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KEY STAGE 1 SATS

2025 KS1 Grammar, Punctuation & Spelling

Answers Explained

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How to beat each question type

Tick the right word to join two ideas (G3)

1. Read the sentence aloud with each option in turn and listen to which one makes sense.
 2. Ask the child whether the two ideas are opposites, choices, reasons, or conditions - this helps narrow down the right joining word.
 3. Encourage the child to tick only one box and then read the whole sentence again to check it sounds right.
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Add the right punctuation mark (G5)

1. Ask the child to read the sentence aloud and think about whether someone is asking something, saying something exciting, or just making a statement.
 2. Remind the child that a question ends with a question mark, a big exciting feeling ends with an exclamation mark, and a plain statement ends with a full stop.
 3. Encourage the child to write the punctuation mark clearly in the box provided.
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Identify word types (noun, verb, adjective, adverb) (G1)

1. Point to the underlined word and ask the child what job it is doing - does it name a thing, describe a thing, show an action, or describe how something is done?
 2. Try replacing the word with a simple example the child knows: swap it for a known noun, verb, adjective, or adverb to see which category it fits.
 3. Help the child tick only one option and talk through why the other options are wrong.
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Add a prefix or suffix to change a word (G6)

1. Read the sentence together and ask the child what meaning is needed - for example, 'not finished' signals a prefix, and 'in a proud way' signals a suffix.
 2. Remind the child of common prefixes (un-, re-, dis-) and suffixes (-ly, -ful, -ness) and encourage them to try adding letters to the root word.
 3. Read the completed sentence aloud to check that the new word makes sense and sounds correct.
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Apostrophes for possession and contraction (G5)

1. For possession, ask the child who owns something - if it belongs to someone, the word needs an apostrophe before the 's'. For contractions, ask which letters have been left out.
2. When writing a contraction such as 'don't', remind the child that the apostrophe sits where the missing letter or letters were ('do not' loses the 'o').

3. Check the spelling carefully - for contractions the official answer requires correct spelling, so encourage the child to write it slowly and clearly.
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Identify sentence types (statement, question, command, exclamation) (G2)

1. Read each sentence aloud with the child and ask: is someone being told to do something (command), is a question being asked (question), is something surprising or exciting being expressed starting with 'What' or 'How' (exclamation), or is it just giving information (statement)?
 2. Remind the child that in this paper punctuation marks are hidden, so the child should focus on the words and structure rather than the end mark.
 3. Help the child tick only the one sentence that matches the type named in the question.
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Write or complete a sentence with correct punctuation (G5)

1. Ask the child to arrange the given words into an order that makes sense, thinking about which word should come first and which should come last.
 2. Remind the child that a sentence must start with a capital letter and end with a full stop (or exclamation mark if it is exciting).
 3. Read the completed sentence aloud together to check that it sounds like a proper statement and that the punctuation is in the right place.
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Question 1 (1 mark)

Answer: The word 'but' should be ticked.

Before looking at the options, cover them and ask your child to think about what word would connect these two ideas. Ask: "What word could go in the gap to join the two parts of the sentence together?"

The sentence I wanted to read my book ___ it was too dark contains two contrasting ideas: wanting to do something and being unable to do it. Children need to spot that **but** is the joining word (conjunction) that expresses this contrast. 'If' introduces a condition, 'or' introduces an alternative, and 'that' cannot join two clauses here in a meaningful way. Only 'but' correctly links the two opposing parts.

Watch out: A child might tick 'if' because it can join two parts of a sentence, but 'if' introduces a condition rather than a contrast, so it does not make sense here.

Question 2 (1 mark)

Answer: A question mark should be written in the box at the end of the sentence.

Point to the sentence and ask your child to read it aloud, then ask: "What kind of sentence is this - is it telling us something or asking something?"

The sentence **Where are the pens and pencils** is asking something, so it needs a question mark at the end. Children should recognise that sentences beginning with question words such as where, what, who, when and how are questions and must end with a question mark rather than a full stop.

Watch out: A child might write a full stop instead of a question mark, but the sentence is a question, not a statement, so a full stop does not score.

Question 3 (1 mark)

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

Ask your child to read the sentence aloud and try swapping each word for 'because' one at a time. Ask: "Which word could you replace with 'because' and still have the sentence make sense?"

