



# ExamNinja

REVISION GUIDES • WORKBOOKS • PRACTICE PAPERS

KEY STAGE 2 SATS

# 2016 KS2 Grammar, Punctuation & Spelling

Answers Explained

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# How to beat each question type

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## Match words to suffixes / prefixes (G6)

1. Ask the child to say each base word aloud and try adding each suffix (or prefix) in turn, listening for which combination sounds like a real word.
  2. Encourage the child to check whether the resulting word is an adjective (or the word class asked for) – for example, 'manageable' is an adjective, 'manageish' is not a real word.
  3. Once the child is confident, have them draw the matching line firmly from the word to its suffix, making sure each suffix is used only once.
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## Choose and insert conjunctions (G3.3)

1. Ask the child to read the whole sentence aloud, trying each conjunction from the box in each gap in turn, to hear which combination makes sense.
  2. Explain that coordinating conjunctions (and, or, but) each have a different job: 'and' adds, 'or' gives a choice, 'but' shows contrast – so meaning matters as well as grammar.
  3. Remind the child that each word can only be used once, so once one gap is confirmed, cross that word off before moving to the next gap.
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## Identify word classes (object, adverb, preposition, pronoun, adjective) (G1)

1. Help the child identify exactly what the question is asking for – for example, the 'object' is the thing that receives the action of the verb, while a 'preposition' shows place or direction.
  2. Encourage the child to test each word in the sentence by asking a simple question: for the object, ask 'What did they buy/find/do?' – the answer is the object; for a preposition, ask 'Does this word show where or when?'
  3. Once the child has identified the word, they should circle or underline it clearly, taking care not to include any surrounding words.
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## Punctuation: insert or identify correct punctuation marks (G5)

1. Ask the child to read the sentence aloud and think about what the punctuation mark needs to do – for example, a colon introduces a list, a semi-colon joins two closely related main clauses, inverted commas wrap around the spoken words, and a comma after a fronted phrase separates it from the main clause.
2. Help the child identify the exact spot where the punctuation belongs by asking a focusing question, such as 'Where does the list begin?' or 'Which words are actually being said aloud?'

3. The child should then insert the mark clearly and re-read the sentence to check it sounds correct and makes sense.
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### **Sentence functions (statement, question, command, exclamation) (G2)**

1. Ask the child to read the sentence and think about what it is doing: is it telling you something (statement), asking something (question), telling someone to do something (command), or expressing strong feeling starting with 'What' or 'How' (exclamation)?
  2. Point out useful clues: questions often begin with an auxiliary verb such as 'Are' or 'Can'; commands often start with a verb; exclamations start with 'What' or 'How' and have a subject and verb.
  3. Once the child has decided, they should draw the matching line or tick the correct box, checking that each function label is used the correct number of times.
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### **Clauses: subordinate clauses, relative clauses and main clauses (G3)**

1. Remind the child that a main clause makes complete sense on its own, while a subordinate clause depends on the main clause and is often introduced by a conjunction such as 'although', 'if', 'despite' or a relative pronoun such as 'that', 'which', or 'who'.
  2. Ask the child to find the conjunction or relative pronoun in the sentence first – the clause it introduces is the subordinate or relative clause; the remaining part is the main clause.
  3. The child should underline or tick only the exact clause asked for, being careful not to include the main clause as well.
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### **Verb forms and tenses (simple past, progressive, perfect, subjunctive, active and passive) (G4)**

1. Help the child identify the verb or verbs in the sentence and ask what time the action happens (past, present, or future) and how it is expressed – for example, 'was playing' uses 'was' plus an '-ing' verb, which signals the past progressive.
  2. For active and passive, ask 'Who is doing the action?' – if the subject is doing it, it is active; if the subject is having it done to them (often with 'by'), it is passive.
  3. For the subjunctive, remind the child that it is used in formal or hypothetical situations such as 'I wish I were' rather than 'I wish I was', and encourage the child to try each option aloud before selecting the most formal-sounding one.
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### Question 1 (1 mark)

**Answer:** Draw lines so that 'manage' connects to 'able', 'harm' connects to 'ful', and 'self' connects to 'ish'.

Before drawing any lines, encourage the child to say each word-plus-suffix combination out loud and ask whether it sounds like a real word. Ask: "Which ending makes a real word when you add it to each of these - can you say them all out loud and check?"

Each word needs a suffix that turns it into a real adjective. **Manageable**, **harmful**, and **selfish** are all everyday adjectives children should recognise. The key step is checking that the combination actually makes a real English word - for instance, 'harmable' and 'selfful' are not real words, so those pairings must be wrong. All three lines must be correct to earn the mark.

**Watch out:** A child might match 'harm' with 'able' to make 'harmable', which sounds plausible but is not a real English adjective - the correct pairing for 'harm' is 'ful', giving 'harmful'.

### Question 2 (1 mark)

**Answer:** The three conjunctions go in this order: 'and' after sandwiches, 'or' after juice, and 'but' after 'for the trip,'.

Before looking at the answer, ask your child to read the sentence aloud a couple of times and think about what each gap is doing - is it joining a list, giving a choice, or showing a contrast? Ask: "Which word would make sense in each gap - and, or, or but?"

Conjunctions join words, phrases or clauses, and each one here does a different job. **And** links items in a list (sandwiches and juice), **or** offers an alternative (juice or water), and **but** introduces a contrast (you may bring these things, but glass bottles are not allowed). Children should read the whole sentence aloud with each conjunction in place to check it makes sense, using the meaning of the sentence as their guide.

