read their answer slowly to check capital letters, spelling, and the end punctuation mark are all correct.
-

### Question 1 (1 mark)

**Answer:** The child should tick 'because' - it is the word that joins the two parts of the sentence by giving a reason.

Before looking at the choices, ask the child to think about how the two parts of the sentence are connected. Ask: "Why did Max have to put his coat on?"

Children need to choose the **conjunction** that best links the two clauses. The second clause ('it was cold outside') explains why Max had to put his coat on, so the word that introduces a reason is needed. **Because** is the only option that does this. 'But' and 'or' link contrasting or alternative ideas; 'that' does not create a meaningful causal link here.

**Watch out:** A child might tick 'but' because it is a familiar joining word, but 'but' shows contrast rather than a reason, so it does not make sense in this sentence.

### Question 2 (1 mark)

**Answer:** The child should circle the word 'unusual' in the sentence.

Before revealing the answer, remind the child that an adjective is a describing word, then point to the sentence. Ask: "Which word in the sentence tells you what the fish is like?"

Adjectives are describing words that tell us more about a noun. In the sentence 'I can see an unusual fish in the pond', children need to spot that **unusual** is the word describing the fish. It tells us what kind of fish it is. Words like 'can' and 'see' are verbs; 'fish' and 'pond' are nouns. Only 'unusual' describes the noun, making it the adjective.

**Watch out:** A child might be tempted to circle 'good' - but 'good' does not appear in this sentence. Another common error is circling 'fish', which is a noun, not a describing word.

### Question 3 (1 mark)

**Answer:** The child should tick 'ment', making the word 'entertainment'.

Before looking at the options, ask the child to say the missing word aloud by reading the sentence. Ask: "What word would make sense in the gap - can you say the whole sentence out loud?"

The question tests whether children can identify the correct **suffix** to add to entertain so that the completed word fits the sentence. The word needed is entertainment, a noun meaning a show or performance. Adding **-ment** to a verb to make a noun is a key Year 2 vocabulary skill. The other

options do not make real words: entertaining, entertainness, and entertainest are not English words, so children should be able to rule them out by saying each one aloud.

**Watch out:** A child might be tempted by 'ness' because it is a familiar suffix, but 'entertainness' is not a real word - only 'entertainment' fits correctly.

#### Question 4 (1 mark)

**Answer:** Children should tick 'Do you know where my shoes are' - this is the only sentence that is a direct question and must end with a question mark.

Before looking at the options, ask your child to think about what makes a sentence a question. Ask: "How can you tell if a sentence is actually asking something, or just talking about a question?"

Children need to distinguish between sentences that ask something directly and sentences that merely mention a question indirectly. '**Do you know where my shoes are**' opens with 'Do you' - a direct question form that always requires a question mark. The other options look tempting because they contain question-like words ('what', 'if'), but they are statements: someone thought, wonders, or asked something - making them reporting sentences, not direct questions.

**Watch out:** A child might tick 'Ron wonders what ducks eat' because it contains 'what', but this is a statement about wondering, not a direct question, so it does not need a question mark.

#### Question 5 (1 mark)

**Answer:** The comma should go after the word 'donkeys' - in the second box, between 'donkeys' and 'cows'.

Point your child to the sentence and ask them to find the list of animals in it. Ask: "Where do you think a comma needs to go to separate the animals in the list?"

Commas in a list separate items before the word 'and'. In the sentence Marek saw donkeys cows and sheep at the farm, the three animals listed are donkeys, cows, and sheep. Children need to place the comma after **donkeys** to separate the first item from the second. The official answer shows the tick in the second box, which sits between 'donkeys' and 'cows'. Only one comma is needed here because 'and' already joins the last two items.

**Watch out:** A child might tick the box after 'cows' (between 'cows' and 'and'), but the comma belongs before 'cows', not before 'and'.

### Question 6 (1 mark)

**Answer:** Children should circle the word 'quickly'. It is the adverb in the sentence.

Before revealing anything, point your child to the sentence and ask them to find the doing word (the verb). Then ask: "Can you find a word that tells us how the children did that action?"

The sentence 'The children **quickly** looked for a good place to sit' contains four types of words, and children need to identify the one that describes how the action was done. **Quickly** tells us how the children looked, making it an adverb. A helpful prompt is that many adverbs end in -ly and modify a verb. The verb here is 'looked', and 'quickly' modifies it directly.

**Watch out:** A child might circle 'good' because it describes something, but 'good' is an adjective describing the place, not an adverb describing how an action was done.

### Question 7 (1 mark)

**Answer:** The full stop should go after the word 'buttons', so the text reads: 'My coat is bright yellow with shiny buttons. I like wearing it.'

Ask your child to read the passage aloud and think about where one idea ends and a new one begins. Ask: "Can you find the place where one sentence finishes and a brand-new sentence starts?"