The question tests whether children understand that **when** can be replaced by because to link two clauses with a cause-and-reason meaning. In the sentence 'Ava wore her sun hat when it was hot', the word **when** connects the reason (it was hot) to the action (wearing a sun hat), just as because would. Children should read the sentence aloud substituting each word with because to find the one that still makes clear sense.

Watch out: A child might circle 'hot' as it describes the reason, but the question asks for a word that can be swapped for 'because' - 'hot' is an adjective, not a connecting word.

Question 4 (1 mark)

Answer: A full stop should be placed after the word 'dog', so the sentence reads: 'My friend has a dog. I have a cat and a goldfish.'

Before showing the answer, ask your child to read the text aloud and think about where one idea ends and a new one begins. Ask: "Can you find the place where one sentence ends and a brand new sentence starts?"

Two sentences are run together without any punctuation to separate them. Children need to spot where the first sentence ends and the second begins. **'My friend has a dog'** is one complete thought, so a full stop belongs after dog. The second sentence then starts with I. The official answer requires the full stop in exactly that position - no other placement is correct.

Watch out: A child might place the full stop after 'cat' or at the end of the whole passage, but the only correct position is after 'dog'.

Question 5 (1 mark)

Answer: Children should tick 'The new trainers belong to Dean.' This is the correct answer.

Before looking at the options, ask your child to think about what the word 'Dean's' is telling us. Ask: "Does 'Dean's' mean something belongs to Dean, or do you think a letter is missing from the word?"

The apostrophe in **Dean's** is a possessive apostrophe, showing that the trainers belong to Dean. Children need to recognise there are two types of apostrophe: one for possession (ownership) and one for contraction (missing letters). Here, no letters are missing from the word Dean's, so it is not a contraction. The apostrophe shows ownership, making 'The new trainers belong to Dean' the correct choice.

Watch out: A child might be tempted to tick 'The word has some missing letters' because apostrophes can show missing letters in contractions - but no letters are missing from 'Dean's'; it is a possessive apostrophe, not a contraction.

Question 6 (1 mark)

Answer: Children should circle 'sat' in the first box and 'showed' in the second box.

Before looking at the options, remind the child that the sentences are about something that already happened. Ask: "Which word in each box tells you the action has already been done - not happening right now?"

Both sentences are already written in the past tense ('saw' and 'the farmer...them the controls'), so children need to match that tense throughout. **Sat** is the past tense of 'sit', and **showed** is the past tense of 'shows'. Both correct words must be identified to earn the single mark - one correct and one wrong scores nothing.

Watch out: A child might circle 'sit' because it sounds natural in speech, but 'sit' is present tense and does not match the past tense of the rest of the sentence.

Question 7 (1 mark)

Answer: Children should tick 'Who has he invited to the party' and 'Is anyone else coming today' - these are the two sentences that must end with a question mark.

Before checking, ask the child to read each sentence aloud and think about which ones are actually asking something. Ask: "Which of these sentences is someone asking a real question?"

Children need to identify which sentences are **direct questions** - only those require a question mark. 'Who has he invited to the party' and 'Is anyone else coming today' are both genuine questions asking for information. The other options are traps: 'What a great time we had on the trip' is an exclamation; 'Yesterday, I asked my friend to stay' is a statement; 'When I get home, I will read my book' is also a statement - it uses 'when' as a time conjunction, not as a question word. Both correct boxes must be ticked to score the point.

Watch out: A child might tick 'What a great time we had on the trip' because it starts with 'What', but this is an exclamation expressing feeling, not a genuine question.

Question 8 (1 mark)

Answer: Children should tick 'an adjective'. The word 'short' describes the list, so it is an adjective.

Before revealing the answer, point to the underlined word and ask your child to think about what job it does in the sentence. Ask: "What does the word 'short' tell us about - a person, a thing, an action, or what something is like?"

The underlined word in the sentence is **short**, which describes the noun list. Children need to recognise that a word describing a noun is an adjective. 'Short' tells us what kind of list it is, not what anyone does (that would be a verb), not a thing itself (a noun), and not how an action is done (an adverb). The official answer confirms **an adjective** is correct.

Watch out: A child might tick 'a noun' because 'list' is nearby, but the question asks about the underlined word 'short', not 'list'. 'Short' describes the list rather than naming a person, place, or thing.

Question 9 (1 mark)

Answer: Children should write 'ly' in the gap, making the word 'proudly'.