**Watch out:** A child might put 'or' before 'juice' and 'and' before 'water', reversing those two. The sentence still needs 'but' for the contrast at the start of the second line, so all three positions must be correct to gain the mark.

### Question 3 (1 mark)

**Answer:** The child should circle the word 'cake'.

Remind your child to find the verb (the doing word) first, then ask: "What did my friend buy?"

The **object** of a sentence is the noun or noun phrase that receives the action of the verb. In 'My friend bought a cake from the bakery', the verb is bought and the object – what was bought – is a cake. Children should identify 'cake' as the thing directly acted upon. Circling 'a cake' is also accepted. 'Bakery' is a distractor; it follows a preposition ('from') and tells us where, making it part of a prepositional phrase, not the object.

**Watch out:** A child might circle 'bakery' as it is also a noun, but it follows 'from' and tells us where – it is not the thing being bought.

#### Question 4 (1 mark)

**Answer:** Draw lines so that 'At the zoo we saw \_\_\_ owl' matches 'an'; 'There was also \_\_\_ cute baby penguin' matches 'a'; and 'I thought it was \_\_\_ best day ever' matches 'the'.

Before drawing the lines, ask your child to say each sentence aloud with each option in the gap and listen for which sounds natural. Ask: "Which word sounds right in each gap - 'a', 'an', or 'the'?"

Determiners are words that introduce a noun and signal whether it is specific or general. Children need to remember that '**an**' is used before a vowel sound ('an owl'), '**a**' before a consonant sound ('a cute baby penguin'), and '**the**' refers to something specific and already understood ('the best day ever'). All three lines must be correct for the single mark.

**Watch out:** A child might match 'the' to the owl sentence because owls feel familiar, but 'the' is reserved for 'the best day ever', where it refers to something uniquely superlative.

#### Question 5 (1 mark)

**Answer:** Children should tick the second option: 'Can you guess what we ate for dinner'.

Before revealing the answer, ask your child to read each option aloud and decide which one is actually asking something. Ask: "Which of these sentences is a real question that someone needs to answer?"

A **question mark** is only obligatory when a sentence is a direct question - one that genuinely asks something. 'Can you guess what we ate for dinner' is the only sentence here that is a direct question; it uses the inverted subject-verb structure ('Can you') that signals a question. The other three sentences, although they contain the word 'what', are statements or a command, so they end with full stops, not question marks.

**Watch out:** A child might tick 'What we ate for dinner was very unusual' because it starts with 'what', but this is a statement about dinner, not a direct question.

### Question 6 (1 mark)

**Answer:** The third option should be ticked: 'I bought several beach toys: a bucket, a spade, a ball and a kite.'

Before checking, ask your child to read each option aloud and decide which one has a complete sentence before the colon. Ask: "Does the part before the colon make sense on its own as a full sentence?"

A colon is used correctly when it follows a complete main clause and introduces a list. Children need to recognise that '**I bought several beach toys**' is a complete clause, so a colon placed directly after toys correctly introduces what those toys are. The other options place the colon mid-clause, splitting words that belong together and creating an incomplete statement before the colon.

**Watch out:** A child might tick the first option, which also has a colon after 'toys', but it is missing the commas needed to separate the list items, so the sentence is not correctly punctuated overall.

### Question 7 (1 mark)

**Answer:** Any appropriate adverb fits here, such as 'quickly', 'well', 'carefully', or 'yesterday'. The adverb must be correctly spelled.

Before revealing the answer, ask your child to think about what kind of word can describe how or when an action happens. Ask: "What kind of word could describe how she did her homework - can you think of one?"

Children need to supply a single word that tells us how, when, or where she completed her homework - that is, an **adverb**. Words such as quickly, carefully, well, slowly, or yesterday all qualify. The key requirement is that the word genuinely functions as an adverb modifying the verb completed, and that it is spelled correctly - misspellings are not accepted for this question.

**Watch out:** A misspelling of an otherwise correct adverb (for example, 'quikly') is not accepted for this question, as correct spelling is required.

### Question 8 (1 mark)

**Answer:** The two boxes that should be ticked are the very first box (before 'Roman') and the box just before 'the archaeologist'. The sentence should read: "Roman life was unlike modern life," the archaeologist said.

Before revealing anything, ask your child to find the exact words being spoken in the sentence and to say who is speaking. Ask: "Can you point to where the spoken words begin and where they end?"

Inverted commas must wrap the spoken words exactly. The spoken words are **Roman life was unlike modern life**, so an opening inverted comma is needed right at the start of the sentence, before the word Roman. A closing inverted comma is needed after the comma following life, just before the archaeologist said. Children should check which words are actually being spoken aloud and place the inverted commas tightly around those words only.

**Watch out:** A child might tick the box after 'said' (at the very end), assuming a closing inverted comma is needed there, but the speech ends before 'the archaeologist said', not after it.

### Question 9 (1 mark)

**Answer:** The comma should go after the word 'slightly': Limping slightly, the old man walked to the end of the road.

Before checking, ask your child to find where the describing phrase at the start of the sentence ends and where the main action begins. Ask: "Can you spot where the sentence would make sense if you split it into two parts?"

A comma is needed after an introductory participial phrase to separate it from the main clause. The phrase **Limping slightly** tells us how the old man walked; it is not the main clause. Children should recognise that the sentence begins with a non-finite clause and that a comma marks where that introductory phrase ends and the main clause begins - after '**slightly**'.

**Watch out:** A child might place the comma after 'Limping' instead of 'slightly', breaking up the phrase itself - the whole phrase 'Limping slightly' is the introductory unit and must stay together.