Two separate sentences have been run together without any punctuation between them. Children need to spot that '**My coat is bright yellow with shiny buttons**' is one complete idea, and '**I like wearing it**' is a second complete idea. The full stop belongs after buttons, separating those two sentences. Placing it anywhere else in the passage does not score.

**Watch out:** A child might place the full stop after 'yellow' or 'bright', but neither of those points ends a complete sentence. The official answer requires the full stop after the word 'buttons' only.

### Question 8 (1 mark)

**Answer:** The child should tick 'do' - the word 'undo' is a real word made by adding 'un' in front of 'do'.

Before looking at the options together, 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 the opposite of something?"

Children need to test each option by placing **un** in front of it. Untalk, unshout, and unplay are not real words, but **undo** is a genuine English word meaning to reverse an action. A child might be drawn to

unplay as it sounds possible, but it is not an accepted word. Only **undo** creates a correctly formed word using the prefix un.

**Watch out:** A child might be tempted to tick 'play' to make 'unplay', as it follows the same pattern, but 'unplay' is not a real English word.

### Question 9 (1 mark)

**Answer:** Children should write an exclamation mark (!) in the box at the end of the second sentence.

Point to the two sentences and explain that the first one already has its ending punctuation sorted. Ask: "What other punctuation mark, apart from a full stop, could go at the end of a sentence?"

The first sentence already ends with a full stop, so children need a **different** punctuation mark for the second sentence. The official answer is an **exclamation mark (!)**, because the sentence 'It is very hot today' can be expressed with emphasis or surprise. An ellipsis (...) is also accepted. The punctuation mark must be clear and unambiguous.

**Watch out:** A child might write a question mark, which looks tempting as it ends a sentence, but the sentence is not a question, so a question mark does not fit here.

### Question 10 (1 mark)

**Answer:** Children should tick 'The boy made footprints in the snow.' as the sentence written in the past tense.

Before looking at the options, ask the child to think about the difference between something happening right now and something that has already finished happening. Ask: "Can you think of a word that tells us an action is finished and happened before now?"

Past tense means the action has already happened. Children need to check each option for past-tense verb forms. '**The boy made footprints in the snow**' uses made, which is the past tense of 'make'. The other three options all use present-tense verbs: is, covers, and turns describe things happening now, not in the past.

**Watch out:** A child might tick 'I was playing a game' style thinking, but in this question 'The snow covers the trees' could seem past-like - however, 'covers' is a present-tense verb describing something happening now, not completed.

### Question 11 (1 mark)

**Answer:** Sam's gap should be filled with 'er' (making 'faster') and Katie's gap should be filled with 'est' (making 'fastest').

Before checking, point to each speech bubble in turn and ask your child to read them aloud. Ask: "Which word is missing from each sentence, and how does the sentence tell you which ending to add?"

Suffixes for comparing adjectives are being tested here. Sam says he is a faster runner than someone else, which signals a comparison between two people, requiring the suffix **er**. Katie says she is the fastest runner of all, which signals the top of the whole group, requiring the suffix **est**. Both suffixes must be spelt correctly and written in lower case for the single mark available, as this question awards 1 mark only when both are correct together.

**Watch out:** If a child writes only one suffix correctly but not the other, the answer does not score, as both must be right to earn the mark.

### Question 12 (1 mark)

**Answer:** Children should tick the box beneath the word 'cake'.

Before checking, ask the child to think about which words are 'naming words' in the sentence. Ask: "Can you find the word in the sentence that is the name of a thing?"

Nouns are naming words - they name a person, place, or thing. In the sentence We baked a delicious cake and we ate it, there are four tick boxes beneath: **baked**, **delicious**, **cake**, and **it**. Children should identify **cake** as the noun because it names the thing being baked. 'Baked' is a verb, 'delicious' is an adjective, and 'it' is a pronoun - none of these are nouns.

**Watch out:** A child might tick 'baked' because it sounds like the most important word in the sentence, but 'baked' is a verb - it describes the action, not a person, place, or thing.

### Question 13 (1 mark)

**Answer:** Children should tick 'Put them carefully in the dish.' and 'Bake it in the oven.'

Before revealing the answer, ask your child to think about what a command sentence does. Ask: "Which of these sentences are actually telling someone to do something?"

Commands are sentences that tell someone to do something. Children need to spot that both **Put them carefully in the dish** and **Bake it in the oven** start with a verb and give a direct instruction. The

other options are statements that describe or give an opinion rather than telling someone to do something. Both correct boxes must be ticked to score the mark.

**Watch out:** A child might tick 'Fresh blackberries are best' because it sounds like advice, but it is a statement of opinion, not a direct instruction telling someone to do something.