Before revealing the answer, ask the child to think about how the word 'proud' would need to change to describe the way Seth walked. Ask: "What two letters could we add to the end of 'proud' to show how he walked?"

An **adverb** formed from an adjective usually takes the suffix -ly. Children need to recognise that adding **ly** to proud makes proudly, which describes how Seth walked. The official answer requires the letters **ly** written in lower case in the gap, or the full word proudly written out with the suffix spelt correctly. No change is made to the root word proud before adding the suffix.

Watch out: If a child writes 'proudly' but spells it incorrectly (for example 'proudley'), the spelling of the suffix must be correct for this question, so that would not score.

Question 10 (1 mark)

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

Before showing the answer, remind the child that some words can be squashed together using a special punctuation mark to show letters have been removed. Ask: "Which letter is missing when we join 'do' and 'not' together?"

Contracting **do not** into a single word tests whether children know that an apostrophe replaces the missing letter 'o' from 'not'. The official answer requires **don't** spelt correctly, with the apostrophe sitting between the 'n' and the 't'. The size or position of the apostrophe is marked generously, as

young children's handwriting can be uneven, but the apostrophe must be present and clearly not a stray mark.

Watch out: Writing 'dont' without any apostrophe does not score, as the apostrophe is the key requirement of this question. Placing the apostrophe in the wrong position, such as 'do'nt', also does not score.

Question 11 (1 mark)

Answer: Children should add a comma after 'English' and a comma after 'Polish'.

Before revealing the answer, point the child to the sentence and ask them to read it aloud slowly. Ask: "Can you spot the list of languages? Where would you put pauses between them?"

Commas in a list separate items so the reader knows where one item ends and the next begins. The sentence lists four things: English, Polish, Urdu and sign language. The official answer places a comma after **English** and a comma after **Polish** - both are needed for the mark. No comma is needed before 'and'. Children should not add any extra punctuation elsewhere in the sentence, as additional punctuation will mean the mark is not awarded.

Watch out: A child might also add a comma after 'Urdu', but the official answer does not require one there - only the commas after 'English' and 'Polish' are needed.

Question 12 (1 mark)

Answer: Children should tick 'a verb'. The underlined word is 'cleaned'.

Before revealing the answer, ask your child to point to the underlined word and think about what it is doing in the sentence. Ask: "What is Anita and her dad actually doing in this sentence?"

The underlined word in the sentence is **cleaned**. Children need to identify the word class: a verb is a doing or action word, and cleaned describes what Anita and her dad did - it is the action in the sentence. A noun names a person, place, or thing; an adjective describes a noun; an adverb describes how an action is done. None of those fit cleaned, which is clearly the action word here.

Watch out: A child might tick 'a noun' because 'car' is a noun in the same sentence, but the underlined word is 'cleaned', not 'car'.

Question 13 (1 mark)

Answer: Children need to write 'un' in the two blank spaces before the word 'finished', making 'unfinished'.

Before showing the answer, ask your child to think about what small group of letters can be placed at the start of a word to make it mean the opposite. Ask: "What two letters could go in front of 'finished' to make it mean 'not finished'?"

The question tests knowledge of the prefix **un-**, which means 'not'. The sentence asks for a word meaning 'not finished', and children should recognise that adding **un** to the front of 'finished' creates 'unfinished'. The two short lines in the question show exactly where the two letters go. The official answer requires the letters un written correctly; children may also write the whole word 'unfinished' in full, as long as the prefix is spelt correctly.

Watch out: A child might write 'in' instead of 'un', producing 'infinished', which is not a real word and does not score.

Question 14 (1 mark)

Answer: The exclamation mark should be placed after the word 'is', making it: How wet it is! Will I need my wellies today?

Point out that there are two separate sentences and ask which one sounds like a strong outburst or exclamation. Ask: "Which part of this text is someone expressing a strong feeling?"

The sentence **How wet it is** begins with 'How' and makes a strong declaration of feeling, which is the structure of an exclamation sentence. Children need to recognise that this exclamation ends after the word is, so the exclamation mark belongs there. The second sentence is a question and already has its question mark. If a child adds an extra punctuation mark anywhere else, the answer is not accepted.

Watch out: A child might place the exclamation mark at the very end, after 'today?', but the official answer requires it after 'is' only, and adding extra punctuation elsewhere is not accepted.