### Question 10 (1 mark)

**Answer:** Joey was playing football - past progressive. Joey's football skills are improving - present progressive. Joey is hoping to be a professional footballer - present progressive.

Before checking the table, ask your child to find the 'helper' verb in each sentence - the word that comes before the '-ing' word. Ask: "Is that helper word a present-tense word or a past-tense word?"

Each sentence must be matched to either **present progressive** or **past progressive** by examining the auxiliary verb. Was playing uses 'was' (past auxiliary) plus an -ing verb, making it past progressive. Are improving uses 'are' (present auxiliary) plus -ing, giving present progressive. Is hoping uses 'is' (present auxiliary) plus -ing, also present progressive. Children should focus on the auxiliary verb ('was', 'are', 'is') rather than the meaning of the sentence.

**Watch out:** A child might mark 'Joey is hoping' as past progressive because the sentence mentions future footballer ambitions, but the tense is determined by 'is', not by meaning.

### Question 11 (1 mark)

**Answer:** The first box should contain 'she' and the second box should contain 'it'.

Before revealing the answer, ask your child to read each sentence and find the repeated word - then ask: "What shorter word could replace that repeated word so the sentence still makes sense?"

Pronouns are words that stand in place of a noun to avoid repetition. In the first sentence, **Sara** is repeated, so children need to replace the second 'Sara' with the pronoun **she** (referring to a female person). In the second sentence, **the hole** is repeated, so children need to replace it with the pronoun **it** (referring to a thing). Both boxes must be correct to earn the mark, and spellings must be accurate.

**Watch out:** A child might write 'her' instead of 'she' in the first box, but 'her' is an object pronoun and does not work as the subject of the clause 'turned right'.

### Question 12 (1 mark)

**Answer:** The correct sentence to tick is: 'The sugar-free lollies are available in three flavours.'

Before checking the answer, ask your child to look at each option and decide whether the words before the colon make a complete sentence on their own. Ask: "Does the part before the colon make sense by itself?"

A colon is used correctly when it follows a **complete main clause** and introduces a list or explanation. In the correct option, 'I bought several beach toys' is a complete clause, so the colon sits neatly after it before the list begins. The other options place the colon mid-clause, splitting phrases that belong together, which is grammatically incorrect. Children should check whether everything before the colon makes sense as a standalone sentence.

**Watch out:** A child might tick the first option ('a bucket: a spade a ball and a kite') because it does use a colon, but the colon interrupts the list mid-flow rather than introducing it after a complete clause.

### Question 13 (1 mark)

**Answer:** The answer children need to tick is 'I shall be away next week.'

Before looking at the options, ask the child to think about the difference between saying something might happen and something that is almost definite. Ask: "Which of those four words feels most certain - like it is almost definitely going to happen?"

Modal verbs express degrees of certainty, and children need to rank four options from least to most certain. **Shall** expresses strong intention or near-certainty, whereas could, might, and may all express varying degrees of possibility or doubt. Because the question asks which sentence shows the speaker is **most likely** to be away, 'I shall be away next week' is the only answer that conveys near-certainty rather than mere possibility.

**Watch out:** A child might be tempted by 'I may be away next week' because 'may' can sound formal and confident, but 'may' still only signals possibility, not near-certainty.

### Question 14 (1 mark)

**Answer:** Draw lines so that: 'I expect the weather to be fine at the weekend' matches 'statement'; 'Are we likely to have good weather this weekend' matches 'question'; 'Check the weather before deciding where to go' matches 'command'; 'What fantastic weather we have had this year' matches 'exclamation'.

Before drawing any lines, encourage the child to read each sentence carefully and think about what it is doing - is it telling, asking, ordering, or expressing strong feeling? Ask: "Can you say out loud what you think each sentence is doing?"

Each sentence has a different grammatical function, and children need to match all four correctly to earn the mark. **'Are we likely to have good weather this weekend'** is a question (it asks something). **'Check the weather before deciding where to go'** is a command (it gives an instruction). **'I expect the weather to be fine at the weekend'** is a statement (it declares something). **'What fantastic weather we have had this year'** is an exclamation (it begins with 'What' and expresses strong feeling). All four must be correct.

**Watch out:** A child might match 'What fantastic weather we have had this year' to 'question' because it starts with 'What', but a grammatical exclamation begins with 'What' or 'How' followed by a noun phrase - it does not ask anything.

### Question 15 (1 mark)

**Answer:** Children should tick 'I sang with the school choir in the concert.'

Before looking at the answer, ask the child to read each sentence aloud and decide whether it sounds like something a newsreader or a teacher would write. Ask: "Which sentence sounds most correct and proper to you?"

Standard English requires correct verb forms throughout. Each of the other three options contains a non-standard verb form: 'done' instead of 'did', 'seen' instead of 'saw', and 'been' instead of 'have been' or 'went'. Only '**I sang with the school choir in the concert**' uses a fully standard past tense verb, making it the only grammatically correct sentence in formal written English.

**Watch out:** A child might be tempted by 'I went to the library and done my homework' as it begins correctly, but 'done' without a helper verb such as 'had' is non-standard English.

### Question 16a (1 mark)

**Answer:** The punctuation marks are called brackets (or 'a pair of brackets').

Ask the child to look at the curved marks around the words 'which was a spaniel' in the sentence, then ask: "What is the name of those punctuation marks?"