### Question 14 (1 mark)

**Answer:** Children should tick 'What a fast runner she is' - this is the exclamation.

Before revealing the answer, point the child to the four sentences and ask them which ones begin with 'What' or 'How'. Then ask: "Which one of these is saying something surprising or exciting, rather than asking a question?"

Children need to spot that a **grammatical exclamation** begins with 'What' or 'How' and contains a subject and verb. 'What a fast runner she is' meets both conditions: it starts with 'What' and contains the subject 'she' and verb 'is'. The other options beginning with 'What' - 'What are we doing later' - is a question, not an exclamation. Children at this stage can confuse the two because both may start with 'What'; the key difference is that a question directly asks something, whereas an exclamation expresses strong feeling about a statement.

**Watch out:** A child might be tempted to tick 'What are we doing later' because it also starts with 'What', but this sentence is asking something, making it a question rather than an exclamation.

### Question 15 (1 mark)

**Answer:** Children should circle the word 'pack' - it is the verb that does not match the past tense of the other verbs in the sentence.

Before revealing anything, ask the child to read the sentence aloud and spot the doing-words. Ask: "Which of those action words sounds like it does not belong with the others?"

All three verbs in the sentence should be in the **past tense**, because 'closed' and 'stood' are both past-tense forms. The word '**pack**' is the odd one out - it is present tense, while the sentence needs 'packed'. Children should scan each verb in turn and ask whether it sounds like something that already happened.

**Watch out:** A child might circle 'closed' or 'stood' as these look less familiar as past-tense forms, but both are already correctly in the past tense - only 'pack' needs changing.

### Question 16 (1 mark)

**Answer:** Children should tick 'I am watching television.' as the sentence written in the present tense.

Before your child looks at the options, ask them to think about what 'present tense' means. Ask: "Can you tell me the difference between something happening now and something that has already happened?"

All four options use the word **I**, so children need to look closely at the verb in each sentence. I went and I walked use past-tense verbs. I was playing uses was, which is also past tense. Only **'I am watching television'** uses a present-tense verb form, showing something happening right now. Children should be guided to ask themselves: is this happening now, or did it already happen?

**Watch out:** A child might tick 'I was playing a game' because playing feels active and immediate, but 'was playing' is past tense - it has already happened.

### Question 17 (1 mark)

**Answer:** The child should write 'hasn't' in the box, with an apostrophe in place of the missing letter 'o'.

Before showing the answer, point to the words 'has not' in the sentence and ask the child to think about how those two words could be squashed into one shorter word. Ask: "Can you think of a short way to write 'has not' using just one word?"

Contractions are being tested here: children need to join **has not** into a single word by removing the letter 'o' and replacing it with an apostrophe, giving **hasn't**. The spelling must be correct for the point to be awarded - writing has'not, hasent, or placing the apostrophe in the wrong position will not score. The official answer shows that upper or lower case letters are both fine, and the apostrophe's size and position may be slightly uneven without penalty.

**Watch out:** A common error is writing 'has'not' (keeping both words with an apostrophe between them) or 'hasent' (a phonetic misspelling). Neither is correct - the official answer requires the correctly spelt contraction 'hasn't'.

### Question 18 (1 mark)

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

Before looking at the answer, ask the child to think about what the people in the sentence are actually doing. Ask: "Can you find the word that tells us what 'we' did?"

The sentence We went on a school visit contains three possible targets, but children need to identify the **verb** - the doing or action word. **Went** is the past-tense form of 'go' and tells us what the subject (we) did. A child might be drawn to 'visit', which can be a verb in other sentences, but here it functions as a noun (the thing they went on), so only **went** is correct.

**Watch out:** A child might circle 'visit' because it can sometimes be a verb, but in this sentence 'a school visit' is a noun phrase - the thing they went on, not the action itself.

### Question 19 (2 marks)

**Answer:** Children should write a question using only the words from the box. The best answer is: 'Can bees fly far?' It must start with a capital letter and end with a question mark.

Before your child writes anything, point to the four words in the box and ask them to say a question out loud using those words. Ask: "Can you make a question using only the words in the box?"

Children need to arrange the four given words - bees, far, fly, can - into a grammatically correct question. The **full 2 marks** require the question to start with a capital letter and end with a question mark, e.g. **Can bees fly far?** The word far may be left out (Can bees fly?) and still earn 2 marks if punctuation is correct. **1 mark** is earned if the word order forms a real question but punctuation is wrong - for example, a missing question mark, a lower-case opening letter, or Far capitalised mid-sentence. Sentences that are not questions, such as Bees can fly far., do not score.

**Watch out:** A child might write 'Bees can fly far.' - this uses all the words but is a statement, not a question, so it does not score.

**Model answer:** Can bees fly far?

Answers Explained © ExamNinja.co.uk.

Questions and mark schemes © Crown copyright, reproduced under the Open Government Licence v3.0; some source texts may be third-party copyright - see the original resource.