Question 15 (1 mark)

Answer: Children should tick the second option: 'Jo chased the ball across the field.' The underlined word is 'field', which is a noun.

Before looking at the options, ask your child what a noun is and then point to each underlined word in turn. Ask: "What type of word do you think each underlined word is - does it name something, describe something, or show an action?"

Each sentence has a different word underlined, so children need to identify which underlined word is a **noun** - a naming word for a person, place, or thing. In the first sentence, big is an adjective. In the third, quickly is an adverb. In the fourth, kicked is a verb. Only field in the second sentence names a place, making it a noun.

Watch out: A child might tick 'Her friend kicked the ball' because 'kicked' is a familiar, easy-to-spot action word - but 'kicked' is a verb, not a noun.

Question 16 (1 mark)

Answer: The sentence that uses capital letters correctly is 'The weather was warm last Friday.'

Before looking at the options together, remind the child that only certain words earn a capital letter. Ask: "Can you tell me which kinds of words always need a capital letter?"

Each of the four options contains a capital letter somewhere, so children need to judge **which capitals are correct**. Capital letters belong at the start of a sentence and on proper nouns (names of specific people, places, or named days). 'The weather was warm last Friday' is correct: the capital T opens the sentence and Friday is a proper noun (a named day). The other options each capitalise an ordinary common noun mid-sentence - Cinema, We, and Night - which should all be lower case.

Watch out: A child might be tempted by 'Last month We visited Spain' because Spain is correctly capitalised, but 'We' mid-sentence is a common pronoun, not a proper noun, so that sentence is wrong overall.

Question 17 (1 mark)

Answer: Children should write the letters 'ful' in the gap, making the word 'colourful'.

Before revealing anything, ask your child to read the sentence aloud and think about what kind of word is needed to describe the costume. Ask: "What letters could you add to 'colour' to make a describing word that means very bright and full of colour?"

The sentence reads 'The costume was very colour___ with bright red ribbons.' Children need to recognise that the gap follows the root word **colour** and that the missing suffix must turn it into an adjective meaning full of colour. The suffix **-ful** does exactly that, producing colourful. The official answer awards the mark for ful written in lower case, or for the whole word colourful written out with the suffix spelt correctly. No other suffix fits the meaning here.

Watch out: A child might write '-ly' to form 'colourly', as they may recall that suffix from adverb questions, but 'colourly' is not a real word and does not fit the sentence.

Question 18 (2 marks)

Answer: Children should write a statement sentence using some or all of the four words: children, can, the, sing. The best answer is 'The children can sing.' with a capital letter at the start and a full stop at the end.

Before your child writes anything, cover the question and ask them to think about what makes a sentence a statement rather than a question or command. Then ask: "Can you put those four words in an order that tells me something, and make sure it starts and ends correctly?"

This 2-mark question tests both grammar (forming a correct statement) and punctuation (capital letter and full stop or exclamation mark). **Two marks** are earned when the sentence is grammatically correct and correctly punctuated - meaning a capital letter at the start and a full stop or exclamation mark at the end, for example The children can sing. Not all four words need to be used; Children can sing. also earns two marks if punctuated correctly. **One mark** is earned for a grammatically correct statement with faulty punctuation, such as a missing capital or no end punctuation. A question such as Can the children sing? does not count as a statement.

Watch out: If a child writes 'Can the children sing?' this is a question, not a statement, and does not score. Also, a sentence missing its capital letter or end punctuation can only earn one mark, not two.

Model answer: The children can sing.

Question 19 (1 mark)

Answer: Children should tick 'What great fun we had' - this is the exclamation.

Before revealing the answer, encourage the child to think about what makes a sentence an exclamation rather than a question. Ask: "Can you find the sentence that shows a really strong feeling or surprise, rather than asking something?"

All four sentences begin with their punctuation marks covered, so children must judge by meaning and structure alone. An exclamation in grammar is a sentence beginning with **What** or **How** that expresses strong feeling. What great fun we had fits this pattern perfectly. The other options starting with 'What' and 'Sasha' are a question and a statement respectively. Children should recognise that starting with 'What' alone is not enough - the sentence must also be an expression of feeling rather than a genuine query.

Watch out: A child might tick 'What are we going to do today' because it also starts with 'What', but that sentence is asking something, making it a question rather than an exclamation.

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