The sentence shown is **Jay's dog (which was a spaniel) loved to play with its squeaky bone.** The curved marks on either side of which was a spaniel are brackets, also known as parentheses. Children should give the name 'brackets' or 'a pair of brackets'. This is a straightforward naming question worth 1 mark - no explanation of function is required.

### Question 16b (1 mark)

**Answer:** The answer is 'commas' (or 'a pair of commas') or 'dashes' (or 'a pair of dashes').

Remind your child that brackets add extra information that could be removed from the sentence. Ask: "What other punctuation marks can you think of that do the same job as brackets?"

Brackets are used in the sentence to add extra information as a parenthesis. Children need to name a different punctuation mark that can perform the same job - enclosing a parenthetical phrase within a

sentence. The two alternatives are **commas** and **dashes**. Either answer gains the mark. Children should write the name of the punctuation mark, not draw or insert one.

**Watch out:** A child might write 'inverted commas' as these look similar to brackets on the page, but inverted commas are for speech and quotation, not for parenthesis.

### Question 17 (1 mark)

**Answer:** The three expanded forms children need to write are: 'We are' (for We're), 'I will' or 'I shall' (for I'll), and 'will not' (for won't).

Before checking, ask your child to read each underlined contraction aloud and think about which two words have been squashed together. Ask: "What are the two full words hiding inside each of these shortened forms?"

Contractions are shortened forms that use an apostrophe to replace missing letters. Children need to reverse that process and write the full form. **We're** expands to We are; **I'll** expands to I will or I shall; **won't** expands to will not. The official answer notes that all three boxes must be correct for the single mark, and that the pronoun 'I' must be written with a capital letter.

**Watch out:** Children must write a capital 'I' in 'I will' or 'I shall' - a lowercase 'i' is not accepted. Also, 'we won't' is not the expanded form; the full form of won't is 'will not', not 'do not'.

### Question 18 (1 mark)

**Answer:** Children should tick two boxes: 'There should be an exclamation mark after the word 'surprise'' and 'The sentence should end with a full stop instead of an exclamation mark.'

Ask your child to look carefully at where the exclamation mark is placed in the sentence and think about where it should go when someone shouts a word. Ask: "What is wrong with where the exclamation mark is sitting, and what should come at the very end of the sentence?"

The sentence given is "**Surprise**" shouted the children! Two things are wrong. First, the exclamation mark belongs inside the inverted commas, directly after the spoken word Surprise, not after the closing inverted commas. Second, the sentence-ending punctuation should be a full stop, because the reporting clause ('shouted the children') is not itself an exclamation. Both correct boxes must be ticked for the mark.

**Watch out:** A child might tick 'There should be an exclamation mark after the inverted commas' - this is the opposite of what is needed; the exclamation mark should be inside the inverted commas, after 'Surprise'.

### Question 19 (1 mark)

**Answer:** The correct answer to tick is: 'The athlete won four gold medals at the Olympic Games in London.'

Before looking at the options, ask your child to think about which words in the sentence are official names or place names. Ask: "Which words in this sentence do you think are proper nouns that need a capital letter?"

Capital letters must only be used for proper nouns and the start of a sentence. **Olympic Games** is the official name of the event, so both words need capitals. **London** is a place name, so it needs a capital. Gold medals are not a proper noun, so they stay lower case. Children should check each option and reject any that capitalise ordinary nouns like 'Gold Medals' or fail to capitalise the proper noun 'Olympic Games'.

**Watch out:** A child might be tempted by 'The athlete won four Gold Medals at the Olympic Games in London' because it capitalises 'Olympic Games' correctly, but 'Gold Medals' are not a proper noun and should not have capitals.

### Question 20 (1 mark)

**Answer:** The semi-colon should go after the word 'village', so the sentence reads: 'There are Roman ruins near our village; they are being excavated next week.'

Before checking, ask your child to find the point in the sentence where one complete idea ends and a second complete idea begins. Ask: "Where could you put a full stop in this sentence, if you had to split it into two?"

A **semi-colon** joins two closely related independent clauses without using a conjunction. The sentence contains two complete clauses: 'There are Roman ruins near our village' and 'they are being excavated next week'. Children should recognise that each clause could stand alone as a sentence, and that the semi-colon belongs at the boundary between them - immediately after 'village'.

**Watch out:** A child might place the semi-colon after 'ruins' or 'week', but neither position sits at the boundary between two complete clauses.

### Question 21 (1 mark)

**Answer:** Children should tick 'writing or drawing' - that is what the root 'graph' means.

Before looking at the options, ask the child to think about what all four words have in common. Ask: "What do you think all of these words - graphics, autograph, photography and paragraph - have to do with?"

The four example words - **graphics, autograph, photography, paragraph** - all involve writing or drawing in some sense: an autograph is a signed name, photography is 'writing with light', a paragraph is a unit of written text. Children need to connect what is common across all four words to identify the shared meaning of the root graph. 'Moving pictures' relates to 'video' or 'film'; 'colourful or bright' and 'in a group' have no connection to the root at all.

**Watch out:** A child might be tempted by 'moving pictures' because photography involves images, but the root 'graph' specifically relates to writing or drawing, not movement.

### Question 22 (1 mark)

**Answer:** Children should circle the word 'Emma's' - it is the only word in the passage that uses an apostrophe to show that something belongs to someone (the house belongs to Emma).

Before checking, ask your child to look at each word in the passage that has an apostrophe and decide whether it is joining two words together or showing that something belongs to someone. Ask: "Can you find a word where the apostrophe shows that something belongs to somebody?"

All five words in the passage that contain apostrophes need to be considered: It's, o'clock, Let's, we'll, and Emma's. The first four all use apostrophes for **contraction** - letters have been missed out. Only Emma's uses an apostrophe to show **possession**: the house belongs to Emma. Children must distinguish between these two apostrophe functions to select the correct word.

**Watch out:** A child might circle 'It's' because it looks possessive, but this is actually a contraction of 'it is' - not a possessive apostrophe.

### Question 23 (1 mark)

**Answer:** Row 1: correctly. Row 2: correctly. Row 3: incorrectly. Row 4: incorrectly.

Before checking, ask the child to read each sentence aloud and think about whether each comma is doing a proper job. Ask: "Can you explain why each comma has been placed where it is?"

Each sentence must be judged against known comma rules. **Row 1:** commas around 'which nests in sheltered places' correctly mark a relative clause. **Row 2:** commas separating items in a list are correct. **Row 3:** the comma after 'filled' splits the subject from its verb, making it incorrect. **Row 4:** the comma after 'gift' incorrectly separates 'a gift' from 'for my friend', which belong together. All four rows must be correct to gain the mark.

**Watch out:** A child might tick row 4 as correctly punctuated because it has commas in a list, but the final comma after 'gift' incorrectly breaks the phrase 'a gift for my friend'.

### Question 24 (1 mark)

**Answer:** Children should circle both 'through' and 'behind' - these are the two prepositions in the sentence.

Before looking at the answer, ask the child to think about which words in the sentence tell us where someone is, or in which direction they moved. Ask: "Can you find any words in the sentence that tell us where or in which direction he went?"

Prepositions show the relationship between a noun (or pronoun) and another word, often indicating place or direction. In the sentence 'He walked through the doorway and sat behind the desk', **through** tells us the direction of movement relative to the doorway, and **behind** tells us the position relative to the desk. Both words must be circled for the mark. Children should not circle 'and', which is a conjunction, nor 'to', which here forms part of the verb phrase.

**Watch out:** A child might circle 'to' alongside the correct answers, but 'to' here is part of 'walked to' and acts as part of the verb phrase rather than a preposition of place - both correct words must be circled and only those two.

### Question 25 (1 mark)

**Answer:** The answer children need to write is: Are they listening to music? (with a question mark at the end).

Before your child writes anything, ask them to think about how questions are formed in English, especially where the verb goes. Ask: "If you wanted to ask someone whether they are listening to music, how would you start that sentence?"

Rearranging a statement into a question tests understanding of how English forms yes/no questions. Children need to move the auxiliary verb **are** to the front of the sentence: They are listening to music becomes Are they listening to music? All the same words must be used, and a question mark is essential. A missing question mark means the sentence does not function correctly as a question.

**Watch out:** A child might write 'Are they listening to music.' with a full stop rather than a question mark - the question mark is required for a correct answer.

### Question 26 (1 mark)

**Answer:** Children need to circle both 'went' and 'was' - these are the two words that show the sentence is in the past tense.

Before your child circles anything, ask them to read the sentence aloud and think about when the events are happening - past, present, or future. Ask: "Which words tell you that this already happened?"

Both verbs in the sentence - **went** and **was** - are simple past tense forms, and both must be circled to earn the mark. 'Went' is the irregular past tense of 'go', and 'was' is the past tense of 'be'. Children should look for words that tell the reader something already happened. The en-dash separates two clauses, but both belong to the same past-tense sentence, so neither verb should be missed.

**Watch out:** A child might only circle one of the two verbs, perhaps circling 'went' and missing 'was' in the second clause after the dash. Both words are needed for the mark.

### Question 27 (1 mark)

**Answer:** Children should underline 'Although it was getting late' in the first sentence, 'If you get hungry' in the second, and 'despite finding it difficult' in the third.

Before looking at the answer, ask the child to find the word that starts each part of the sentence that couldn't stand alone. Ask: "Which part of each sentence wouldn't make complete sense on its own?"

Subordinate clauses depend on a main clause to make sense and are introduced by a subordinating word. In the first sentence, '**Although it was getting late**' is the subordinate clause. In the second, '**If you get hungry**' is the subordinate clause. In the third, '**despite finding it difficult**' is the subordinate clause. All three marks are earned together - all three must be correctly underlined to score the point.

**Watch out:** A child might underline the whole sentence rather than just the subordinate clause - only the dependent part should be underlined, not the main clause alongside it.

### Question 28 (1 mark)

**Answer:** Children should circle 'yet' in the first sentence and 'until' in the second sentence.

Ask your child to read each sentence and find the word that joins or connects the two parts together. Ask: "Can you spot the word in each sentence that links two ideas or clauses?"

Both sentences contain one conjunction each, and children need to identify both correctly for the mark. In the first sentence, **yet** joins two contrasting clauses ('had not read the book' and 'knew the story off by heart'). In the second sentence, **until** joins the main clause to a time clause ('the rain has stopped'). Children should recognise that conjunctions link clauses, and that words like 'yet' and 'until' perform this function here rather than acting as adverbs or prepositions.

**Watch out:** A child might circle 'but' instead of 'yet', as both are contrasting conjunctions - but 'but' does not appear in these sentences. A child might also circle 'on' in 'hat on', confusing a preposition with a conjunction.

### Question 29 (1 mark)

**Answer:** Row 1: subordinate clause. Row 2: main clause. Row 3: main clause.

Before looking at the table, cover the answer column and ask your child to try reading each underlined section on its own to see if it makes complete sense. Ask: "Does this underlined part make sense as a sentence all by itself?"

Each row underlines a different clause, and children must decide whether it is the **main clause** (the core, independent idea) or a **subordinate clause** (dependent on the rest of the sentence). In row 1, which has three playing fields is a relative clause embedded inside the sentence - it cannot stand alone, so it is subordinate. In row 2, I still had the energy for my lessons is the independent idea that makes sense on its own - it is the main clause. In row 3, We will be proud stands as the independent statement; the subordinate part is if we try our best.

**Watch out:** A child might mark 'I still had the energy for my lessons' as subordinate because it follows a long introductory clause, but it is the part that stands independently - the 'Although...' opening is the subordinate clause.

### Question 30a (1 mark)

**Answer:** A comma should be placed after 'Jon', so the sentence reads: After they left Jon, Sally and Bob went to the cinema.

Before checking, ask your child to read the sentence aloud and think about who was left behind and who went to the cinema. Ask: "Where could you put one comma so that only Sally and Bob go to the cinema?"

Commas can change meaning entirely. Placing the comma after **Jon** separates him from Sally and Bob, making it clear Jon was left behind while only Sally and Bob went to the cinema. Children need

to understand that the comma signals the end of the introductory clause 'After they left Jon', isolating Jon as the person who was left, not a cinema-goer.

**Watch out:** Placing the comma after 'left' instead of after 'Jon' does not make it clear that Jon stayed behind - it would mean all three children went to the cinema.

### Question 30b (1 mark)

**Answer:** The comma goes after 'left' and after 'Jon' and after 'Sally', giving: After they left, Jon, Sally and Bob went to the cinema.

Before looking at the answer, ask your child to count how many people went to the cinema in this version. Ask: "If Jon, Sally and Bob all went together, where do the pauses go when you read the sentence aloud?"

Comma placement changes meaning here. When all three children went to the cinema, 'Jon, Sally and Bob' must be read as a list, so children need a comma after the introductory phrase 'After they left' and commas separating each name in the list. The official answer is **After they left, Jon, Sally and Bob went to the cinema**. Note that a serial comma after 'Sally' (before 'and') is not accepted.

**Watch out:** Adding a comma after 'Sally' as well as after 'and' (a serial comma - 'Jon, Sally, and Bob') is not accepted by the official answer for this question.

**Model answer:** After they left, Jon, Sally and Bob went to the cinema.

### Question 31 (1 mark)

**Answer:** For 'uncooked': the pasta has not been cooked at all. For 'undercooked': the pasta has not been cooked enough (it is only partly cooked).

Before looking at the answer, ask the child to think about what the word parts 'un' and 'under' mean on their own. Ask: "What do you think the difference is between something that is uncooked and something that is undercooked?"

The prefixes **un-** and **under-** are doing very different jobs here. Un- means 'not', so **uncooked** means the pasta has not been cooked at all. Under- means 'not enough' or 'insufficiently', so **undercooked** means the pasta has been cooked but not cooked fully. Children need to explain both sentences to earn the single mark - one explanation alone is not enough. A good answer makes the contrast clear: 'not cooked' versus 'not cooked enough'.

**Watch out:** A child who only explains one of the two words will not score - both explanations must be present for the mark.

**Model answer:** Uncooked: the pasta has not been cooked at all. Undercooked: the pasta has been cooked but not enough - it is not fully cooked.

### Question 32 (1 mark)

**Answer:** Children should circle 'but' and 'and' - these are the two conjunctions in the sentence.

Before checking, ask the child to read the sentence aloud and spot any words that are joining two parts of the sentence together. Ask: "Can you find two words in that sentence that connect one part to another?"

Both conjunctions appear in the same sentence: 'The passengers moved to get out, **but** the pilot held up his hand **and** they stood still.' Children need to identify words that join clauses together. **but** links two contrasting clauses, and **and** links the final two clauses. Both words must be circled for the mark - circling only one is not enough.

**Watch out:** A child might circle 'to' (as in 'moved to get out'), mistaking it for a conjunction, but 'to' here is part of an infinitive verb phrase, not a word joining two clauses.

### Question 33 (1 mark)

**Answer:** The three possessive pronouns to write are: 'mine', 'ours', and 'his'.

Before looking at the answer, ask the child to read each sentence aloud and think about what single word could replace the underlined phrase to show who owns it. Ask: "What one word could you use instead of 'belongs to me' to show the bike is mine?"

Possessive pronouns replace a noun phrase showing ownership, without using an apostrophe. Each gap asks children to swap the underlined ownership phrase for the correct standalone pronoun.

'**Belongs to me**' becomes '**mine**'; '**owned by us**' becomes '**ours**'; '**belong to my brother**' becomes '**his**'. All three must be correct to earn the mark.

**Watch out:** Children sometimes write 'my' instead of 'mine' - but 'my' is a possessive adjective that needs a noun after it, not a standalone possessive pronoun.

### Question 34a (1 mark)

**Answer:** An antonym is a word that means the opposite of another word.

Before revealing anything, ask the child to think about word pairs like 'hot and cold' or 'happy and sad'. Ask: "What do you notice about the meanings of those pairs of words?"

Children need to recall the meaning of a grammatical term rather than locate an answer in a text. An **antonym** is a word that has the opposite meaning to another word. The official answer requires children to convey this idea clearly, for example: 'They are words that mean the opposite to each other.' The explanation does not need to be lengthy, but it must capture the idea of **opposite meaning**. A vague response such as 'a word that is different' would not be sufficient, as it fails to specify that the difference is one of opposite meaning.

**Watch out:** A child might write 'a word that sounds the same but means something different' - that describes a homophone, not an antonym.

### Question 34b (1 mark)

**Answer:** A word that means the opposite of 'fierce', such as 'gentle' or 'calm'.

Before your child writes anything, ask them to think about what the word 'fierce' means and what kind of word would mean the complete opposite. Ask: "Can you think of a word that means the opposite of fierce?"

Children need to apply their understanding of antonyms (tested in question 34a) by producing a word that is a true opposite of fierce. The official answer gives **gentle** or **calm** as examples. Any word that genuinely means the opposite of fierce is acceptable, provided it is correctly spelled. Children should think about what fierce means (wild, aggressive, intense) and choose a word that conveys the opposite quality.

**Watch out:** A child might write 'unfierced' or 'not fierce', but the question asks for a single real word that is a genuine antonym, and invented or negative forms are not accepted. The spelling of the antonym must be correct.

### Question 35 (1 mark)

**Answer:** Children need to write: 'played', 'threw', and 'caught' - the simple past tense forms of play, throw, and catch.

Before checking the paper, ask your child to say what each verb would be if the action happened yesterday - cover the answer boxes. Ask: "If it all happened yesterday, how would you say 'play', 'throw', and 'catch'?"

Simple past tense requires children to use the correct irregular and regular past forms. **Play** becomes played (regular). **Throw** becomes threw (irregular) and **catch** becomes caught (irregular). All three must be correct for the mark, and spelling matters here - misspellings of any verb form will not score.

**Watch out:** Misspellings such as 'caught' or 'threwed' do not score - the official answer requires the correct irregular forms, spelled correctly.

### Question 36 (1 mark)

**Answer:** The two missing adjectives are 'athletic' (from 'athlete') and 'national', 'international', or 'nationwide' (from 'nation').

Before looking at the answer, ask your child what the word 'athlete' describes a person as being, turning it into a describing word. Ask: "If someone does lots of athletic things, what adjective comes from the word 'athlete'?"

Children need to derive adjectives from the nouns given in brackets. The question has already provided the first example: 'famous' from 'fame'. For the second gap, 'athlete' must become **athletic**. For the third gap, 'nation' could become **national, international, or nationwide**. Both correct adjectives are needed for the mark, and correct spelling is required - misspellings such as 'atheltic' will not score.

**Watch out:** Misspellings of the adjectives - such as 'atheltic' instead of 'athletic' - will not score, as correct spelling is required for this type of question.

### Question 37 (1 mark)

**Answer:** The correct answer to tick is 'whose'. The sentence should read: 'The child whose story won the competition had worked very hard.'

Before revealing the answer, point the child at the gap and explain that it connects 'the child' to 'story'. Ask: "What word would show that the story belongs to the child?"

This question tests children's knowledge of relative pronouns. The gap follows 'child' and introduces a clause about the story belonging to that child, so a possessive relative pronoun is needed. **Whose** shows possession - 'the child whose story' means 'the story belonging to the child'. **Whom** is used as an object, not to show possession. **Who's** is a contraction of 'who is', which makes no sense here. **Which** refers to things, not people.

**Watch out:** A child might tick 'who's' because it looks similar to 'whose', but 'who's' is a contraction of 'who is', which makes the sentence nonsensical.

### Question 38a (1 mark)

**Answer:** Children need to write a grammatically correct sentence using the word 'point' as a verb, without changing the word or adding an ending such as -ed or -ing.

Before looking at the answer together, ask your child to think about what a verb does in a sentence. Ask: "Can you use the word 'point' - without changing it - to describe an action someone does?"

Children need to understand that the same word can function as different word classes depending on how it is used. For this part, **point** must work as a verb (a doing/action word) in a properly punctuated sentence. The key constraint is that the word must appear as **point** exactly - inflected forms such as pointed or pointing are not acceptable. A sentence such as I saw the teacher point at the board would be correct, because 'point' is the action being performed.

**Watch out:** Children must not use an inflected form such as 'pointed' or 'pointing' - only the unchanged word 'point' is acceptable for this mark.

### Question 38b (1 mark)

**Answer:** A sentence using 'point' as a noun, for example: 'I sharpened my pencil to a fine point.' The word must appear exactly as 'point', not as 'pointed' or 'points'.

Before looking at the answer, ask your child to think about whether 'point' can be a naming word as well as an action word, and to think of a sentence where it names something. Ask: "Can you think of a sentence where 'point' is a thing rather than something someone does?"

Children need to write a grammatically correct, properly punctuated sentence in which **point** functions as a noun - a naming word - rather than a verb or any inflected form. A noun names a thing or concept, so 'point' here refers to something like the tip of a pencil, a score, or an idea. The sentence must begin with a capital letter and end with a full stop (or other appropriate punctuation). Crucially, the word must remain exactly as **point**; using an inflected ending such as points or pointed does not satisfy the requirement.

**Watch out:** Children must not use an inflected form of the word, such as 'pointed' or 'points' - the word must appear in the sentence exactly as 'point'.

**Model answer:** I sharpened my pencil to a fine point.

### Question 39 (1 mark)

**Answer:** Children should underline the words 'that is next to our school'.

Before looking at the answer, ask your child to find the part of the sentence that adds extra detail about the house. Ask: "Which part of the sentence tells us more about the house?"

The relative clause in this sentence is **that is next to our school**. It begins with the relative pronoun **that** and gives extra information about the noun phrase 'the old house'. Children need to identify where the relative clause starts and ends: it sits between the subject ('The old house') and the main verb phrase ('is for sale'). The full clause, including the word **that**, must be underlined.

**Watch out:** A child might underline just 'next to our school', missing the relative pronoun 'that' - but the full relative clause must begin with 'that'.

### Question 40 (1 mark)

**Answer:** Tick 'Active' for 'Otters live in clean rivers.', 'Passive' for 'Fish are eaten by otters.', and 'Active' for 'Usually, otters are playful creatures.'

Before checking, ask the child to look at each sentence and decide whether the subject is doing the action or having something done to it. Ask: "In each sentence, is the subject performing an action or having an action done to them?"

Active and passive voice is the focus here. In the **active voice**, the subject performs the action; in the **passive voice**, the subject receives it. 'Otters live in clean rivers' - otters are doing the living, so active. 'Fish are eaten by otters' - the fish are having something done to them, confirmed by 'by otters', so passive. 'Usually, otters are playful creatures' describes the subject; no action is being done to anyone, so it is active. All three must be correct for the mark.

**Watch out:** A child might tick 'Passive' for 'Usually, otters are playful creatures' because it uses 'are', but this is simply a descriptive statement in the active voice - nothing is being done to the otters.

### Question 41 (1 mark)

**Answer:** The judges announced the results.

Before revealing the answer, point the child at the subject and verb. Ask: "Who is doing the action in this sentence, and where should they go?"

Active voice means the subject performs the action. The passive sentence 'The results were announced by the judges' has the results (the object) at the front and the judges at the end. Children need to swap these round so the judges become the subject who do the announcing. The sentence must be correctly punctuated with a capital letter and full stop to receive the mark.

**Watch out:** A child might write 'The judges were announcing the results' - this uses the active voice but changes the tense, which is not the same construction as the official answer.

### Question 42 (1 mark)

**Answer:** Children should circle both 'loudly' and 'too' - these are the two adverbs in the sentence.

Before looking at the answer, ask your child to read the sentence and think about which words describe how or in what way someone did something. Ask: "Can you spot any words that tell you how or in what way the cheering happened?"

Both **loudly** and **too** are adverbs in this sentence. Loudly modifies the verb 'cheered', telling us how the passengers cheered. Too also modifies the second 'cheered', meaning 'as well' or 'also'. Children sometimes overlook too because it is very short, but it functions as an adverb here. Both words must be circled for the mark to be awarded.

**Watch out:** A child might circle only 'loudly' and miss 'too', as 'too' is easy to overlook. Both words must be circled; circling only one is not enough.

### Question 43 (1 mark)

**Answer:** The correct answer to tick is 'as a noun phrase'.

Before looking at the options, ask your child to look at the underlined words and think about whether they contain a verb or not, and what job those words are doing in the sentence. Ask: "Do the underlined words contain a verb, or are they just describing something?"

The underlined words are '**The insect-eating Venus flytrap**'. Children should recognise this is a noun phrase: it is built around the noun 'Venus flytrap' and expanded by the determiner 'The' and the hyphenated modifier 'insect-eating'. It does not contain a verb, so it cannot be a clause of any kind, and it does not function as an adverbial. A noun phrase acts as a single unit naming a thing, which is exactly what these words do before the verb 'is'.

**Watch out:** A child might tick 'as a main clause' because the whole sentence is a statement, but the underlined section alone has no verb, so it cannot be a clause.

### Question 44 (1 mark)

**Answer:** The correct answer to tick is 'were'.

Before checking the answer, ask your child to think about what 'I wish' tells us about whether the situation is real or imaginary. Ask: "If someone says 'I wish I were able to do something', does that mean they actually can do it?"

The **subjunctive mood** is used to express wishes, hypothetical situations, or things contrary to fact. In the sentence 'I wish I \_\_\_\_ able to join you', the word wish signals a hypothetical situation, so the subjunctive form is needed. In Standard English, the subjunctive uses **were** for all persons (including first person singular), even though in everyday speech children might say 'I was'. The subjunctive deliberately departs from ordinary past-tense agreement to mark this unreality.

**Watch out:** A child might tick 'was' as it sounds natural in everyday speech ('I wish I was able'), but 'was' is not the subjunctive form; 'were' is the correct subjunctive for all persons.

### Question 45 (1 mark)

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

Before checking, ask your child to read the sentence aloud and think about what type of sentence starts with the word 'How'. Ask: "What kind of sentence do you think 'How well you've done' is?"

The sentence '**How well you've done**' is an exclamation. Children need to recognise that exclamations in grammar terms must start with What or How and contain a subject and verb - this one starts with 'How', has the subject 'you' and the verb 'have done' (contracted). A question ends with a question mark and expects a response; a statement simply declares something; a command gives an instruction. This sentence does none of those things.

**Watch out:** A child might tick 'a question' because the sentence starts with 'How', which can begin questions - but this sentence does not ask anything or require an answer.

## Question 46 (1 mark)

**Answer:** The correct sentence to tick is the last one: 'My dog was very naughty, but since the classes he has been much better.'

Before looking at the options, remind your child that the present perfect uses 'has' or 'have' with a past participle. Ask: "Can you find a sentence that has the word 'has' or 'have' in it, followed by a doing word?"

The present perfect is formed with has or have plus a past participle. Children need to spot **'he has been'** in the final option - this is the present perfect form, linking a past change to the present. The other three sentences all use simple past tense verbs throughout ('went', 'bought', 'entered', 'won', 'was', 'scored') with no present perfect construction at all.

**Watch out:** A child might tick 'My sister was a reserve, but she scored the winning goal' because it describes something that has happened, but both verbs are simple past tense with no 'has/have', so it is not present perfect.

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